



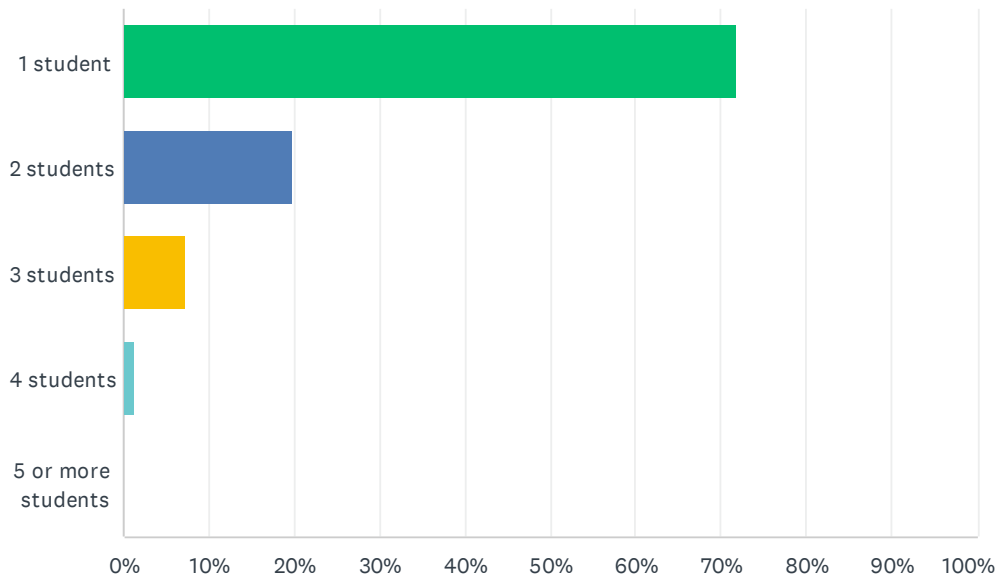
2024 -2029 Charter Renewal Application

Parent Learning Coach

2023 Survey

Q1 How many students do you have enrolled at PA Virtual?

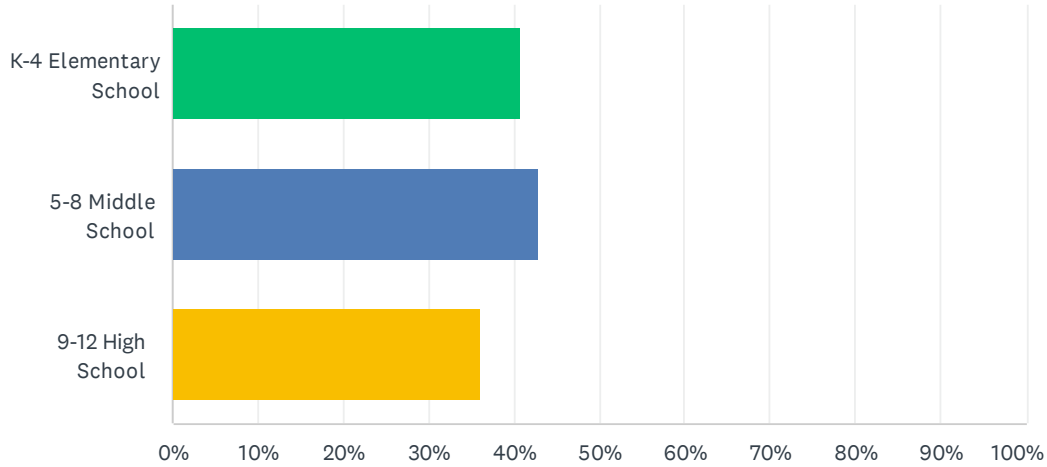
Answered: 319 Skipped: 0



| ANSWER CHOICES | RESPONSES | |
|--------------------|-----------|------------|
| 1 student | 71.79% | 229 |
| 2 students | 19.75% | 63 |
| 3 students | 7.21% | 23 |
| 4 students | 1.25% | 4 |
| 5 or more students | 0.00% | 0 |
| TOTAL | | 319 |

Q2 Please select the grade level of your child(ren) attending PA Virtual.
Select all that apply.

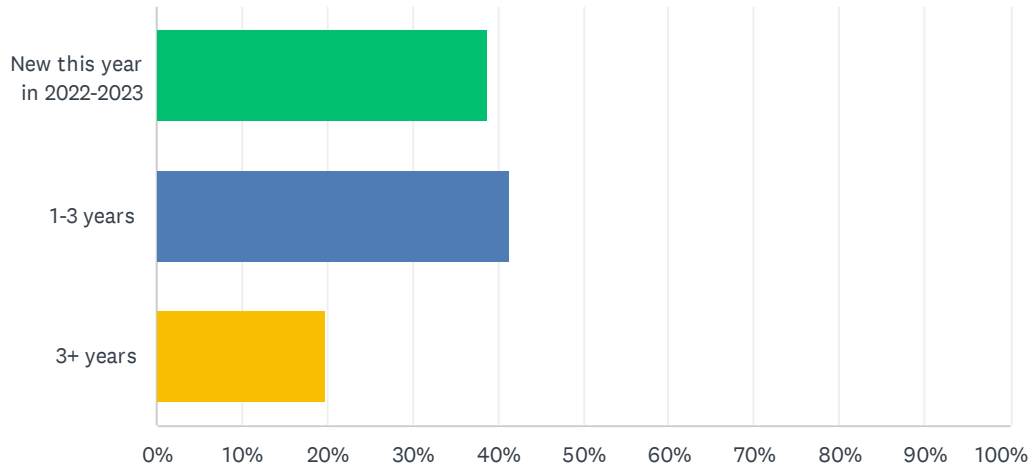
Answered: 317 Skipped: 2



| ANSWER CHOICES | RESPONSES |
|------------------------|------------|
| K-4 Elementary School | 40.69% 129 |
| 5-8 Middle School | 42.90% 136 |
| 9-12 High School | 35.96% 114 |
| Total Respondents: 317 | |

Q3 How long have you had a child enrolled at PA Virtual?

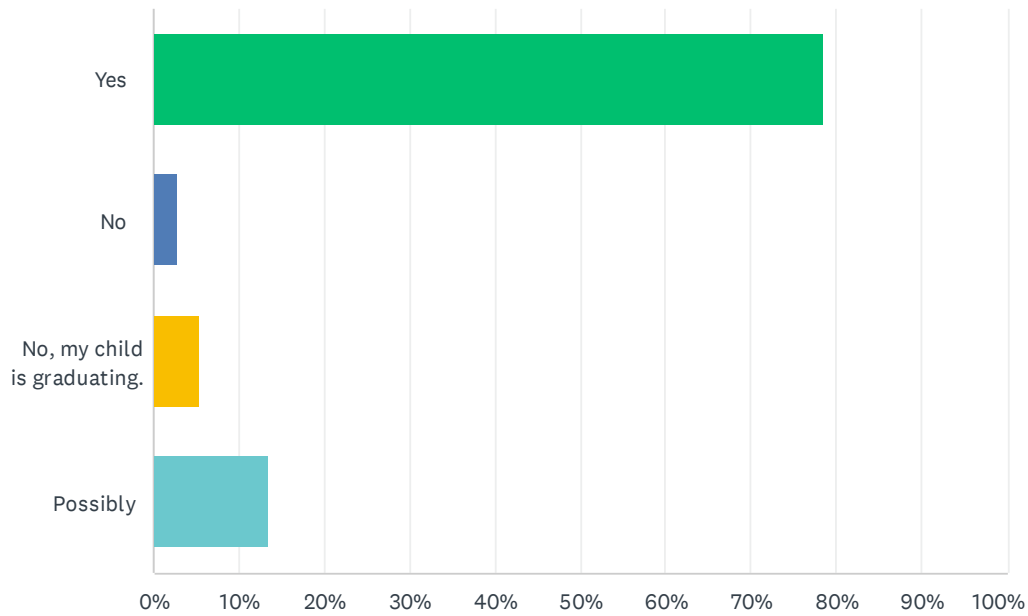
Answered: 319 Skipped: 0



| ANSWER CHOICES | RESPONSES | |
|----------------------------|-----------|------------|
| New this year in 2022-2023 | 38.87% | 124 |
| 1-3 years | 41.38% | 132 |
| 3+ years | 19.75% | 63 |
| TOTAL | | 319 |

Q4 Are you planning on returning to PA Virtual for next school year?

Answered: 319 Skipped: 0



| ANSWER CHOICES | RESPONSES | |
|-----------------------------|-----------|-----|
| Yes | 78.37% | 250 |
| No | 2.82% | 9 |
| No, my child is graduating. | 5.33% | 17 |
| Possibly | 13.48% | 43 |
| TOTAL | | 319 |

Q5 If you answered "No" or "Possibly" to question #4, please provide us with the reason(s).

Answered: 51 Skipped: 268

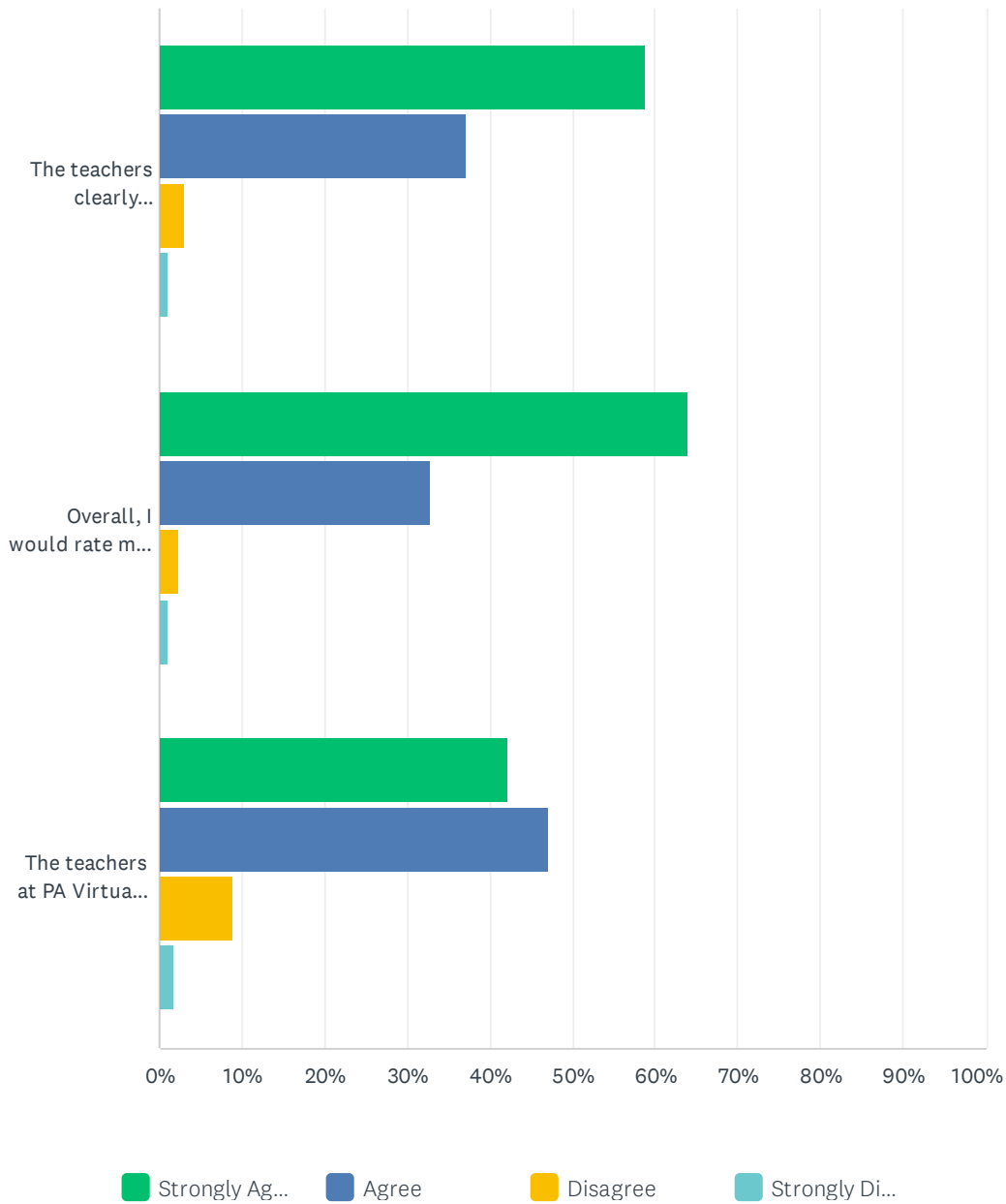
Q6 What is your 5-digit zip code and county?

Answered: 318 Skipped: 1

| ANSWER CHOICES | RESPONSES | |
|--------------------------------|-----------|-----|
| What is your 5-digit zip code? | 100.00% | 318 |
| What county do you reside in? | 99.06% | 315 |

Q7 Please answer the following questions about your child's (children's) experience.

Answered: 299 Skipped: 20



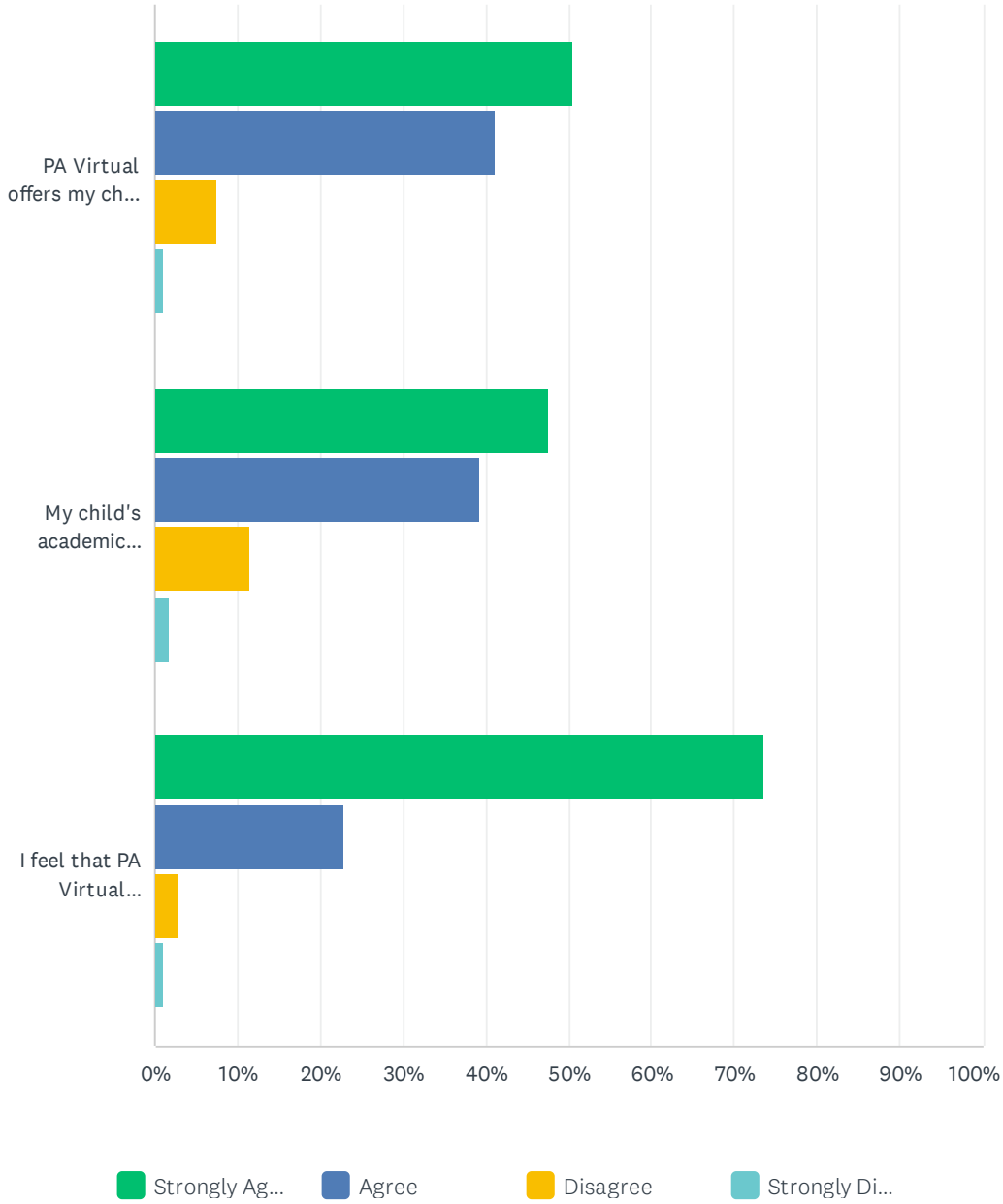
| | STRONGLY AGREE | AGREE | DISAGREE | STRONGLY DISAGREE | TOTAL | WEIGHTED AVERAGE |
|---|----------------|---------------|-------------|-------------------|-------|------------------|
| The teachers clearly communicate with my child. | 58.86% 176 | 37.12% 111 | 3.01% 9 | 1.00% 3 | 299 | 1.46 |
| Overall, I would rate my child's teacher(s) as knowledgeable and effective educators. | 63.88% 191 | 32.78% 98 | 2.34% 7 | 1.00% 3 | 299 | 1.40 |
| The teachers at PA Virtual have built strong relationships with my child. | 42.14% 126 | 47.16% 141 | 9.03% 27 | 1.67% 5 | 299 | 1.70 |

Q8 Please provide any additional information to further explain your response to question #7

Answered: 102 Skipped: 217

Q9 Please answer the following questions about your child's experience (continued).

Answered: 299 Skipped: 20



| | STRONGLY AGREE | AGREE | DISAGREE | STRONGLY DISAGREE | TOTAL |
|---|----------------|---------------|--------------|-------------------|-------|
| PA Virtual offers my child a personalized learning experience. | 50.50% 151 | 41.14% 123 | 7.36% 22 | 1.00% 3 | 299 |
| My child's academic performance has improved due to attending PA Virtual. | 47.46% 140 | 39.32% 116 | 11.53% 34 | 1.69% 5 | 295 |
| I feel that PA Virtual provides a safer learning environment than my child's previous school. | 73.47% 216 | 22.79% 67 | 2.72% 8 | 1.02% 3 | 294 |

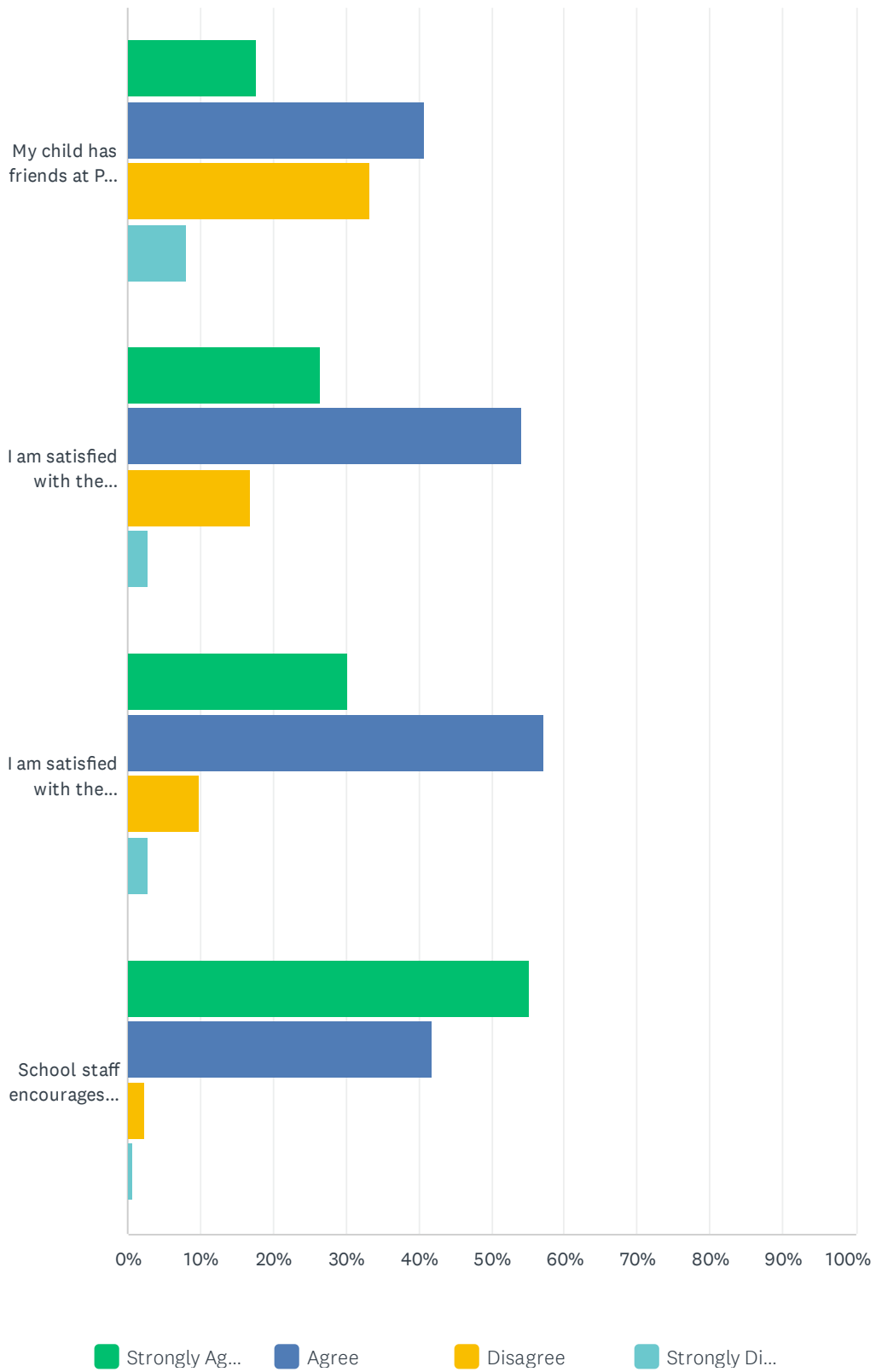
Q10 Please provide any additional information to further explain your response to question #9.

Answered: 90 Skipped: 229

**Q11 Please answer the following questions about your child's experience
(continued).**

Answered: 298 Skipped: 21

Parent/Learning Coach Survey Winter 2023



Parent/Learning Coach Survey Winter 2023

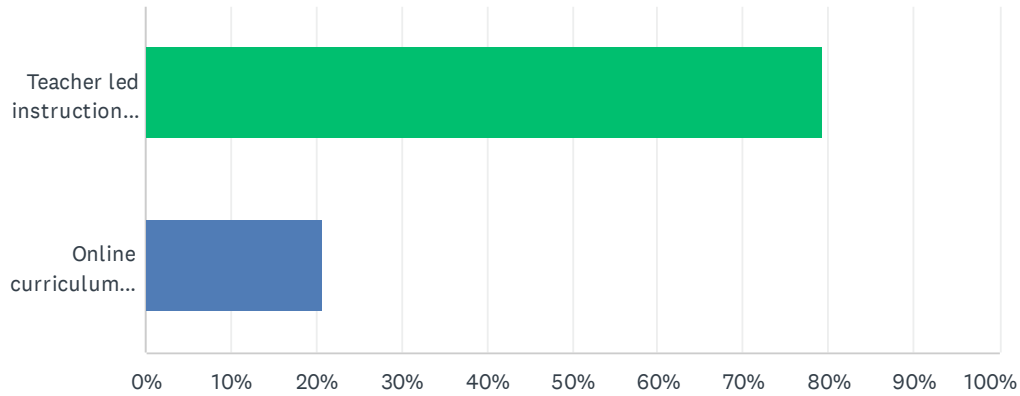
| | STRONGLY AGREE | AGREE | DISAGREE | STRONGLY DISAGREE | TOTAL | WEIGHTED AVERAGE |
|--|-----------------------|---------------|-----------------|--------------------------|--------------|-------------------------|
| My child has friends at PA Virtual he or she can trust and talk to. | 17.69% 52 | 40.82% 120 | 33.33% 98 | 8.16% 24 | 294 | 2.14 |
| I am satisfied with the socialization opportunities (Outings) at PA Virtual. | 26.35% 78 | 54.05% 160 | 16.89% 50 | 2.70% 8 | 296 | 1.70 |
| I am satisfied with the socialization opportunities provided with our clubs at PA Virtual. (Due to the pandemic, all of the socialization and club opportunities have been virtual this year.) | 30.27% 89 | 57.14% 168 | 9.86% 29 | 2.72% 8 | 294 | 1.55 |
| School staff encourages students to respect each other's differences (for example, gender, race, culture, etc). | 55.22% 164 | 41.75% 124 | 2.36% 7 | 0.67% 2 | 297 | 0.93 |

Q12 Please provide any additional information to further explain your response to question 11.

Answered: 76 Skipped: 243

Q13 Which of the following has the greater impact on your decision to continue your child's education at PA Virtual?

Answered: 276 Skipped: 43



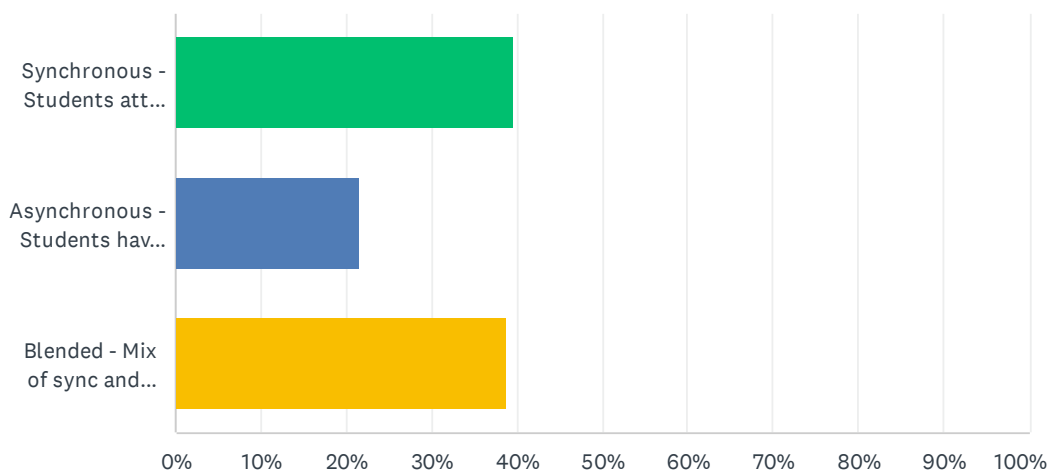
| ANSWER CHOICES | RESPONSES | |
|---|-----------|-----|
| Teacher led instruction (synchronous or asynchronous) | 79.35% | 219 |
| Online curriculum (Stride/K12, Edgenuity) | 20.65% | 57 |
| TOTAL | | 276 |

Q14 Please provide any additional information to further explain your response to question 13.

Answered: 67 Skipped: 252

Q15 What mode of instruction do you prefer?

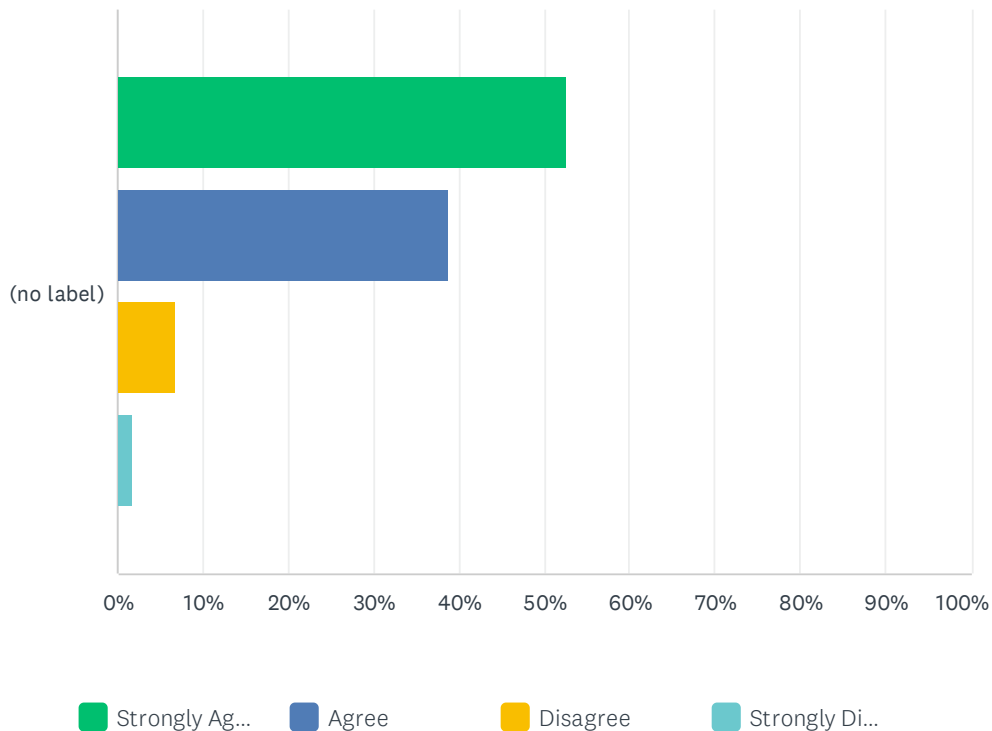
Answered: 278 Skipped: 41



| ANSWER CHOICES | RESPONSES | |
|--|-----------|------------|
| Synchronous - Students attend live classes with PA-certified teacher-led classes and children across the instruction. | 39.57% | 110 |
| Asynchronous - Students have a customizable schedule in an independent manner, supported by a learning coach, with PA certified teachers monitoring academic progress. | 21.58% | 60 |
| Blended - Mix of sync and async classes | 38.85% | 108 |
| TOTAL | | 278 |

Q16 As a Learning Coach, I am satisfied with the ways the teachers at the school have made an effort to welcome me or get to know me and my child/ren. The answers to these questions would help us develop strategies to improve the teacher/parent relationship.

Answered: 279 Skipped: 40



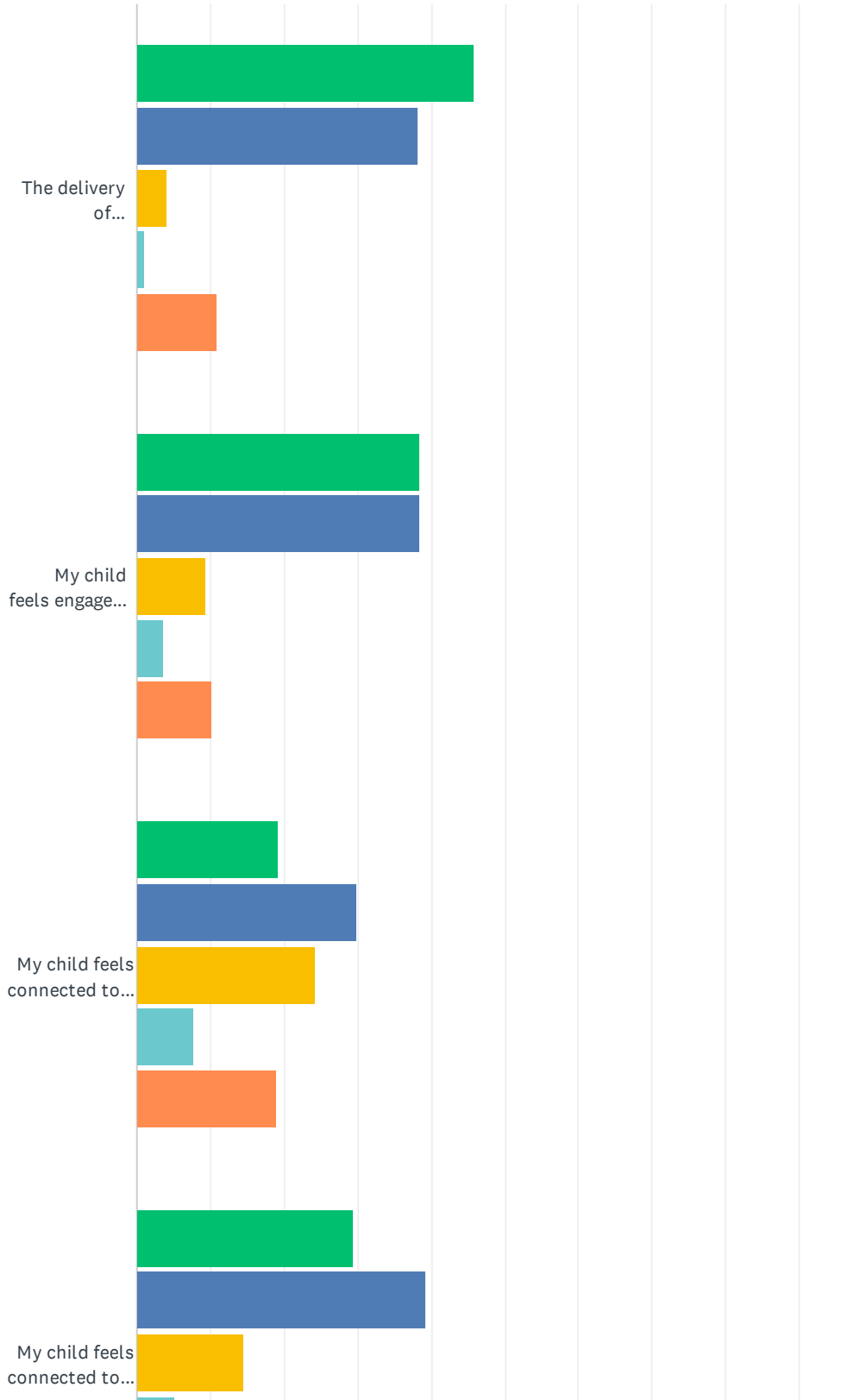
| | STRONGLY AGREE | AGREE | DISAGREE | STRONGLY DISAGREE | TOTAL | WEIGHTED AVERAGE |
|------------|----------------|---------------|-------------|-------------------|-------|------------------|
| (no label) | 52.69% 147 | 38.71% 108 | 6.81% 19 | 1.79% 5 | 279 | 1.58 |

Q17 Please provide any additional information to further explain your response to question 16.

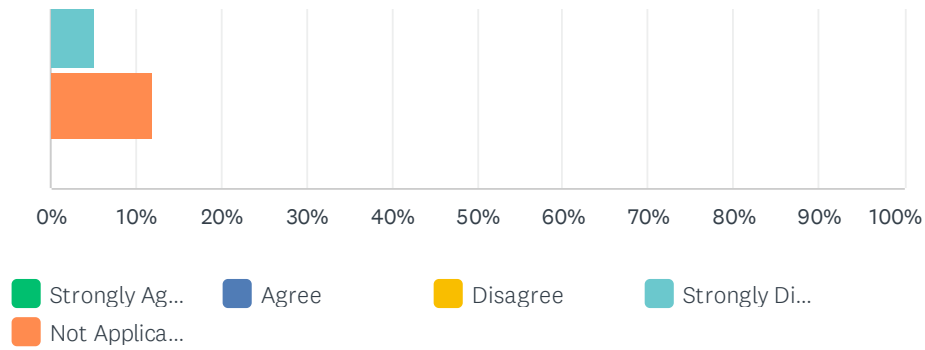
Answered: 48 Skipped: 271

Q18 Please answer the following questions regarding your perception of PA Virtual's asynchronous (student, self-directed) learning and instruction.

Answered: 277 Skipped: 42



Parent/Learning Coach Survey Winter 2023



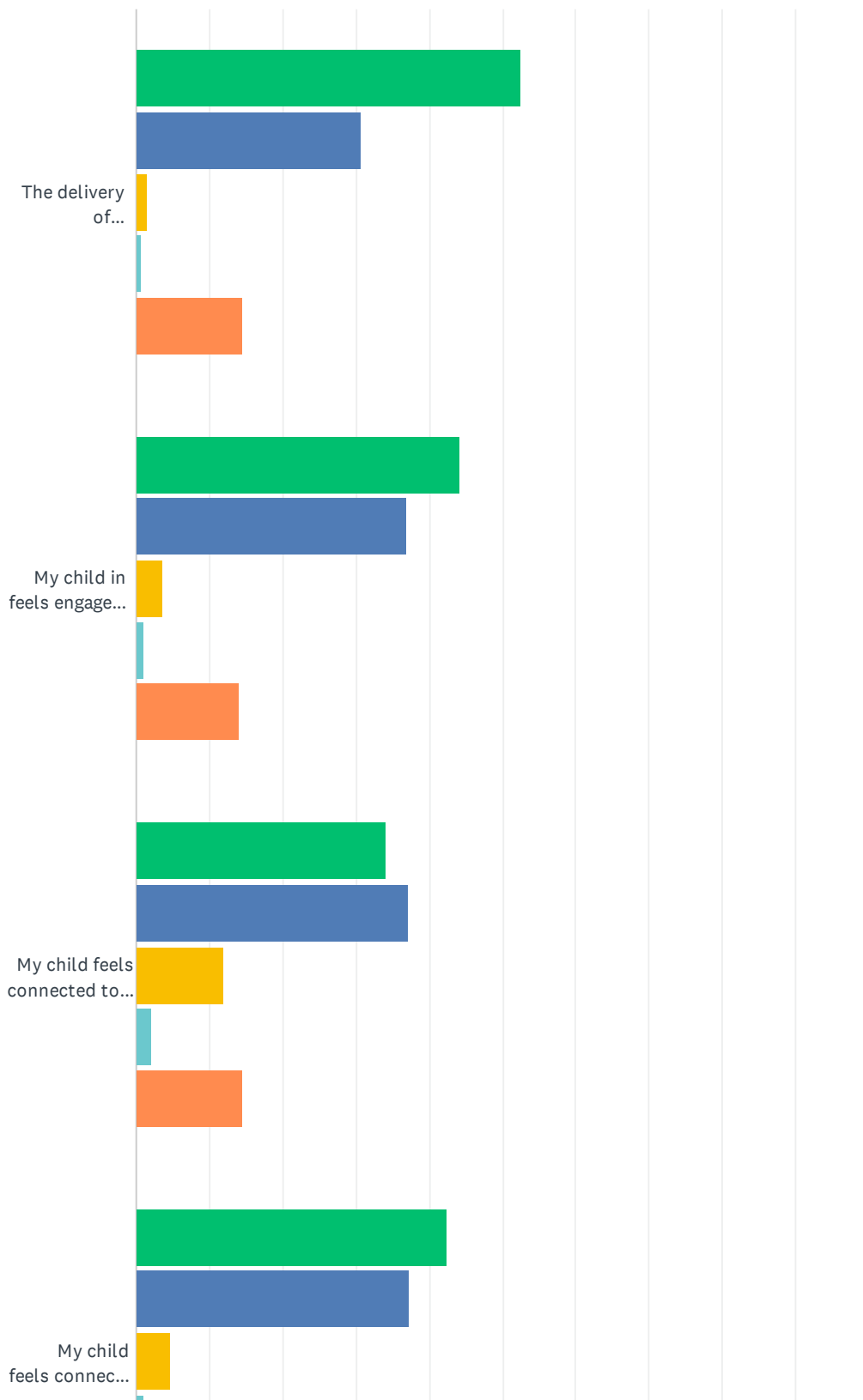
| | STRONGLY AGREE | AGREE | DISAGREE | STRONGLY DISAGREE | NOT APPLICABLE | TOTAL | WEIGHTED AVERAGE |
|--|----------------|---------------|--------------|-------------------|----------------|-------|------------------|
| The delivery of (asynchronous) instruction is clearly articulated, where both the Learning Coach and student can follow the lesson(s). | 45.82% 126 | 38.18% 105 | 4.00% 11 | 1.09% 3 | 10.91% 30 | 275 | 1.93 |
| My child feels engaged in his/her (asynchronous) school work. | 38.41% 106 | 38.41% 106 | 9.42% 26 | 3.62% 10 | 10.14% 28 | 276 | 2.09 |
| My child feels connected to other students in their (asynchronous) learning and instruction. | 19.27% 53 | 29.82% 82 | 24.36% 67 | 7.64% 21 | 18.91% 52 | 275 | 2.77 |
| My child feels connected to the teachers when participating in (asynchronous) learning and instruction. | 29.35% 81 | 39.13% 108 | 14.49% 40 | 5.07% 14 | 11.96% 33 | 276 | 2.31 |

Q19 Please provide any additional information about PA Virtual's live lesson classes (asynchronous).

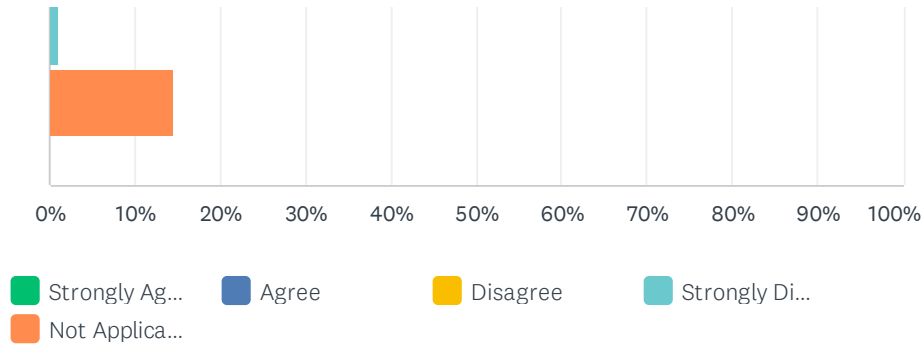
Answered: 55 Skipped: 264

Q20 Please answer the following questions regarding your perception of PA Virtual's synchronous (live, teacher directed) classes and instruction.

Answered: 277 Skipped: 42



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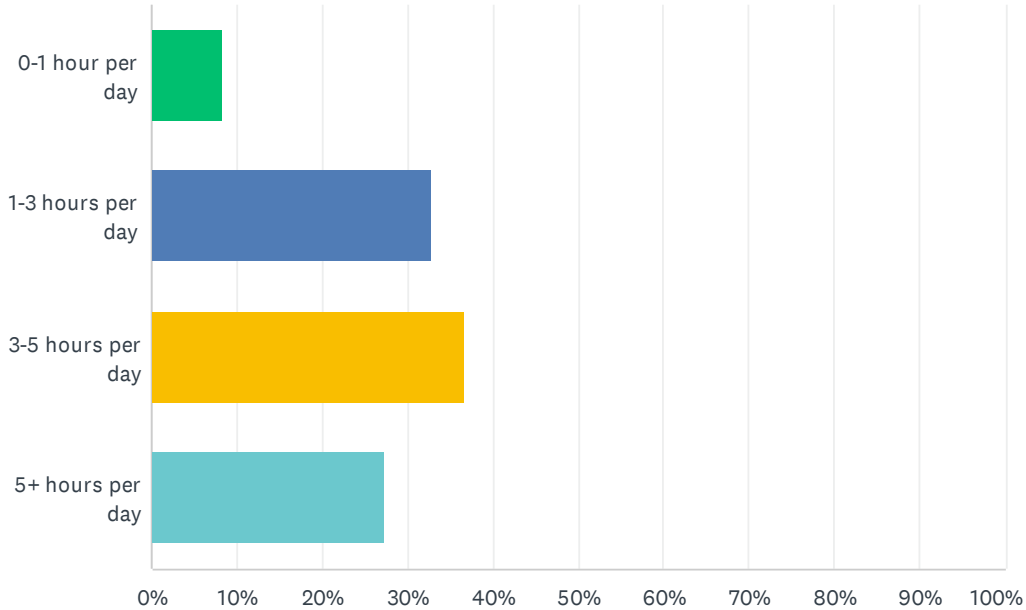
| | STRONGLY AGREE | AGREE | DISAGREE | STRONGLY DISAGREE | NOT APPLICABLE | TOTAL | WEIGHTED AVERAGE |
|--|----------------|---------------|--------------|-------------------|----------------|-------|------------------|
| The delivery of (synchronous) classes is clearly articulated, where both the Learning Coach and student can follow the lesson. | 52.54% 145 | 30.80% 85 | 1.45% 4 | 0.72% 2 | 14.49% 40 | 276 | 1.94 |
| My child in feels engaged when participating in their synchronous school work. | 44.20% 122 | 36.96% 102 | 3.62% 10 | 1.09% 3 | 14.13% 39 | 276 | 2.04 |
| My child feels connected to other students when participating in synchronous classes. | 34.18% 94 | 37.09% 102 | 12.00% 33 | 2.18% 6 | 14.55% 40 | 275 | 2.26 |
| My child feels connected to the teacher(s) when participating in synchronous school work. | 42.39% 117 | 37.32% 103 | 4.71% 13 | 1.09% 3 | 14.49% 40 | 276 | 2.08 |

Q21 Please provide any additional information about PA Virtual's live lesson classes (synchronous).

Answered: 41 Skipped: 278

Q22 Please answer the following questions about your experience as the Learning Coach. On average, how much time do you, as a Learning Coach, spend being directly involved in your child(ren)'s education?

Answered: 278 Skipped: 41

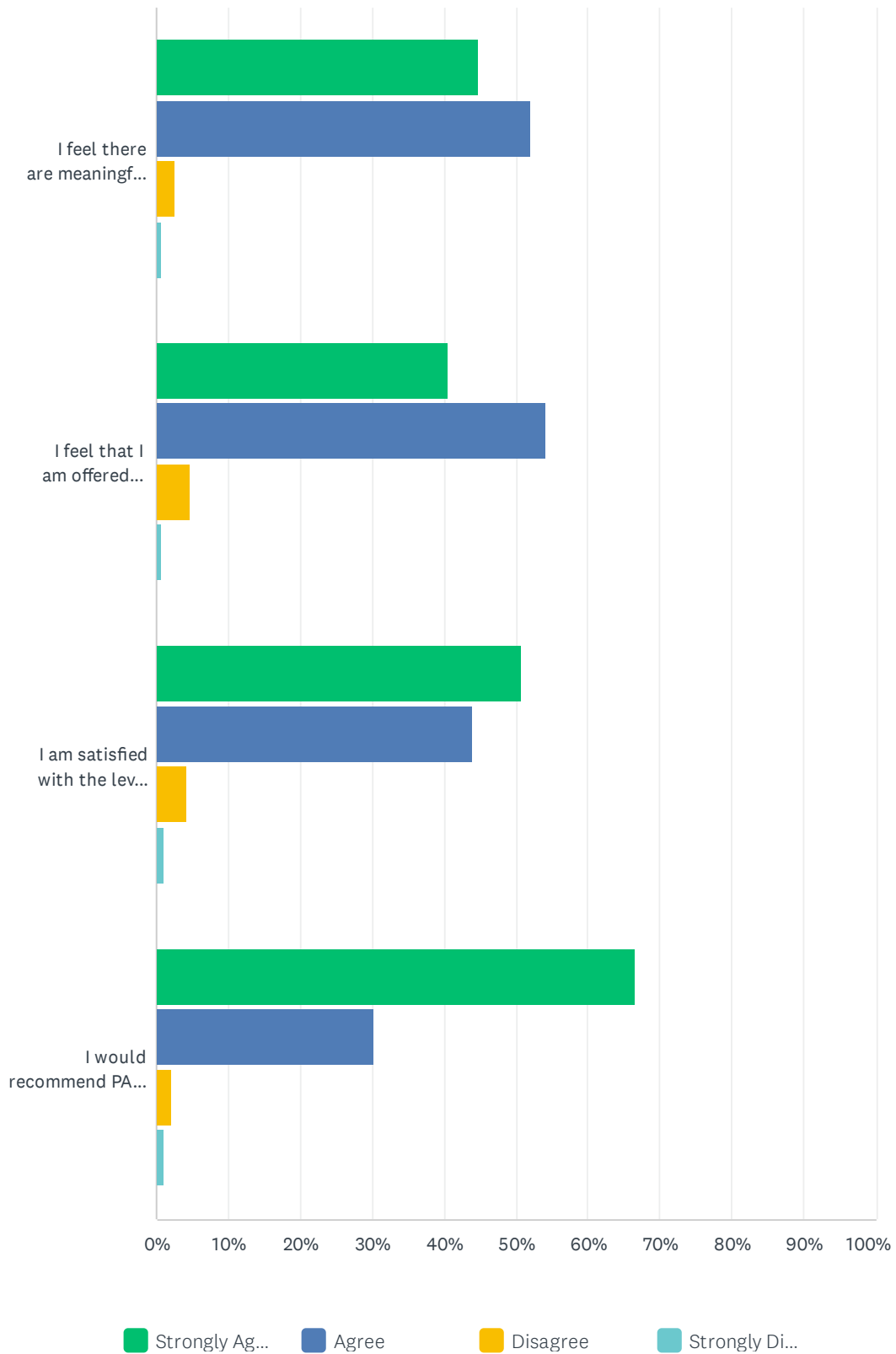


| ANSWER CHOICES | RESPONSES |
|------------------------|------------|
| 0-1 hour per day | 8.27% 23 |
| 1-3 hours per day | 32.73% 91 |
| 3-5 hours per day | 36.69% 102 |
| 5+ hours per day | 27.34% 76 |
| Total Respondents: 278 | |

Q23 Please answer the following questions about your experience as the Learning Coach.

Answered: 279 Skipped: 40

Parent/Learning Coach Survey Winter 2023



Parent/Learning Coach Survey Winter 2023

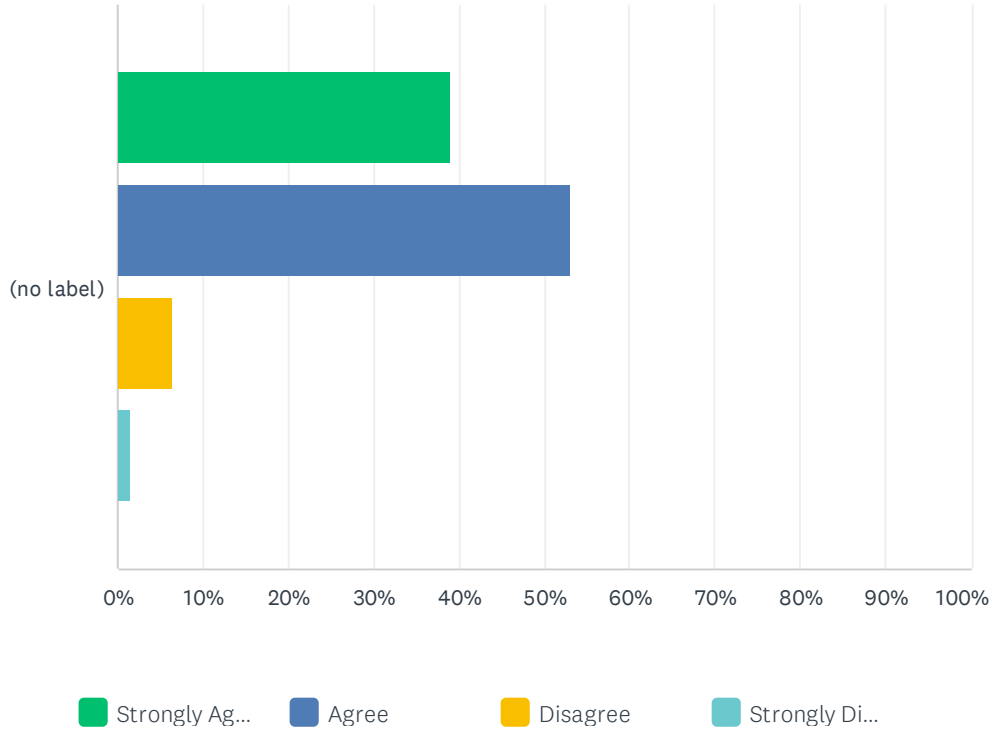
| | STRONGLY AGREE | AGREE | DISAGREE | STRONGLY DISAGREE | TOTAL |
|--|---------------------------|---------------|-----------------|------------------------------|--------------|
| I feel there are meaningful opportunities for parents to be involved and contribute to the PA Virtual community. | 44.80% 125 | 51.97% 145 | 2.51% 7 | 0.72% 2 | 279 |
| I feel that I am offered opportunities to connect with other parents and families at PA Virtual. | 40.43% 112 | 54.15% 150 | 4.69% 13 | 0.72% 2 | 277 |
| I am satisfied with the level of support I am provided as a Learning Coach. | 50.72% 141 | 43.88% 122 | 4.32% 12 | 1.08% 3 | 278 |
| I would recommend PA Virtual to other families. | 66.55% 183 | 30.18% 83 | 2.18% 6 | 1.09% 3 | 275 |

Q24 Please provide any additional information to further explain your response to question #23.

Answered: 40 Skipped: 279

Q25 As a Learning Coach, I am satisfied that the school provides opportunities to strengthen my child's cultural identity.

Answered: 266 Skipped: 53



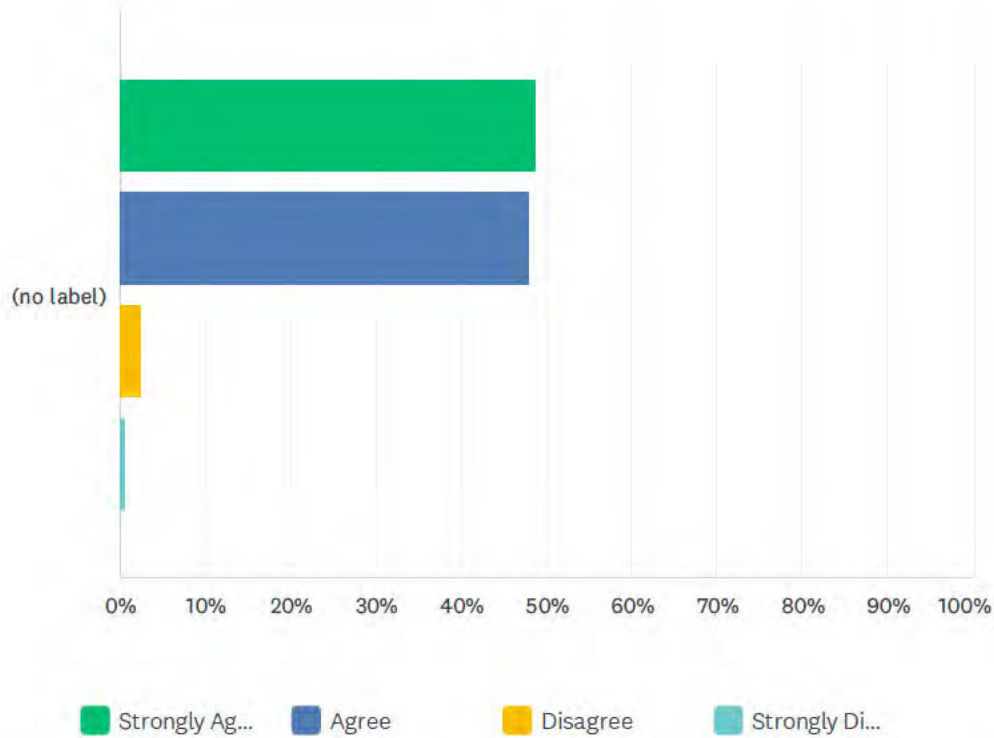
| | STRONGLY AGREE | AGREE | DISAGREE | STRONGLY DISAGREE | TOTAL | WEIGHTED AVERAGE |
|------------|----------------|---------------|-------------|-------------------|-------|------------------|
| (no label) | 39.10% 104 | 53.01% 141 | 6.39% 17 | 1.50% 4 | 266 | 1.70 |

Q26 Please provide any additional information to further explain your response to question #25.

Answered: 29 Skipped: 290

Q27 As a Learning Coach, I am satisfied with the amount of support I receive during teacher office hours (grades K-12).

Answered: 275 Skipped: 44



| | STRONGLY AGREE | AGREE | DISAGREE | STRONGLY DISAGREE | TOTAL | WEIGHTED AVERAGE |
|------------|-----------------------|---------------|-----------------|--------------------------|--------------|-------------------------|
| (no label) | 48.73% 134 | 48.00% 132 | 2.55% 7 | 0.73% 2 | 275 | 1.55 |

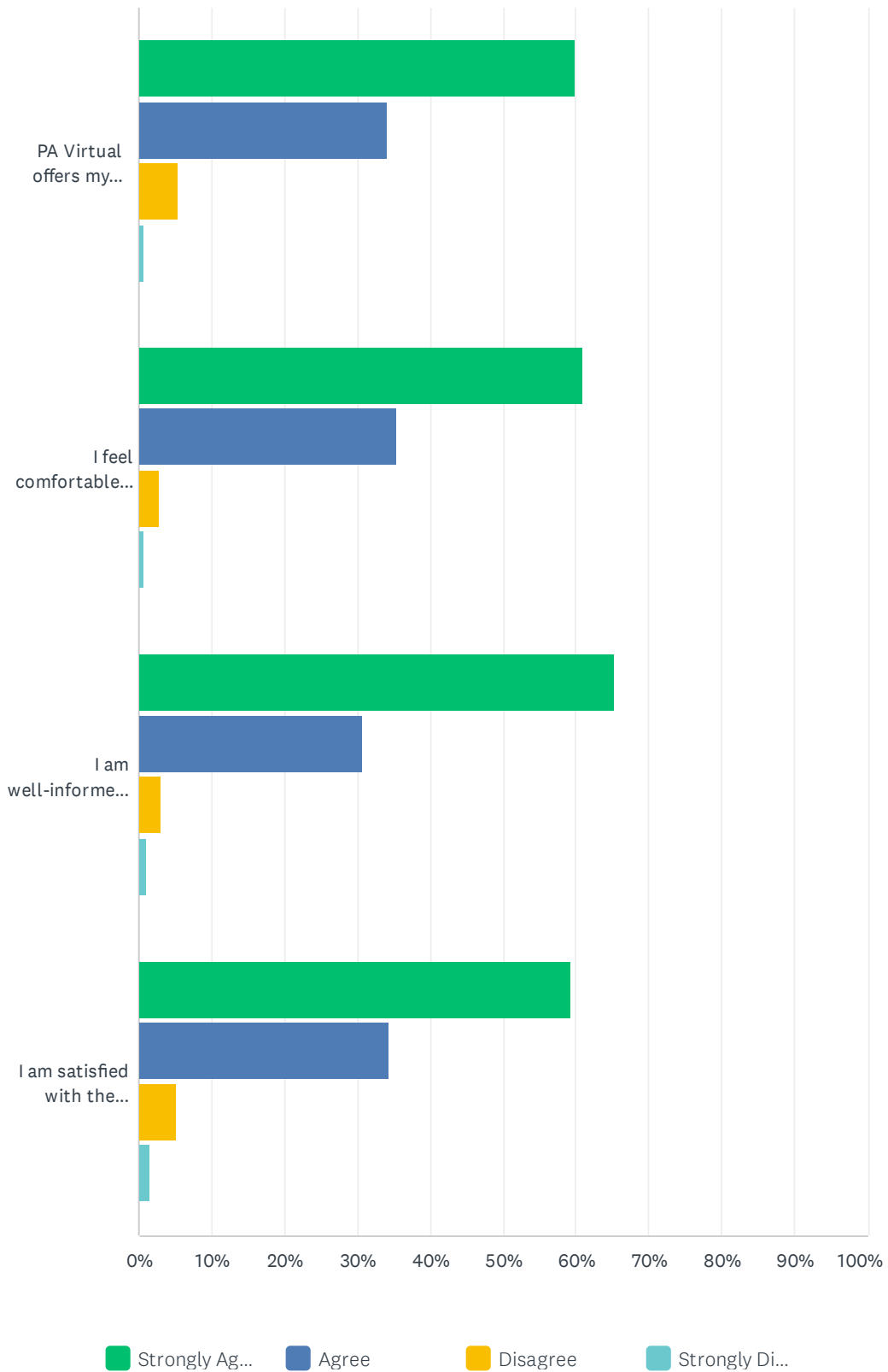
Q28 Please provide any additional information to further explain your response to question #27.

Answered: 26 Skipped: 293

Q29 Please answer the following questions about your experience as the Learning Coach.

Answered: 279 Skipped: 40

Parent/Learning Coach Survey Winter 2023



Parent/Learning Coach Survey Winter 2023

| | STRONGLY AGREE | AGREE | DISAGREE | STRONGLY DISAGREE | TOTAL | WEIGHTED AVERAGE |
|---|---------------------------|--------------|-----------------|------------------------------|--------------|-----------------------------|
| PA Virtual offers my family the flexibility we need. | 59.86% 167 | 34.05% 95 | 5.38% 15 | 0.72% 2 | 279 | 1.47 |
| I feel comfortable talking with my child's teacher(s). | 60.93% 170 | 35.48% 99 | 2.87% 8 | 0.72% 2 | 279 | 1.43 |
| I am well-informed about how my child is doing in school. | 65.34% 181 | 30.69% 85 | 2.89% 8 | 1.08% 3 | 277 | 1.40 |
| I am satisfied with the partnership with my child's teacher(s). | 59.21% 164 | 34.30% 95 | 5.05% 14 | 1.44% 4 | 277 | 1.49 |

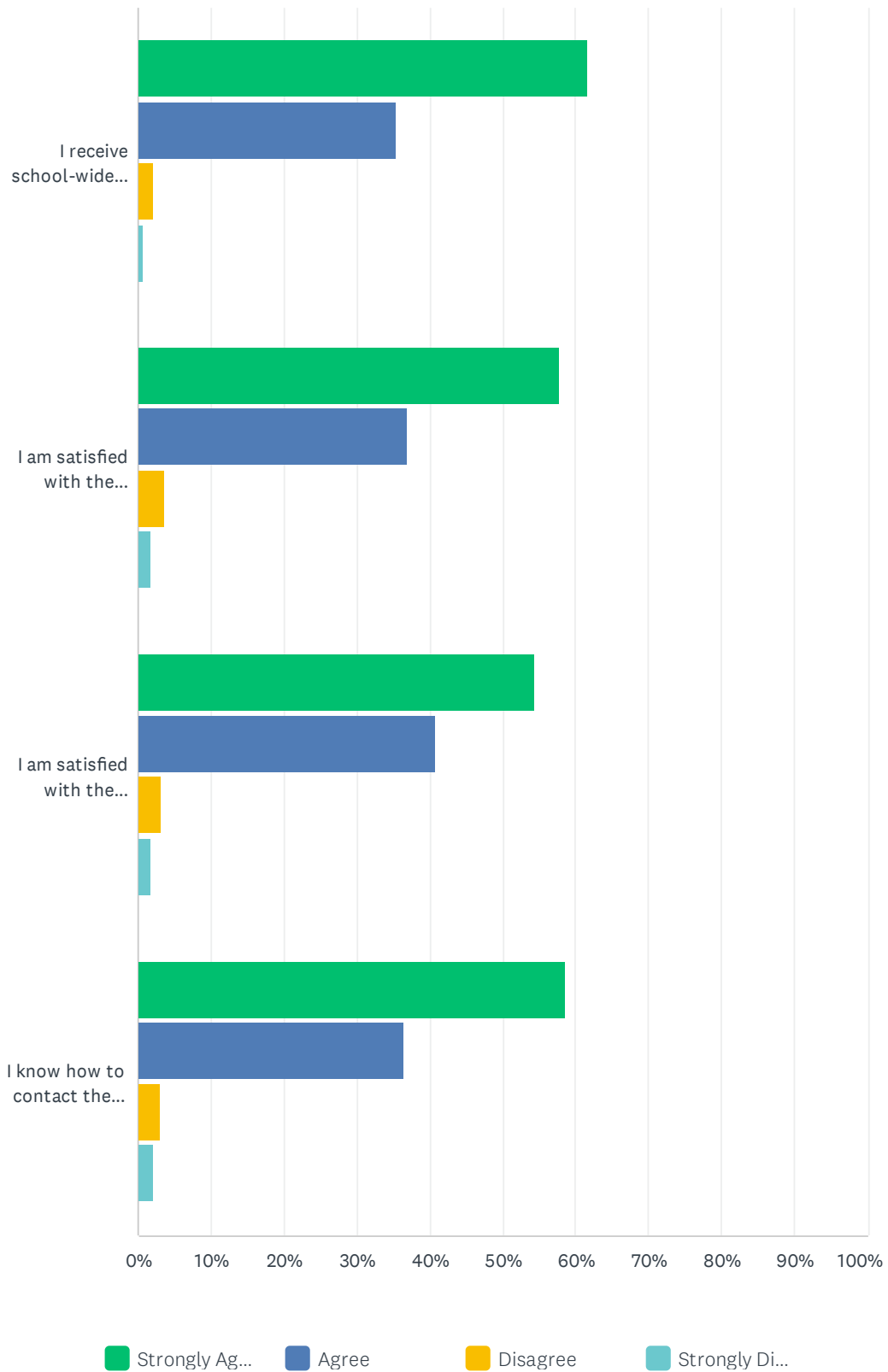
Q30 Please provide any additional information to further explain your response to question #29.

Answered: 34 Skipped: 285

Q31 Please answer the following questions about your experience as the Learning Coach.

Answered: 279 Skipped: 40

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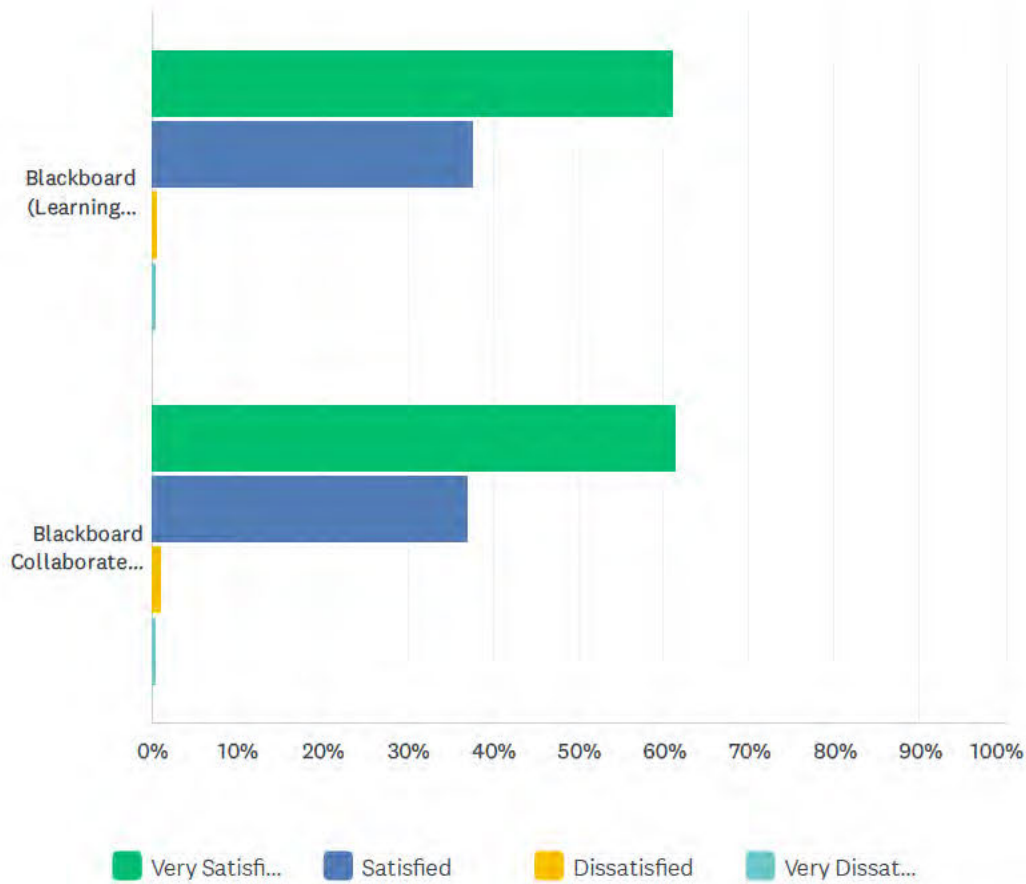
| | STRONGLY AGREE | AGREE | DISAGREE | STRONGLY DISAGREE | TOTAL |
|--|-----------------------|---------------|-----------------|--------------------------|--------------|
| I receive school-wide communication from PA Virtual that is clear, appropriate, and timely. | 61.65% 172 | 35.48% 99 | 2.15% 6 | 0.72% 2 | 279 |
| I am satisfied with the response time and responsiveness I receive from the teachers. | 57.71% 161 | 36.92% 103 | 3.58% 10 | 1.79% 5 | 279 |
| I am satisfied with the response time and responsiveness I receive from the administration. | 54.32% 151 | 40.65% 113 | 3.24% 9 | 1.80% 5 | 278 |
| I know how to contact the appropriate staff members at PA Virtual when I have questions and/or concerns. | 58.55% 161 | 36.36% 100 | 2.91% 8 | 2.18% 6 | 275 |

Q32 Please provide any additional information to further explain your response to question #31.

Answered: 24 Skipped: 295

Q33 Indicate your level of satisfaction with the following technology at PA Virtual:

Answered: 270 Skipped: 49



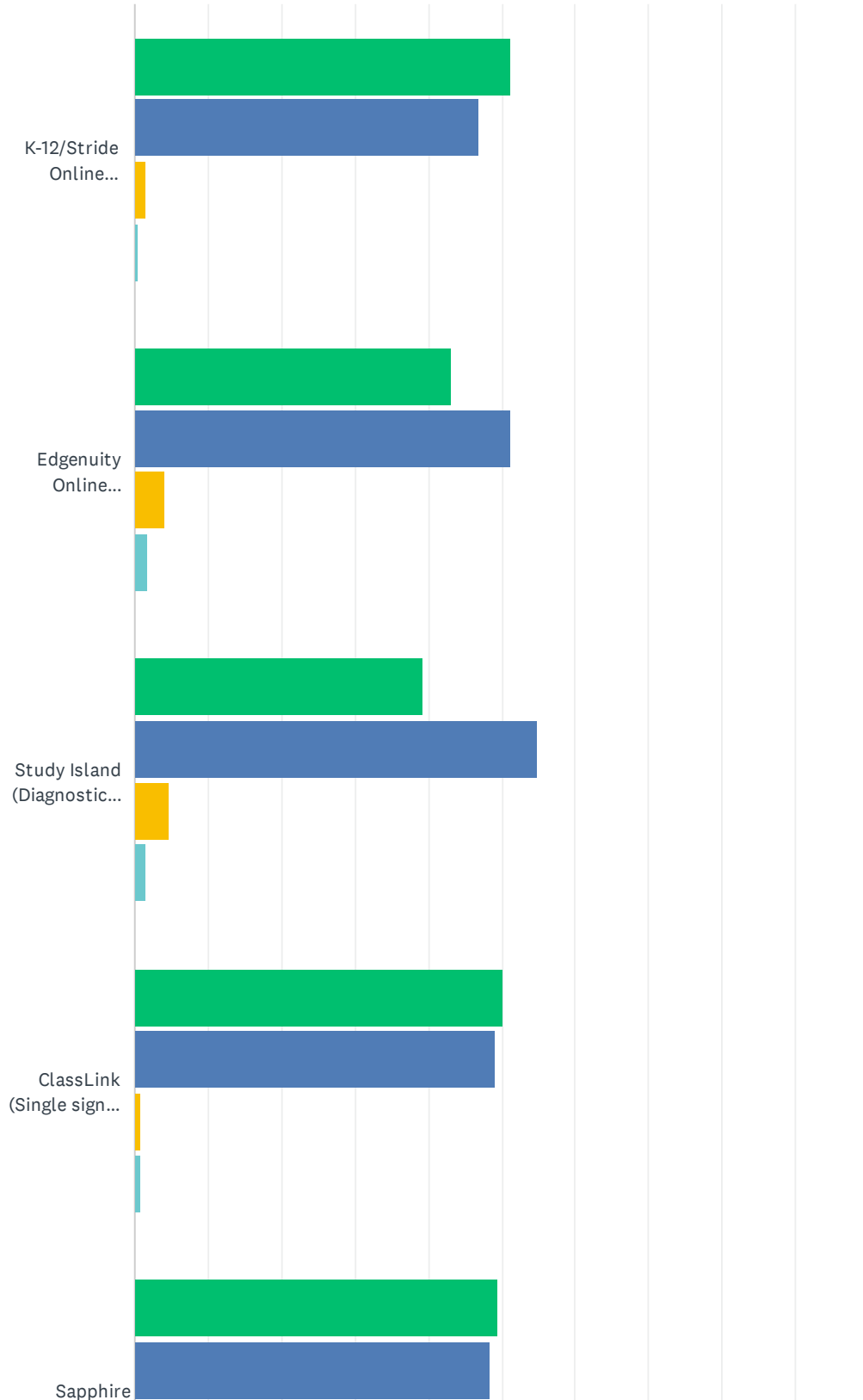
| | VERY SATISFIED | SATISFIED | DISSATISFIED | VERY DISSATISFIED | TOTAL | WEIGHTED AVERAGE |
|--|----------------|---------------|--------------|-------------------|-------|------------------|
| Blackboard (Learning Management System-lessons, assignments, attendance, etc). | 61.19% 164 | 37.69% 101 | 0.75% 2 | 0.37% 1 | 268 | 1.40 |
| Blackboard Collaborate (live class, live instruction) | 61.34% 165 | 37.17% 100 | 1.12% 3 | 0.37% 1 | 269 | 1.41 |

Q34 Please provide any additional information to further explain your response to question #33.

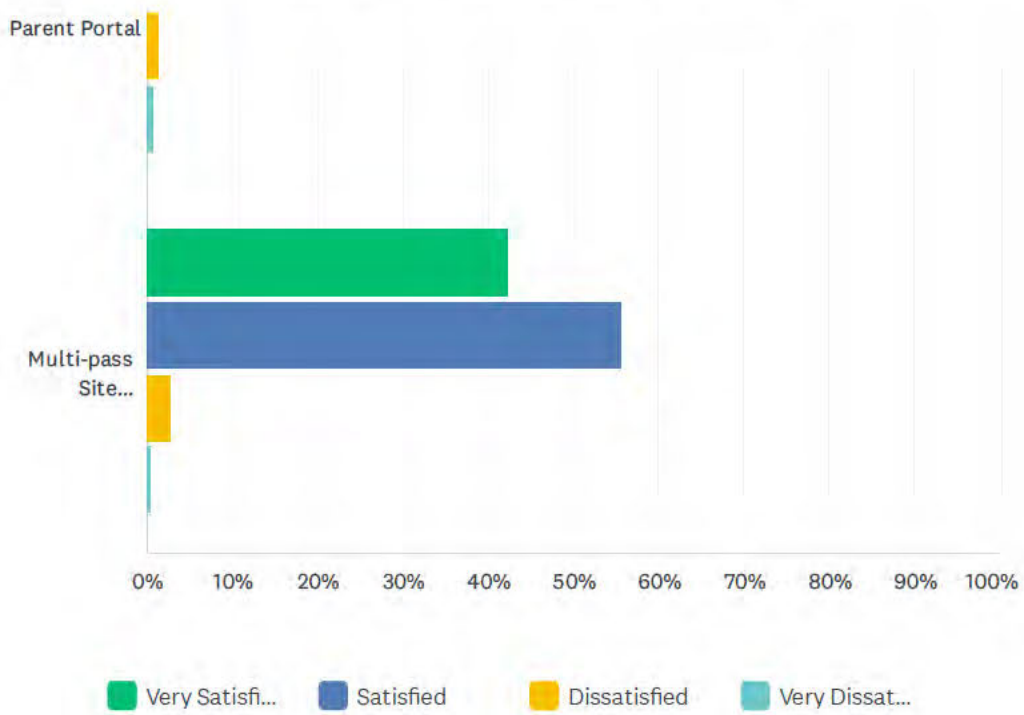
Answered: 25 Skipped: 294

Q35 Indicate your level of satisfaction with the following technology at PA Virtual (continued):

Answered: 269 Skipped: 50



Parent/Learning Coach Survey Winter 2023



| | VERY SATISFIED | SATISFIED | DISSATISFIED | VERY DISSATISFIED | TOTAL RESPONDENTS |
|------------------------------------|----------------|---------------|--------------|-------------------|-------------------|
| K-12/Stride Online Curriculum | 51.15% 134 | 46.95% 123 | 1.53% 4 | 0.38% 1 | 262 |
| Edgenuity Online Curriculum | 43.09% 106 | 51.22% 126 | 4.07% 10 | 1.63% 4 | 246 |
| Study Island (Diagnostic Test) | 39.22% 100 | 54.90% 140 | 4.71% 12 | 1.57% 4 | 255 |
| ClassLink (Single sign-on service) | 50.19% 129 | 49.03% 126 | 0.78% 2 | 0.78% 2 | 257 |
| Sapphire Parent Portal | 49.43% 131 | 48.30% 128 | 1.51% 4 | 0.75% 2 | 265 |
| Multi-pass Site (Re-registration) | 42.34% 105 | 55.65% 138 | 2.82% 7 | 0.40% 1 | 248 |

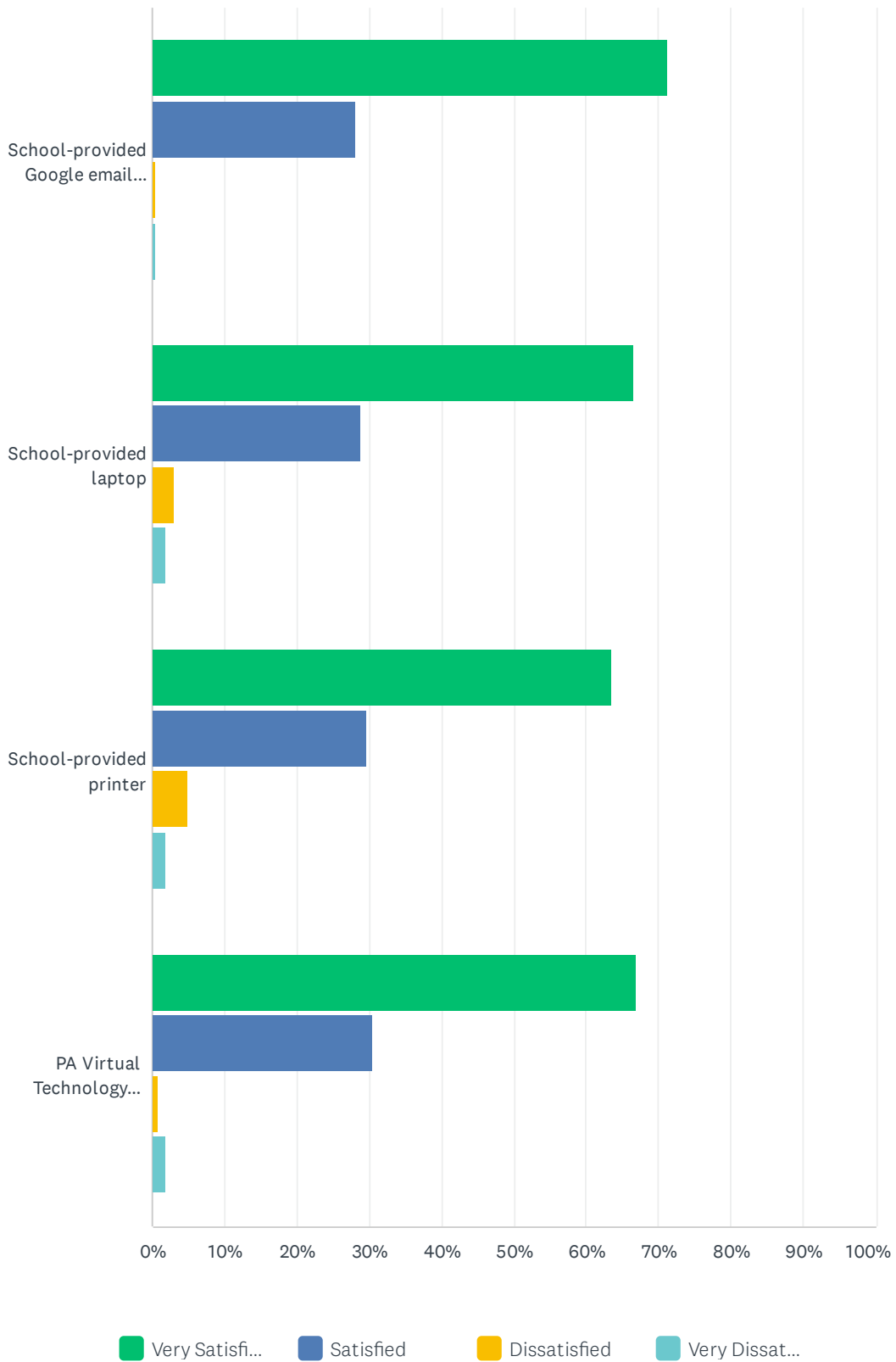
Q36 Please provide any additional information to further explain your response to question #35.

Answered: 31 Skipped: 288

Q37 Indicate your level of satisfaction with the following technology and technology assistance programs at PA Virtual (continued):

Answered: 270 Skipped: 49

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| | VERY SATISFIED | SATISFIED | DISSATISFIED | VERY DISSATISFIED | TOTAL |
|---|-----------------------|------------------|---------------------|--------------------------|--------------|
| School-provided Google email account | 71.11% 192 | 28.15% 76 | 0.37% 1 | 0.37% 1 | 270 |
| School-provided laptop | 66.42% 178 | 28.73% 77 | 2.99% 8 | 1.87% 5 | 268 |
| School-provided printer | 63.53% 169 | 29.70% 79 | 4.89% 13 | 1.88% 5 | 266 |
| PA Virtual Technology Helpline (1-877-883-3653) | 66.92% 178 | 30.45% 81 | 0.75% 2 | 1.88% 5 | 266 |

Q38 Please provide any additional information to further explain your response to question #37.

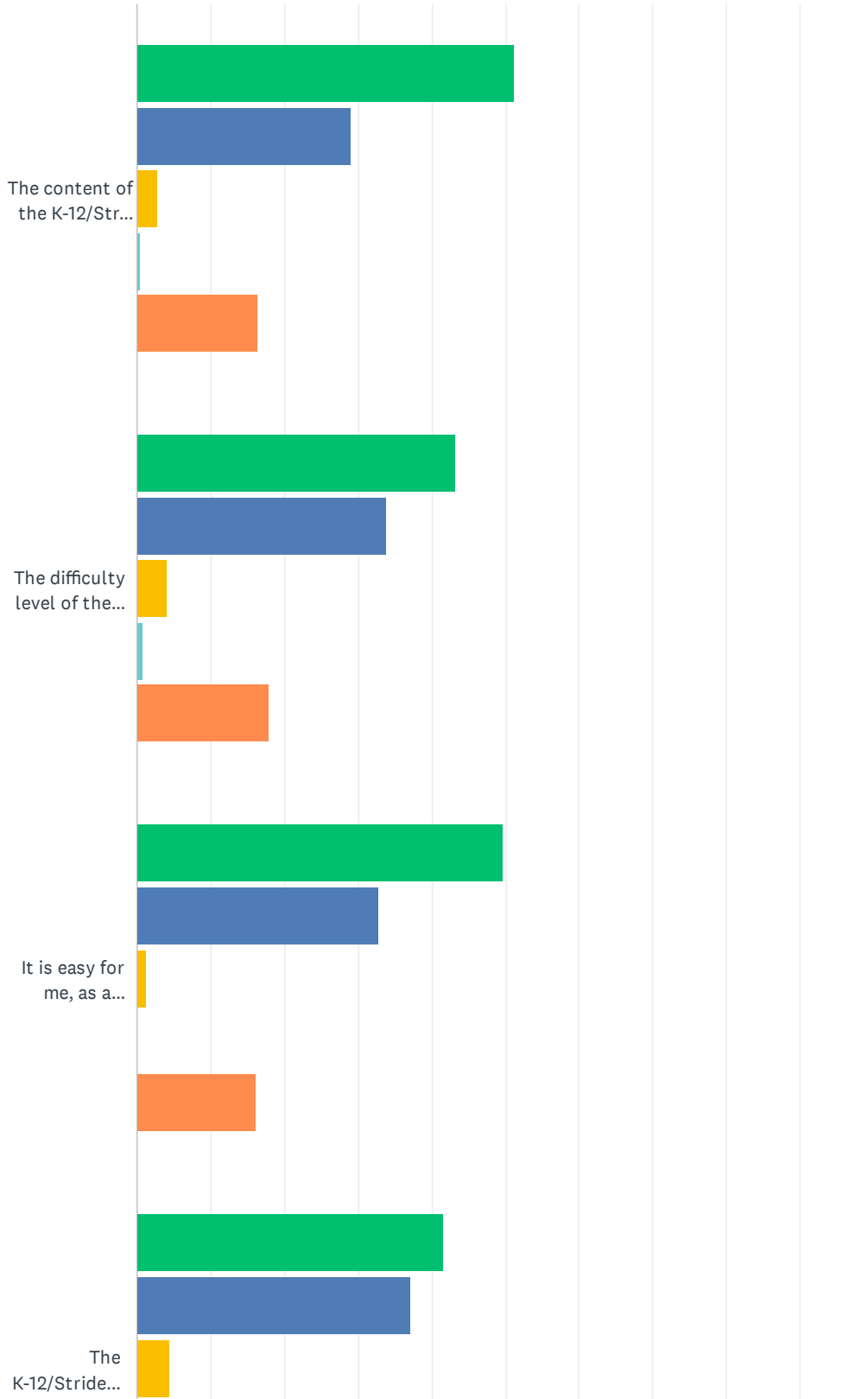
Answered: 38 Skipped: 281

**Q39 Do you have any additional comments regarding the technology at PA
Virtual?**

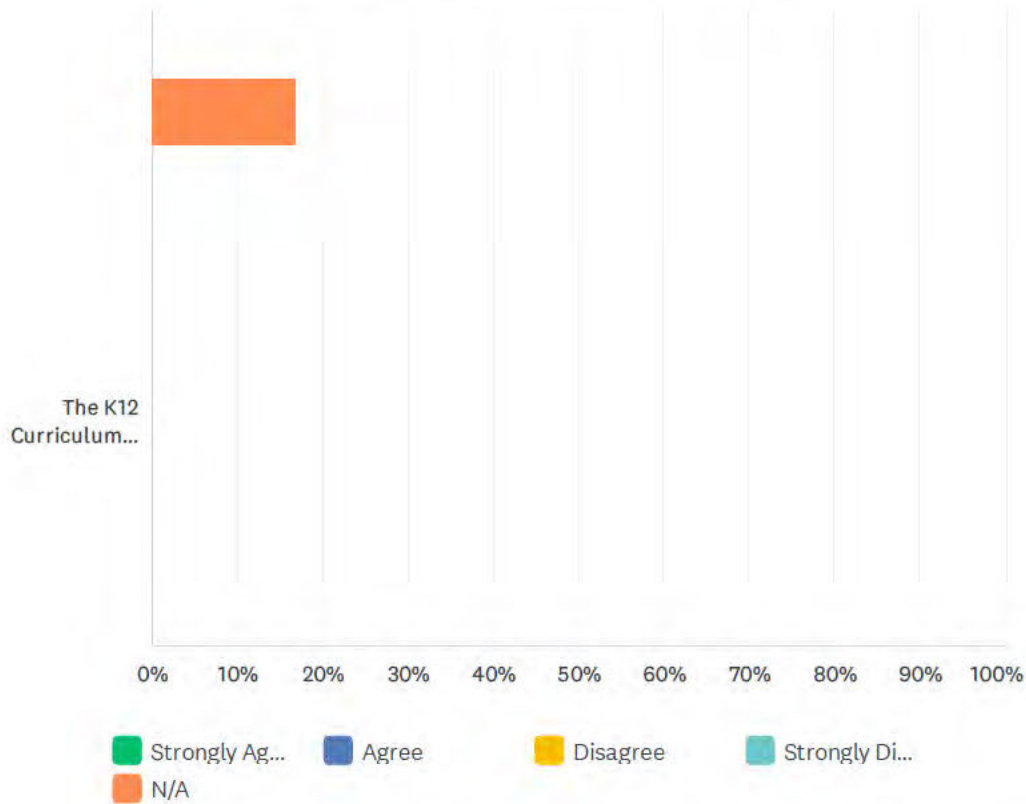
Answered: 34 Skipped: 285

Q40 If you have students in grades K-8, please answer the following questions regarding the K12 Online Curriculum.

Answered: 246 Skipped: 73



Parent/Learning Coach Survey Winter 2023



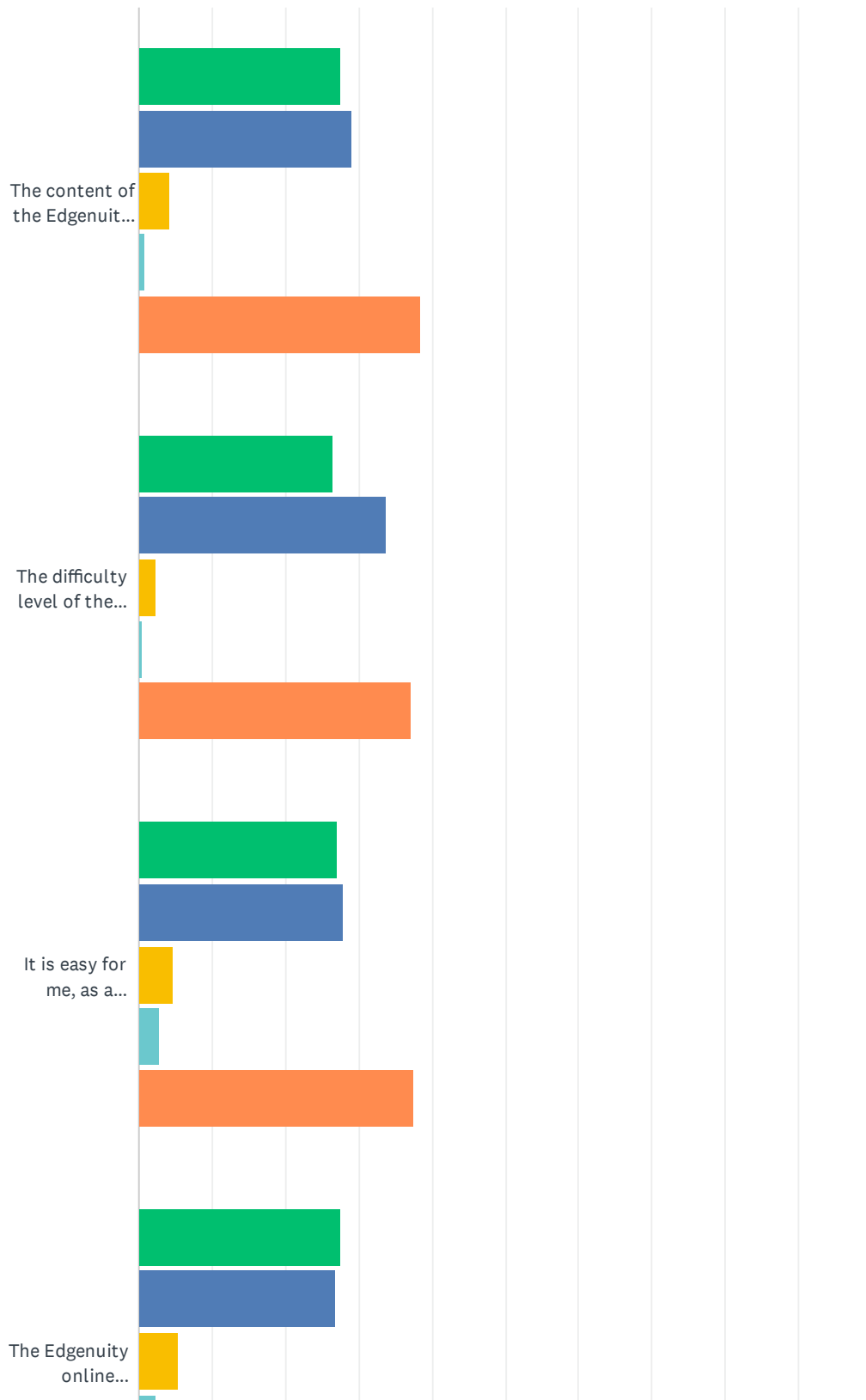
| | STRONGLY AGREE | AGREE | DISAGREE | STRONGLY DISAGREE | N/A | TOTAL | WEIGHTED AVERAGE |
|--|----------------|--------------|-------------|-------------------|--------------|-------|------------------|
| The content of the K-12/Stride Curriculum is easily understood and utilized by the Learning Coach. | 51.23% 125 | 29.10% 71 | 2.87% 7 | 0.41% 1 | 16.39% 40 | 244 | 1.43 |
| The difficulty level of the K-12/Stride Curriculum is just about right for my child. | 43.27% 106 | 33.88% 83 | 4.08% 10 | 0.82% 2 | 17.96% 44 | 245 | 1.54 |
| It is easy for me, as a Learning Coach/Parent, to monitor my child's progress in the K-12/Stride Curriculum. | 49.59% 122 | 32.93% 81 | 1.22% 3 | 0.00% 0 | 16.26% 40 | 246 | 1.42 |
| The K-12/Stride Curriculum is adaptable. | 41.56% 101 | 37.04% 90 | 4.53% 11 | 0.00% 0 | 16.87% 41 | 243 | 1.55 |
| The K12 Curriculum meets the needs of my child because the lessons are engaging. | 0.00% 0 | 0.00% 0 | 0.00% 0 | 0.00% 0 | 0.00% 0 | 0 | 0.00 |

Q41 Please provide any additional information to further explain your response to question #40.

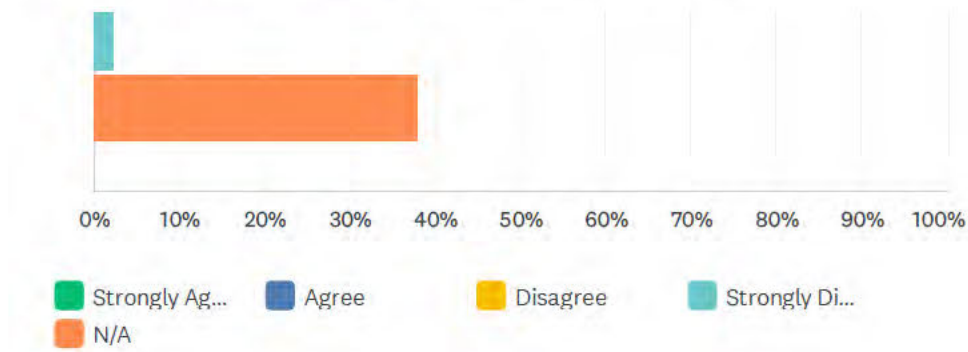
Answered: 25 Skipped: 294

Q42 If you have students in grades 9 - 12, please answer the following questions regarding Edgenuity's Online Curriculum.

Answered: 212 Skipped: 107



Parent/Learning Coach Survey Winter 2023



| | STRONGLY AGREE | AGREE | DISAGREE | STRONGLY DISAGREE | N/A | TOTAL | WEIGHTED AVERAGE |
|---|----------------|--------------|-------------|-------------------|--------------|-------|------------------|
| The content of the Edgenuity online curriculum is easily understood and utilized by the Learning Coach. | 27.49% 58 | 28.91% 61 | 4.27% 9 | 0.95% 2 | 38.39% 81 | 211 | 1.65 |
| The difficulty level of the Edgenuity online curriculum is just about right for my child. | 26.44% 55 | 33.65% 70 | 2.40% 5 | 0.48% 1 | 37.02% 77 | 208 | 1.63 |
| It is easy for me, as a Learning Coach/Parent, to monitor my child's progress in the Edgenuity online Curriculum. | 27.01% 57 | 27.96% 59 | 4.74% 10 | 2.84% 6 | 37.44% 79 | 211 | 1.73 |
| The Edgenuity online Curriculum is adaptable. | 27.40% 57 | 26.92% 56 | 5.29% 11 | 2.40% 5 | 37.98% 79 | 208 | 1.72 |

Q43 Please provide any additional comments regarding the Edgenuity online curriculum.

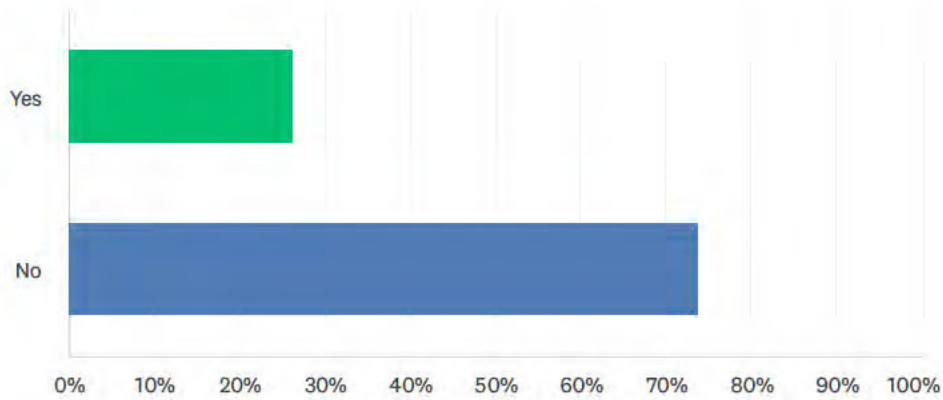
Answered: 17 Skipped: 302

Q44 Do you have any final comments or suggestions regarding your child's experience, or your own experience, at PA Virtual?

Answered: 45 Skipped: 274

Q45 Would you be willing to be contacted by our marketing team to share your PA Virtual experience with others?

Answered: 247 Skipped: 72



| ANSWER CHOICES | RESPONSES | |
|----------------|-----------|-----|
| Yes | 26.32% | 65 |
| No | 73.68% | 182 |
| TOTAL | | 247 |

Q46 If you answered yes, please provide your full name, email address below.

Answered: 49 Skipped: 270

Q47 If you had to use just one word to describe your experience at PA Virtual this year, what one word would you choose?

Answered: 262 Skipped: 57



2023 -2024 Charter Renewal Application

**Evidence of community meetings, agendas,
and sign-in sheets**

(Page 1 of 95)

Communication to Parents/Guardians and Community Evidence of community meetings, agendas, and sign-in sheets

Evidence A

Weekly Parent Learning Sessions

New Family Fifteen Sessions – specifically for new parents
Weekly on Fridays from August 26, 2022 through March 24, 2023

Flyer:

Example of monthly flyer emailed to families, posted to Blackboard Learning Management System and to Weekly Newsletter:

New Family Fifteen

The Parent Ambassador Program hosts live **online** sessions for
NEW PARENTS
Each session will be brief but packed with information of value to Learning Coaches.

Use the following link to join any of this year's sessions:

<https://us.bbcollab.com/guest/593b042b224844b58c9342ea892a95df>

August and September
Fridays
8:40 am – 8:55 am

8/26 – **The Role of the Learning Coach** – We'll identify the tasks of the Learning Coach and provide tips for how to fulfill these responsibilities while enjoying the time with your children.

9/2 – **Creating an Optimal Learning Environment** – We'll share tips for creating spaces in your home that maximize learning and student engagement.

9/9 – **Time Management Strategies for Learning Coaches** – Discover how Learning Coaches can apply time management principles to create more organized and productive school days with less stress.

9/16 – **Practical Tips for Student Success** – How can we help our students develop the skills they need to thrive in a cyber school and in life? Find out how becoming a successful online student can prepare them for the future!

9/23 – **The Role of the Learning Coach** - (Back by Popular Demand!☺) We'll revisit this important topic, identifying the tasks of the Learning Coach and providing tips for how to fulfill these responsibilities while enjoying the time with your children.

9/30 – **Coffee Chat** – Join us for an informal time of encouragement as we answer questions and share our successes and time saving tips!

Learning Coaches are welcome to join the session early to ask questions and connect with other families. The Collaborate room will open at 8:00 am.

*If you can't join us, sessions are recorded.
Links to recordings are posted in the [Parent Ambassador Organization](#) on Blackboard.*

New Family Fifteen Sessions

Weekly on Fridays from August 26, 2022 through March 24, 2023

Attendance:

Example of live attendance from September 2, 2022 session. Session is also recorded.

Staff in Attendance:

Jennifer Brodhag -presenter
Candice Danner
Cindy Dingeldein
Darcie Lusk

Participant Name:

| | | |
|-----------------------|---------------------|--------------------------|
| Aaron Stallworth Jr. | george souders | Melissa |
| Adriana Allison :) | Gracie gockel <3 | Mileena Bradwell |
| Ambria Stallworth | greccof868 | Miracle Otasowie <3 |
| Angela Shrake | Habiba Bokreta | NBurton |
| ari trush | Haris Brady | Neytiri Chandler-Henley |
| Azzuri anderson | Harry | Nohely |
| Brenda Fritts | Jack Hare | Nyala Scott-Greenwood |
| Brittany | Jan | Roemello Dade |
| Cassandra Gilliam | Jaycinth Massey | Ronald Wright |
| Claudia Montepeque | Jen Blyth | Saudo Hassan |
| Castaneda | jordan quinones | shawna elwell |
| Earnestine | Juniper Jo | Stephanie/Jack Hare's LC |
| Elena | Kai Grant | Thaicha Cordero |
| Ellie Morales | Kodey brown | Toby Peters |
| Emma Heyer | Krystina | Vicki Thivener |
| Erin Schlosser | Latasha Bey | Yahaira Espada |
| Ferguson | Lilibet (Kaylee LC) | Yaid Kyles |
| Gayatri Sen Chaudhuri | Maylee Guirand | Zaydah mom |
| Genovese George | Maylee's Mom | |

New Family Fifteen Sessions

Weekly on Fridays from August 26, 2022 through March 24, 2023

Agenda/Power Point from session on September 2, 2022



September
2nd

Creating an Optimal Learning Environment

NEW FAMILY FIFTEEN



INVITE A SPIRIT OF LEARNING
INTO YOUR HOME

DEDICATED
LEARNING
SPACES
MATTER



CHOOSE A
LOCATION

THAT
SIGNALS
SCHOOL
TIME!



CHOOSE A
LOCATION

THAT IS
ASSOCIATED
WITH
FOCUSED WORK



THINGS TO CONSIDER



- DIFFERENT FROM WHERE CHILDREN SLEEP OR PLAY
- MINIMIZE DISTRACTIONS
- WELL LIT



***LEARNING COACH ENGAGEMENT**

CHOOSE YOUR FURNITURE

- TABLE OR DESKTOP
- CHAIR FOR EACH STUDENT
- CHAIR FOR LEARNING COACH
- STORAGE FOR MATERIALS



DECORATE YOUR SPACE



12 X 12 Multiplication Table

| X | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|----|---|----|----|----|----|----|----|----|----|-----|-----|-----|-----|
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 1 | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 2 | 0 | 2 | 4 | 6 | 8 | 10 | 12 | 14 | 16 | 18 | 20 | 22 | 24 |
| 3 | 0 | 3 | 6 | 9 | 12 | 15 | 18 | 21 | 24 | 27 | 30 | 33 | 36 |
| 4 | 0 | 4 | 8 | 12 | 16 | 20 | 24 | 28 | 32 | 36 | 40 | 44 | 48 |
| 5 | 0 | 5 | 10 | 15 | 20 | 25 | 30 | 35 | 40 | 45 | 50 | 55 | 60 |
| 6 | 0 | 6 | 12 | 18 | 24 | 30 | 36 | 42 | 48 | 54 | 60 | 66 | 72 |
| 7 | 0 | 7 | 14 | 21 | 28 | 35 | 42 | 49 | 56 | 63 | 70 | 77 | 84 |
| 8 | 0 | 8 | 16 | 24 | 32 | 40 | 48 | 56 | 64 | 72 | 80 | 88 | 96 |
| 9 | 0 | 9 | 18 | 27 | 36 | 45 | 54 | 63 | 72 | 81 | 90 | 99 | 108 |
| 10 | 0 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 | 110 | 120 |
| 11 | 0 | 11 | 22 | 33 | 44 | 55 | 66 | 77 | 88 | 99 | 110 | 121 | 132 |
| 12 | 0 | 12 | 24 | 36 | 48 | 60 | 72 | 84 | 96 | 108 | 120 | 132 | 144 |

INCLUDE YOUR CHILDREN



IDENTIFY AREAS TO RELOCATE



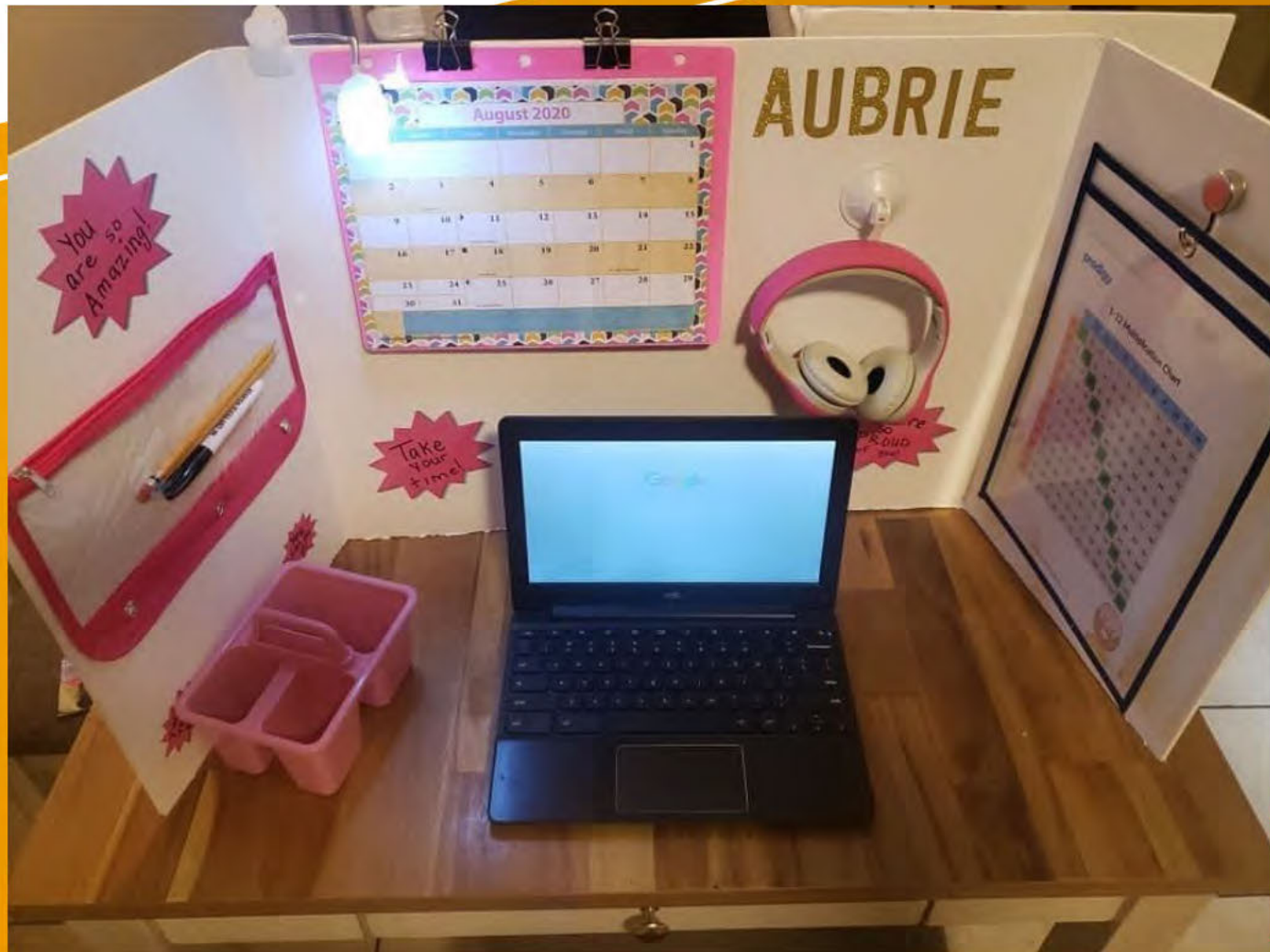
KEEP IT TIDY



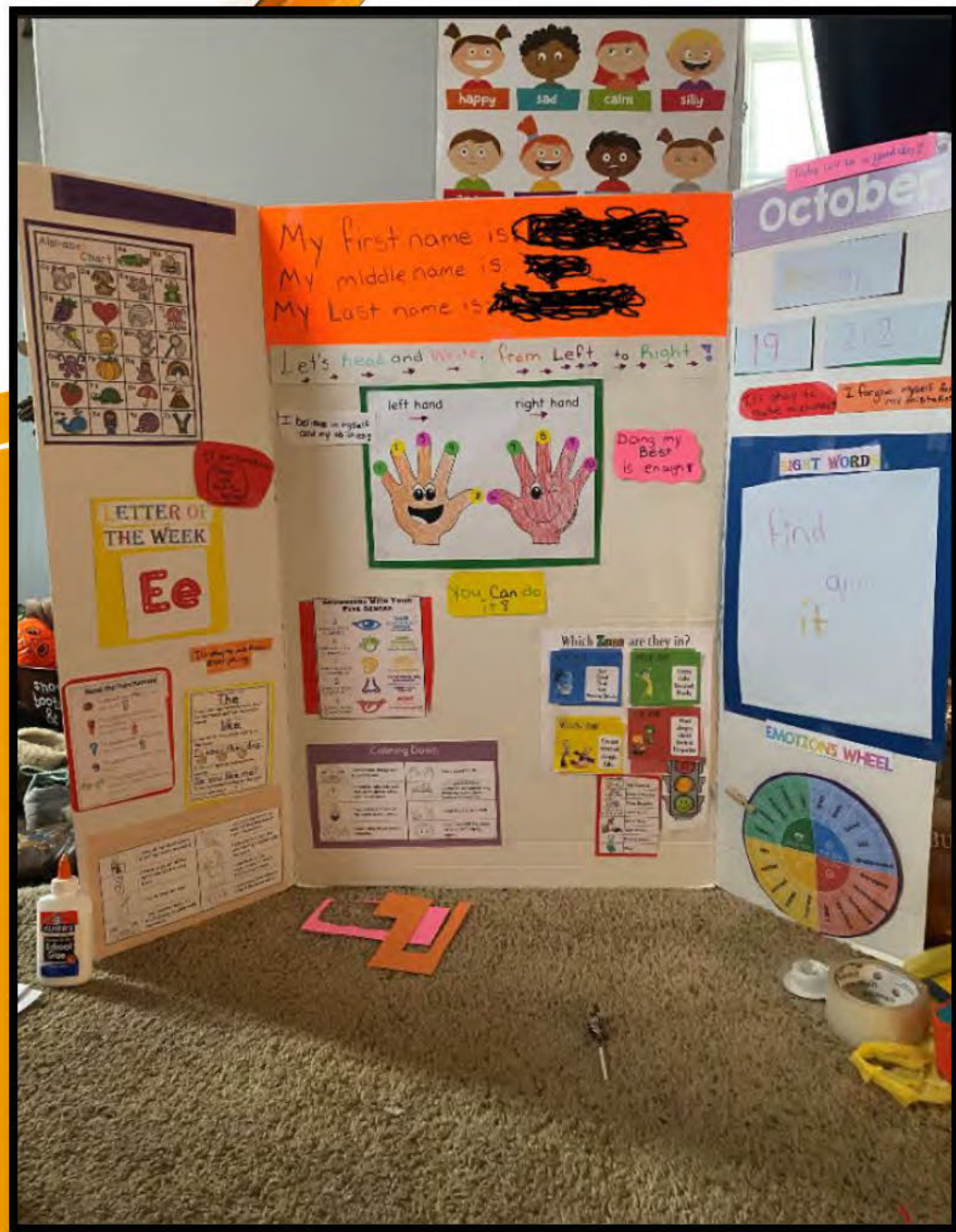
"In every job that must be done, there is an element of fun."
mary poppins



MULTIPLE CHILDREN



EXAMPLES



EXAMPLES



EXAMPLES



PARENT LEARNING



NEW FAMILY FIFTEEN

Friday, September 9th
8:40 – 8:55 AM

Time Management Strategies for Learning Coaches

Discover how Learning Coaches can apply time management principles to create more organized and productive school days with less stress.

PARENT LUNCH & LEARN

Monday, September 12th
11:15 – 11:30 AM

Set up for Success

Feeling overwhelmed with the start of a new school year? You are not alone! Join the Parent Ambassador team for tips, tricks, and resources to help overcome back-to-school stress and have a successful school year!



Thank You!

Enjoy your weekend!

PARENT AMBASSADOR ORGANIZATION

jbrodhag,
Thank you for logging in on Blackboard on August 31, 2022



PA Virtual Tech Department News

- Force Logout - created
- ISP Reimbursement Checks
- Airplane Mode - created
- Mute Audio
- Mute Microphone - created



PARENT AMBASSADOR ORGANIZATION

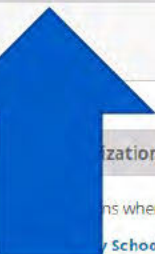
School Links

- [Online School](#)
- [Google Apps](#)
- [Sapphire Portal](#)
- [Edmentum](#)
- [Study Island](#)
- [School Store](#)

Organizations

Organizations where you are: Leader

Parent Ambassador



Good News Club

Online Open House

Parent Ambassador

Parent Volunteer

Organizations where you are: Participant

ELT / SLT

Enrichment

FSC Dana Ciccotti families

FSC-ROBINSON-HARRIS FAMILIES

High School Organization

Middle School Organization

PA Virtual Staff

Professional Development

Supervisor Organization

Organizations where you are: Assistant

Orientation

School Documents

- [Academic Calendar](#)
- [Student Handbook & Code of Conduct](#)
- [FERPA Policy](#)
- [Special Education Annual Public Notice](#)
- [Child Find Notice](#)
- [Anti-Bullying Addendum](#)

Organization Catalog

- [Co-Curricular Activities](#)
- [Extra Curricular Activities](#)
- [Guidance Dept.](#)
- [Homerooms & FSCs](#)
- [Leadership](#)
- [Parent's Organizations](#)
- [Staff Organizations](#)
- [Student's Organizations](#)

[Browse Organization Catalog](#)

School Contact Information

Administration Office
(King of Prussia)

Mailing Address
630 Park Avenue

PARENT AMBASSADOR ORGANIZATION



Parent Ambassador Program



Parents Helping Parents

The Parent Ambassador Program is designed to support the **PA Virtual Learning Coach** so that all our students reach their full academic and social potential.

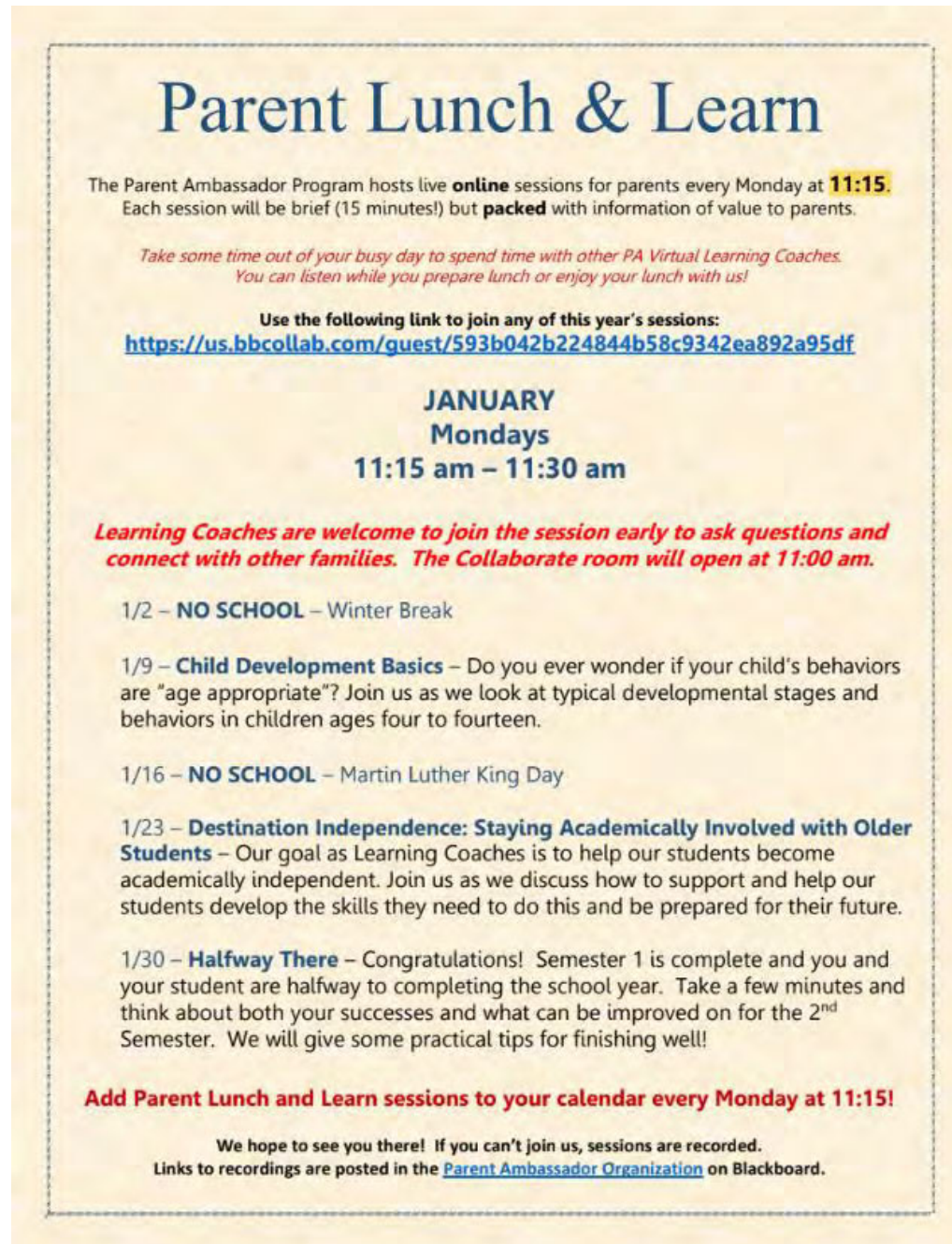
The program is available to all PA Virtual families.



Parent Lunch and Learn Sessions – for all parents
Weekly on Mondays from September 12, 2022 through May 22, 2023

Flyer:

Example of monthly flyer emailed to families, posted to Blackboard Learning Management System and to Weekly Newsletter:

A flyer for Parent Lunch & Learn sessions. The title is "Parent Lunch & Learn" in a large, blue, serif font. Below the title, it states that the Parent Ambassador Program hosts live online sessions for parents every Monday at 11:15. Each session is 15 minutes long and packed with information. A red italicized line of text suggests taking time out of a busy day to spend with other PA Virtual Learning Coaches. A blue link is provided to join any of the year's sessions. The flyer is for January, on Mondays, from 11:15 am to 11:30 am. It lists several dates: 1/2 (NO SCHOOL - Winter Break), 1/9 (Child Development Basics), 1/16 (NO SCHOOL - Martin Luther King Day), 1/23 (Destination Independence: Staying Academically Involved with Older Students), and 1/30 (Halfway There). A red bold line of text asks to add sessions to the calendar every Monday at 11:15. At the bottom, it says they hope to see you there and that sessions are recorded, with a link to recordings in the Parent Ambassador Organization on Blackboard.

Parent Lunch & Learn

The Parent Ambassador Program hosts live **online** sessions for parents every Monday at **11:15**. Each session will be brief (15 minutes!) but **packed** with information of value to parents.

Take some time out of your busy day to spend time with other PA Virtual Learning Coaches. You can listen while you prepare lunch or enjoy your lunch with us!

Use the following link to join any of this year's sessions:
<https://us.bbcollab.com/guest/593b042b224844b58c9342ea892a95df>

JANUARY
Mondays
11:15 am – 11:30 am

Learning Coaches are welcome to join the session early to ask questions and connect with other families. The Collaborate room will open at 11:00 am.

1/2 – **NO SCHOOL** – Winter Break

1/9 – **Child Development Basics** – Do you ever wonder if your child's behaviors are "age appropriate"? Join us as we look at typical developmental stages and behaviors in children ages four to fourteen.

1/16 – **NO SCHOOL** – Martin Luther King Day

1/23 – **Destination Independence: Staying Academically Involved with Older Students** – Our goal as Learning Coaches is to help our students become academically independent. Join us as we discuss how to support and help our students develop the skills they need to do this and be prepared for their future.

1/30 – **Halfway There** – Congratulations! Semester 1 is complete and you and your student are halfway to completing the school year. Take a few minutes and think about both your successes and what can be improved on for the 2nd Semester. We will give some practical tips for finishing well!

Add Parent Lunch and Learn sessions to your calendar every Monday at 11:15!

We hope to see you there! If you can't join us, sessions are recorded.
Links to recordings are posted in the [Parent Ambassador Organization](#) on Blackboard.

Parent Lunch and Learn Sessions – for all parents

Weekly on Mondays from September 12, 2022 through May 22, 2023

Attendance:

Example of live attendance from January 9, 2023 session, *Child Development Basics*. Session is also recorded.

Staff in Attendance:

Darcie Lusk - presenter
Jennifer Brodhag
Candice Danner
Cindy Dingeldein

Participant Name:

| | | |
|---------------------|---------------------|--------------------|
| Phone Participant 1 | charlisa / j.baker | Maysoon Al Juboori |
| Phone Participant 2 | Jaclyn Murray | Robert Robinson |
| Phone Participant 3 | Jen Blyth | Shelby Smith |
| Carmen | Kendarian Armstrong | |

Parent Lunch and Learn Sessions

Weekly on Mondays from September 12, 2022 through May 22, 2023

Agenda/Power Point from session on January 9, 2023



Welcome to the Parent Learning Room!

Today's Parent Lunch & Learn Topic

Child Development Basics

Presentation will begin at 11:15 AM

Today's Conversation:

**Do you set yearly goals?
If so, is it something that
you record in your journal?**

Welcome!

Here are today's resources.

You can use them to...

- Follow along during the session
- Guide you as you take notes
- Reference as you work with your children



4th Edition

Yardsticks

Child and
Adolescent
Development
Ages 4-14

CHIP WOOD

Center for Responsive Schools, Inc.

Child Development Basics

Highlights from
Yardsticks
by Chip Wood

Today's Topics

1.

What is
Child
Development?

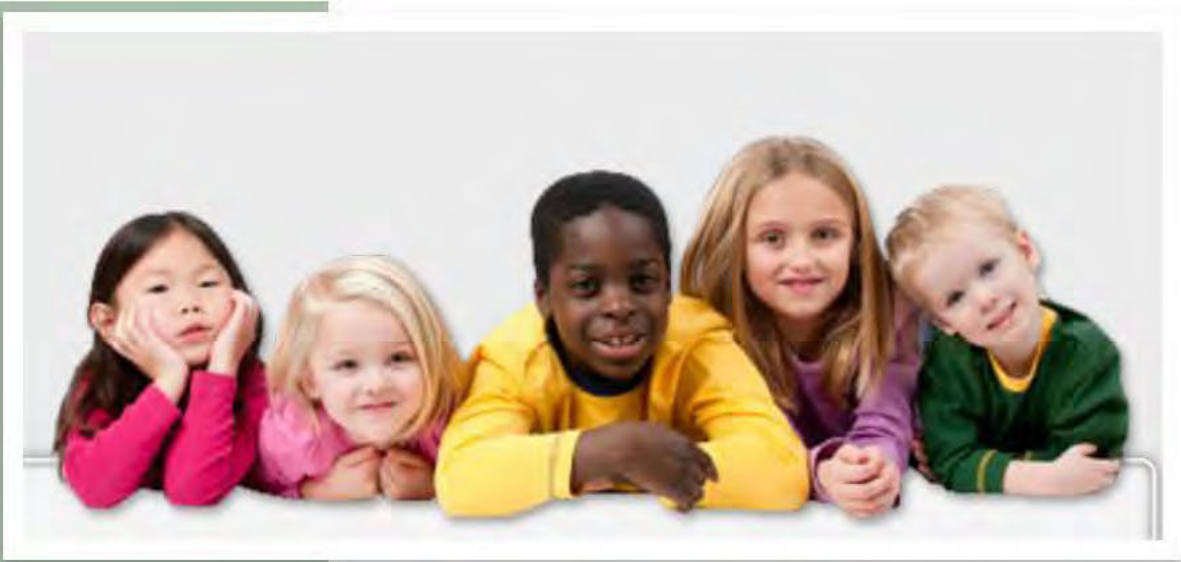
2.

Why is it
important?

3.

What are
characteristics
of some
stages?

Child Development



The common patterns in

- **physical**
- **social**
- **emotional**
- **cognitive**, and
- **language growth**

observed in children.



Four Principles of Child Development



Principle 1

*Follows
predictable
patterns*



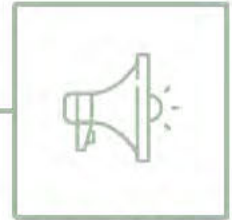
Principle 2

*Follows
predictable
stages*



Principle 3

*Proceeds
at various
rates*



Principle 4

*Growth is
uneven*



Importance

*"The whole child goes to school; therefore, decisions about **physical activity, food policies, and the development of social and emotional skills** are as important as curriculum choices and test results."*

—page 13



#1 - Effective Education

Understanding child development helps us educate in a way that is **suitable** to the various stages

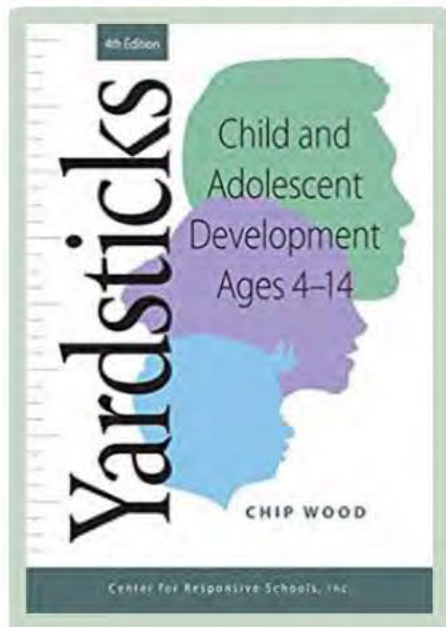
#2 - Purposeful Parenting

Understanding child development helps us parent our children successfully through the various stages

AND

May help make us aware if our children need expert help or attention

Format



Introduction

Developmental Considerations

Broad Guidelines

Developmental Stages Ages 4-14

- *Narrative description of each developmental stage*
- *Growth Pattern chart for each developmental stage*
- *"In the Classroom" chart for each developmental stage*
- *Curriculum Chart for each developmental stage*

Stages

“...each child is an individual;
his or her development will be
unique...”

page 44





Sample Stage

Five Year Olds

*Growth Chart
Example*

| Category | Characteristics |
|-------------------------|--|
| Physical | Visually focus on close objects Need lots of physical activity Large motor skills more developed than fine motor skills |
| Social-Emotional | Like to cooperate and follow rules Need consistent rules, routines, and discipline Dependent on authority Have difficulty seeing things from other viewpoints Ask adult permission before doing |
| Language | Understand language literally Express themselves in few words Express fantasy more through actions than words Think out loud |
| Cognitive | Like to copy and repeat activities Often see only one way to do things Do not understand abstract concepts Ascribe life and movement to inanimate objects Learn best through active play and hands-on activities |



Sample Stage

Nine Year Olds

*“In the Classroom”
Chart Example*

| Category | Characteristics |
|--------------------------------------|---|
| Vision and Fine Motor Ability | Better coordination; show more interest in details Can fully master cursive writing; may still grip pencil too tightly Benefit from a variety of fine motor activity (weaving, knitting, carving, drawing, etc.) |
| Gross Motor Ability | Like to push physical limits (races, beating the clock, etc.) Still learning physical control Boys love to roughhouse Complain of (sometimes exaggerate) physical hurts Restless |
| Cognitive Growth | Need specific assignments; often ask “Why?” concerning homework Look hard for explanations of facts Read to learn Take pride in attention to detail and finished product |
| Social-Emotional Behavior | Like to work with a partner of their choice Very competitive; Like to negotiate Generally worried and anxious Self-critical; tend to give up on tasks Adult exasperation often leads to more complaints; laughing with nines is often the best remedy |



Sample Stage

Thirteen Year Olds

*Curriculum Chart
Example*

| Category | Characteristics |
|-----------------------|---|
| Reading | Read fiction and non-fiction involving social issues Study literary elements Read aloud; listen to read-alouds Acquire vocabulary from context Use textual references to document statements |
| Writing | Revise writing for content and mechanics; should be able to structure essays with a thesis statement and summarize Spelling ability should be functional Should write papers based on themes from literature Should have mastered functional cursive handwriting |
| Thematic Units | Popular themes include the following: uses of resources familiar to students, historical conflicts, historical biographies, study of physical world (water, air, soil) |
| Math | Review all operations Emphasize conversion of decimals, fractions, percents Mathematical sets and number sequences Extensive use of geometric tools and geometric vocabulary Begin learning algebra |

Parents' Perspective

Reassurance

- Behaviors and issues are common
- Other parents are experiencing the same

Reminders

- Every age has joys to appreciate

Redirection

- Understanding a child's development helps us work with them effectively



“Encourage and support your kids,
because children are apt to live up to what
you **believe** of them. “

Lady Bird Johnson - First Lady of the United States, 1963-1969

Upcoming Parent Learning Sessions

New Family Fifteen

Fridays at 8:40 AM

Friday, January 13

Creating an Optimal
Learning Environment

Friday, January 20

Time Management
Strategies for Learning
Coaches

Parent Lunch & Learn

Mondays at 11:15 AM

Monday, January 16

No School - MLK Day

Monday, January 23

Destination
Independence:
Staying Academically
Involved with Older
Students

Special Virtual Parent Activity

What: Create a Handmade Journal

When: Thursday, January 26th
11 am or 3 pm

(This event is being offered at two different times)

Where: This is an online event

Parents & Learning Coaches ~ Create a Handmade Journal with Us!



Repurpose Simple Items



Refresh Creativity



Renew with Journaling

Thanks!



The Parent Ambassador Team

Jen Brodhag - jbrodhag@pavcs.us

Cindy Dingeldein - cdingeldein@pavcs.us

Darcie Lusk - dlusk@pavcs.us

Candice Danner - cdanner@pavcs.us

CREDITS: This presentation template was created by **Slidesgo**, including icons by **Flaticon**, and infographics & images by **Freepik**

Parent Lunch and Learn – Special Education Series

Monthly on Wednesdays from September 2022 through March 2023

Flyer:

Example of semester flyer emailed to families, posted to Blackboard Learning Management System and to Weekly Newsletter:

Parent Lunch & Learn
Special Education Series



The Special Education Department, along with The Parent Ambassador Program, will host live sessions the last Wednesday of every month to address skills and knowledge needed to serve our students with disabilities.

Take some time out of your busy day to spend time with other PA Virtual Learning Coaches. You can listen while you prepare lunch or enjoy your lunch with us!

Use the following link to join any of this year's sessions:
<https://us.bbcollab.com/guest/593b042b224844b58c9342ea892a95df>

SEMESTER 1
The Last Wednesday of Every Month
11:15 am-11:45 am

9/28 - Behavior Support: Supporting Your Student in a Virtual Environment: Ever feel frustrated by your child's progress in school? Can my Special Education student be successful in a Virtual Environment? Join us in learning how to create a partnership to help your Special Education student be successful in this model.

10/26 - Student Participation in IEP Meetings: The IEP is a very important document that outlines your child's history and future. Shouldn't they be an active participant in their IEP meeting as a member of the team? This session will focus on allowing your child to be a more active participant in their individualized learning.

11/30 - Supporting Students' Mental Health: Does your child ever feel frustrated, overwhelmed, anxious, or worried? If so, attend today's session for some strategies and supports to help them in the virtual environment.

12/14 - Transition: Life after high school? It may seem far off but it's never too early to start preparing for it. Join us for today's session for tips on talking to your child about their post-secondary life and start preparing for it. This session will focus on talking to your child before they are 14.

***Add Parent Lunch and Learn-Special Education Series sessions to your calendar the last Wednesday of every month at 11:15 am!**

*We hope to see you there! If you can't join us, sessions are recorded.
Links to recordings are posted in the Parent Ambassador Organization and in the Special Education-Parent Site in Blackboard.*

Parent Lunch and Learn – Special Education Series

Monthly on Wednesdays from September 2022 through March 2023

Attendance:

Example of live attendance from October 26, 2022 session, *Student Participation in IEP Meetings*.
Session is also recorded.

Staff in Attendance:

Lisa Krystofolski - presenter
Stephanie Heyl
Jen Brodhag

Darcie Lusk
Candice Danner
Cindy Dingeldein

Shannon Moore
Jennifer Watson

Participant Name:

Candace
Carlos Lorenzo
Carmen Martinez
Christina Clark
Dan Clark
Donna Victor
Zurri Becoate

Elena
Elizabeth
Jenifer Kellar
Josette Hill
Ken Pagurek
Linda Newman

Lisa Citarella
Melissa Ashton
Rebecca Reichenbach
Robert Robinson
Victoria Polakovich-Ion
Yelitza Nieves

Parent Lunch and Learn – Special Education Series – for all parents

Monthly on Wednesdays from September 2022 through March 2023

Agenda/Power Point from session on October 26, 2022

Welcome to the Parent Lunch & Learn

Today's Topic:
Student Participation in IEP
Meetings

October 26, 2022
11:15 - 11:45



Objectives

Today's Lunch and Learn focuses on the following:

- What are Transition Services?
- Parents and students will be provided information needed to prepare for and participate in an IEP meeting.
- Discuss the benefits of having students have an active role in developing and understanding the IEP process.



PAVIRTUAL
CHARTER SCHOOL

630 PARK AVENUE, KING OF PRUSSIA, PA 19406
TOLL FREE: 866.728.2751 | PHONE: 610.275.8500
WWW.PAVCSK12.ORG

A COMMUNITY OF PARTNERSHIP, LEARNING & ACHIEVEMENT

What are Transition Services?

- Must be addressed in the IEP of the student in the year in which the student turns 14 years of age.
- IEP Teams will develop goals and provide a coordinated set of activities that will support your child's current and future learning, working and living environments.
- Activities are based on a student's interests, preferences, strengths and needs.



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**A GOAL WITHOUT
A PLAN IS JUST A WISH.**

- ANTOINE DE SAINT-EXUPÉRY

Post-Secondary Goal Areas



Benefits

Increase buy-in from youth which leads to:

- Better engagement
- Better outcomes
- Increased growth and opportunities
- More independence!

More work upfront, less down the road

- The responsibility should not be on any one person
- This does not happen overnight
- Skill building takes time and practice



PAVIRTUAL
CHARTER SCHOOL

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TOLL FREE: 866.728.2751 | PHONE: 610.275.8500
WWW.PAVCSK12.ORG

A COMMUNITY OF PARTNERSHIP, LEARNING & ACHIEVEMENT

Resources

- Transition Room Organization in Black Board
- Planning For The Future Checklist
- Smart Futures
- Career Electives (RYAP, CCG, Capstone Grad Project)
- PaCCT Family Forum- monthly

PARENT/FAMILY FORUM COMMITTEE

- **November 18:** OVR
- **December 9:** PA Family Network
- **January 13:** PA CareerLink/Job Corps
- **Feb 10:** TBD
- **March 10:** TBD
- **April 21:** PYLN-College Expectations
- **May 12:** Bender Leadership

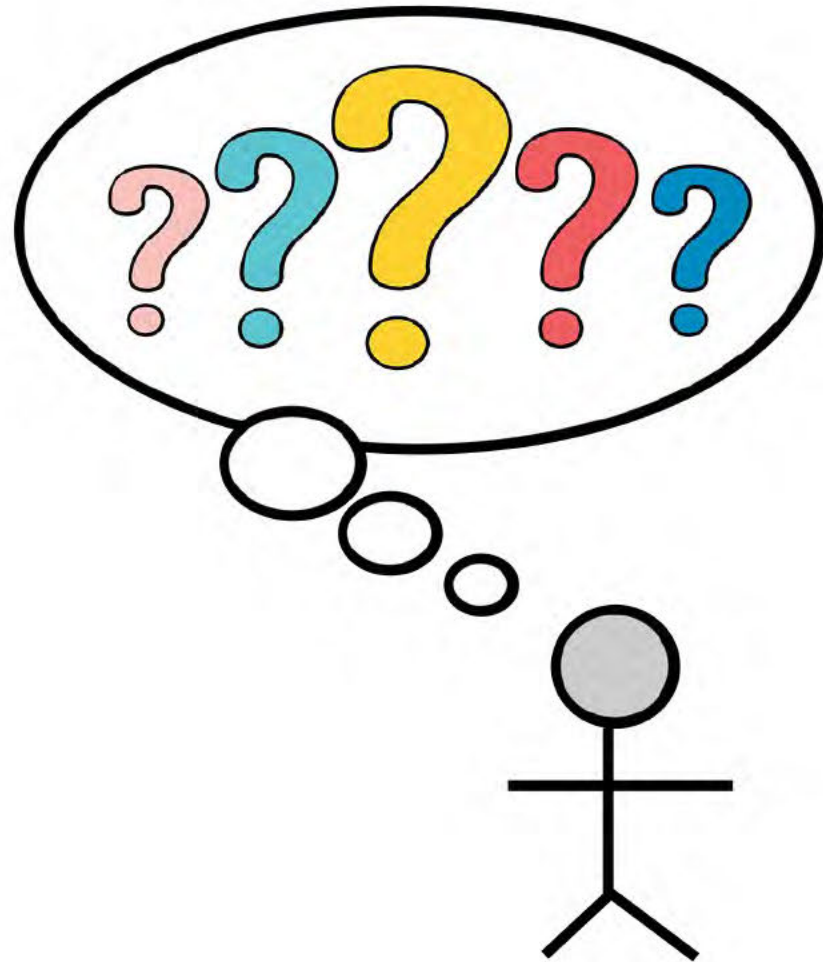


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CHARTER SCHOOL

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A COMMUNITY OF PARTNERSHIP, LEARNING & ACHIEVEMENT

Questions?



PAVIRTUAL
CHARTER SCHOOL

630 PARK AVENUE, KING OF PRUSSIA, PA 19406
TOLL FREE: 866.728.2751 | PHONE: 610.275.8500
WWW.PAVCSK12.ORG

A COMMUNITY OF PARTNERSHIP, LEARNING & ACHIEVEMENT

EXIT TICKET



Please click the link below for the exit ticket for today's training:

<https://forms.gle/NLof9JgcoioMQWi57>

This PowerPoint and recording will be located on the Parent Ambassador Program Site, as well as on the Special Education-Parent Site listed below:

<https://sites.google.com/a/pavcs.us/special-education-department>



PAVIRTUAL
CHARTER SCHOOL

630 PARK AVENUE, KING OF PRUSSIA, PA 19406
TOLL FREE: 866.728.2751 | PHONE: 610.275.8500
WWW.PAVCSK12.ORG

A COMMUNITY OF PARTNERSHIP, LEARNING & ACHIEVEMENT

Evidence B

Parent Ambassador Mentor Program

Information posted to Parent Ambassador Program website:



Parent Ambassador Mentor Program



Mentor Program

We highly recommend participation in our **Parent Ambassador Mentor Program!**

The Parent Mentor Program pairs new Learning Coaches with another parent for mentoring by phone and e-mail. This mentoring may be provided by one of our four Parent Ambassador staff members or one of our Parent Ambassador volunteers.

We offer mentoring as a year-long program for new or seasoned families.

Parent Ambassador Mentors communicate with their mentees by phone and email and offer tips and encouragement to families and answer their questions.

Complete the form below if you would like to request a parent mentor. The form takes about 5 minutes to complete and you can expect to receive an email from a Parent Ambassador within 2 school days.

Request to Receive Mentoring

The Parent Ambassador Program offers mentoring for Learning Coaches.

Please complete the form below to request mentoring from a trained Parent Ambassador Volunteer Mentor for the 2023-2024 school year.

You can expect to receive an email from a Parent Ambassador staff person within 2-3 business days to set up an initial phone call. After our initial phone call you will be contacted by your parent mentor within one to two weeks.

Please contact me with any immediate questions or concerns.

Jennifer Brodhag
Director of Parent Education and Engagement
484-680-7971
jbrodhag@pavcek12.org

Evidence C

Parent Ambassador Volunteer Program - Parent Ambassador Volunteers meet monthly to connect with one another, receive training and provide feedback. School staff often attend these monthly meetings as guest speakers.

Information posted to Parent Ambassador Program website:



BECOME A PARENT AMBASSADOR VOLUNTEER

Are you interested in serving as a Parent Ambassador Volunteer? We truly value your Learning Coach experience and wisdom! We welcome PA Virtual Learning Coaches who have completed their first year with PA Virtual to begin the application process.

What does a Parent Ambassador Volunteer do?

- The Parent Ambassador Program helps support student success by providing Volunteer opportunities for Learning Coaches to Mentor newly enrolled families during their first year with PA Virtual.
- Volunteers have the opportunity to connect with PA Virtual staff and other Volunteers and Learning Coaches through Volunteer Monthly Meetings and Professional Development opportunities.

Click on the flyers to the right to find out more about the role of a volunteer.

How does the Application process work?

Complete Parent Ambassador Volunteer Application Form below.

Upon submission of this "Application Form" you will receive an email from Jen Brodhag to set up an introductory phone call.

A Volunteer Packet will be delivered to you via U.S. mail including:
PA Virtual Volunteer Information Forms * FBI Criminal History Record * PA State Criminal Check * PA Child Abuse Clearance * Personal Reference Form (can be completed by PA Virtual staff member or personal contact)

Your 2023-2024 service term begins once these items are completed.

Thank you for interest in the Parent Ambassador Program and we look forward to working with you!

Jennifer Brodhag
Director of Parent Education and Engagement
484-680-7971
jbrodhag@pavcsk12.org



Volunteer Meeting Schedule for 2022-2023

Parent Ambassador Volunteer Meetings

2022-2023

| Date | Time | Team Building Activity (Leader) | Guest Speaker/Training Topic | Link to Session | Link to Recorded Session |
|--|--------------|---------------------------------|---|---|---|
| Tues., Aug. 23rd (11 am - Noon) or Wed., Aug. 24th (11 am - Noon) or Thurs., Aug. 25th (9 - 10 am) | | Jen | Parent Ambassador Program Planning & Parent Volunteer Training | https://us.bbcollab.com/guest/5fb85fc782b04893afd6114d66acb705 | https://drive.google.com/file/d/1feg17nZb6j3kgs-v-9VIDFszLd5OATrvH/view?usp=sharing |
| Thursday, September 8th | 11 am - Noon | | Doug Wessels, <i>Director of Public Affairs and Accountability</i> Mentor Program Training | | https://drive.google.com/file/d/1tdhNeo2RZFXmj5QDYth7P4adEK0rhOC/view?usp=sharing |
| Tuesday, October 4th | 8 am - 9 am | | Heather Varalli, <i>Marketing and Communications Specialist</i> | | https://drive.google.com/file/d/1-FabigC7rBmfQgkaPV78gFi2z14hNQvl/view?usp=sharing |
| Tuesday, November 8th | 3 pm - 4 pm | | Rick Verga, <i>Middle School</i> Shelby Smith, <i>Parent Ambassador Volunteer</i> | | https://drive.google.com/file/d/1Wj-RfVew24yRja36lQb19Lvc4r7fgk5H/view?usp=sharing |
| Tuesday, December 6th | 11 am - Noon | | Jason Fitzpatrick, <i>Principal, Pupil Services</i> | | https://drive.google.com/file/d/1QVP3iiOto-KYPRlqdFw6p53p1GY7b5a/view?usp=sharing |
| Monday, January 9th | 7 pm - 8 pm | | | | https://drive.google.com/file/d/1rRhOPZRJ2GtK9OJ2eyDjOYRisYm2wRjC/view?usp=sharing |
| Thursday, February 16th | 7 pm - 8 pm | | | | Meeting Canceled |
| Wednesday, March 8th | 3 pm - 4 pm | | Lourie Fitzgerald, <i>Assistant Director of Family Support</i> | | https://drive.google.com/file/d/1fyGTF53Vlxq7BZ-cXgazFoBckPcCrpZ-/view?usp=share_link |
| Wednesday, April 12th | 11 am - Noon | | Laura Afshari, <i>HS Principal</i> Sheik Meah, <i>Director of Marketing & Communications</i> | | https://drive.google.com/file/d/1F48tlIsg95wRsp-yZIsft5SXrvsw29TO/view?usp=share_link |
| Thursday, May 18th | 11 am - Noon | | | | https://drive.google.com/file/d/1N1XwmAVjIPDMbeDrcg2AavBTiWr5zXp-/view?usp=share_link |
| Tuesday, June 6th | 8 am - 9 am | | | | https://drive.google.com/file/d/1QCmOk-puT4rmRspKIRVv7C10d38ng4Ge/view?usp=share_link |

Parent Ambassador Volunteer Meeting 9/8/2022

Attendance:


- Director of Parent Education and Engagement: Jennifer Brodhag (1)
- Regional Coordinators: Darcie Lusk, Cindy Dingeldein, Candice Danner (3)
- Guest Speaker: Doug Wessels (1)

Volunteers in attendance:

- Jennifer Abreu, Lynn Griffith, Mandi Gallelli-Boyer, Marianne Bjelke, Rebecca Reichenbach, Shelby Smith, Stephanie Hamel, Susan Sklodowsky, Stacey Bosley (9)

Total Attendance: 14

Agenda/Power Point from Parent Ambassador Volunteer meeting on September 8, 2022



Parent Ambassador Volunteer Meeting

September 8th
11:00 am



Agenda

- Collaborate Ultra Overview
 - Team Building – Introductions – Share your work space
 - Volunteer Meeting Schedule
 - Guest Speaker, Doug Wessels, *Director of Public Affairs and Accountability*
 - Review of Attendance
 - Important Information
 - Important Dates
 - Mentoring
 - Questions
- 
- 
- 
- 
- 

COLLABORATE ULTRA

My Settings



Jennifer Brodhag
Moderator

Audio and Video Settings ▼

Notification Settings ▲




Someone joined or left the breakout group or session

- Collaborate pop-up notification
- Audio notification
- Browser pop-up notification

Someone posts a chat message

- Collaborate pop-up notification
- Audio notification
- Browser pop-up notification





Parent Ambassador Volunteers

Jen Abreu

Marianne Bjelke*

Stacey Bosley*

Jennifer Bretz

Meagan Donnelly

Mandi Gallelli-Boyer

Lynn Griffith

Stephanie Hamel

Mari Kaplan

Erica Moses*

Riana Rahman

Rebecca Reichenbach*

Beryl Rosen

Andrea Shissler*

Susan Sklodowsky*

Shelby Smith

Jen Weaver (West)

Jennifer Weaver (East)



Team Building

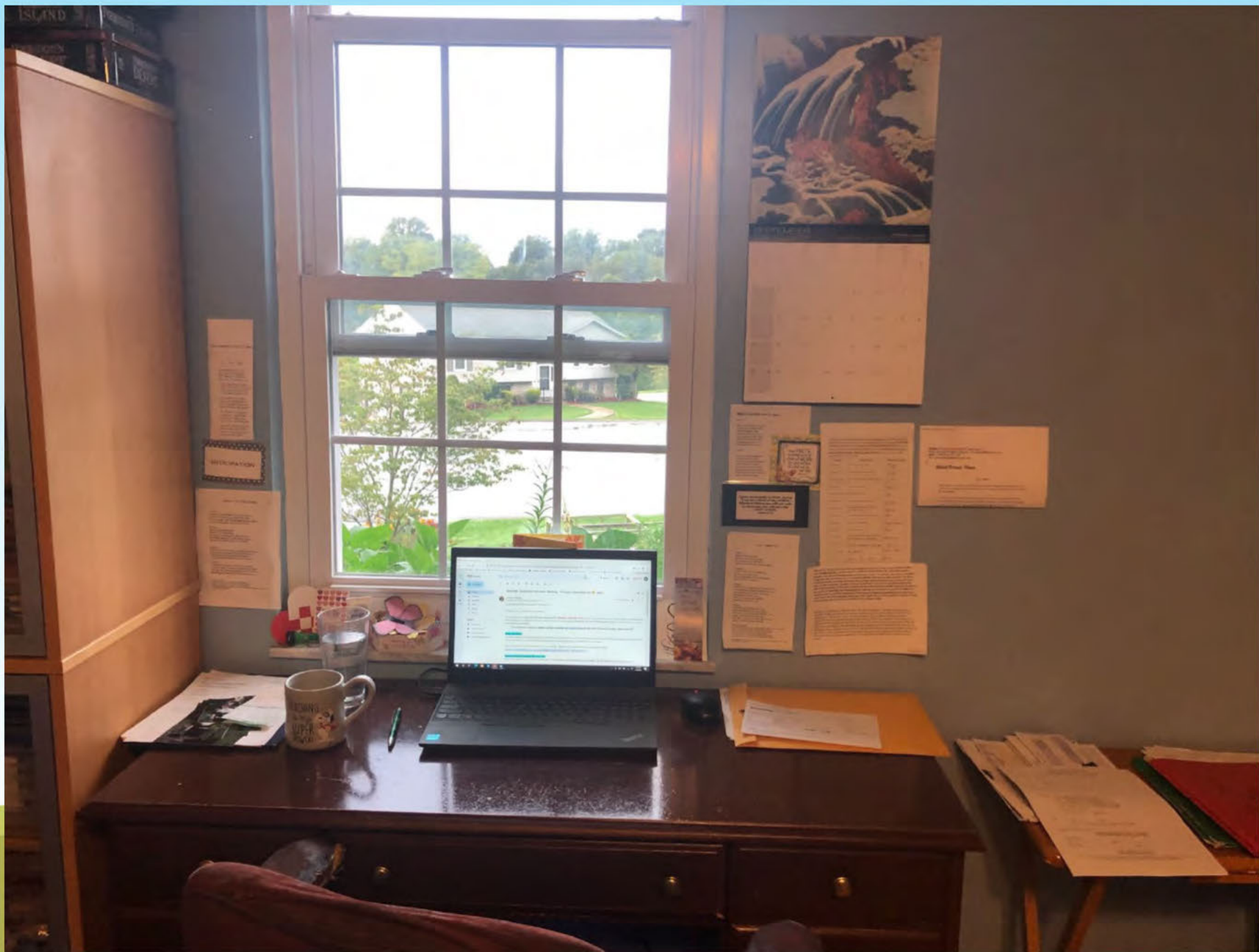


Share your Work Space









Parent Ambassador Volunteer Meetings

2022-2023

| Date | Time | Team Building Activity (Leader) | Guest Speaker/Training Topic | Link to Session | Link to Recorded Session |
|--|--------------|---------------------------------|---|---|---|
| Tues., Aug. 23rd (11 am - Noon) or Wed., Aug. 24th (11 am - Noon) or Thurs., Aug. 25th (9 - 10 am) | | Jen | Parent Ambassador Program Planning & Parent Volunteer Training | https://us.bbcollab.com/guest/5fb86fc782b04893afd6114d66acb705 | https://drive.google.com/file/d/1fegl7nZb6j3kgsv-9VIDFszLd5OATrvH/view?usp=sharing |
| Thursday, September 8th | 11 am - Noon | | Doug Wessels, <i>Director of Public Affairs and Accountability</i> Mentor Program Training | | |
| Tuesday, October 4th | 8 am - 9 am | | Heather Varalli, <i>Marketing and Communications Specialist</i> | | |
| Tuesday, November 8th | 3 pm - 4 pm | | Rick Verga, <i>Middle School</i> | | |
| Tuesday, December 6th | 11 am - Noon | | Jason Billups, <i>Chief Financial Officer</i> | | |
| Monday, January 9th | 7 pm - 8 pm | Lead an activity | | | |
| Thursday, February 9th | 7 pm - 8 pm | | | | |
| Wednesday, March 8th | 3 pm - 4 pm | | Jason Fitzpatrick, <i>Principal, Pupil Services</i> and Louri Fitzgerald, <i>Assistant Director of Family Support</i> | | |
| Wednesday, April 12th | 11 am - Noon | | Laura Afshari, <i>HS Principal</i> | | |
| Thursday, May 11th | 11 am - Noon | | | | |
| Tuesday, June 6th | 8 am - 9 am | | | | |

Lead an activity

Ideas?

Welcome Doug Wessels

*Director of Public Affairs and
Accountability*



ATTENDANCE

More
information...
**Student
Handbook**
p. 24 - 30

DAILY ATTENDANCE

- Student Blackboard log in
- Every school day
- Automated reminder (2x/day – around 10:30 am & 3:30 pm) based on 8:30 am log in

CLASS ATTENDANCE

- Student attendance in sync class
- Students may be marked tardy, early out, or un-responsive
- Email notification

The following morning of each school day- Provisional absence notification is sent to each student and parent if they have either an unexcused class or daily attendance code: Text/Call/Detailed Email

Parents can view attendance reports in Sapphire Community Portal

ATTENDANCE LOGGED IN K12 OLS is only for **fully asynchronous** students in K-8

MY BACKPACK

- Student Information
- Change Student Data
- Student Data Forms
- Current Schedule
- Student Calendar
- Assessment Scores

Attendance

Discipline

Reports

Attendance

Absences **0**
DAYS

Excused: 0 days

Unexcused: 0 days

Unlawful: 0 days

Tardy / Early Dismissal **0 / 0**
TARDY MIN

PA Virtual Elementary School

| Date | Day | Attendance Description |
|------------|-----|------------------------|
| 09/14/2021 | Tue | P - Present |
| 09/13/2021 | Mon | P - Present |
| 09/10/2021 | Fri | P - Present |
| 09/09/2021 | Thu | P - Present |
| 09/08/2021 | Wed | P - Present |
| 09/07/2021 | Tue | P - Present |
| 09/03/2021 | Fri | P - Present |
| 09/02/2021 | Thu | P - Present |
| 09/01/2021 | Wed | P - Present |
| 08/31/2021 | Tue | P - Present |
| 08/30/2021 | Mon | P - Present |

IMPORTANT INFORMATION

- Parent Ambassador Organization/Website (bookmark)
- Parent Volunteer Website (bookmark)
 - Volunteer Hours
 - Spread the Word!
- Parent Education
 - Guidance Newsletter (bookmark)
 - New Family Fifteen
 - Parent Lunch & Learn
 - Parent Education – Grammar Basics; Writing Basics; LinkedIn Learning
- Parent Engagement
 - Outings
 - Parent Ambassador Family Activities

Parent Ambassador Program



Parents Helping Parents

The Parent Ambassador Program is designed to support the **PA Virtual Learning Coach** so that all our students reach their full academic and social potential.

The program is available to all PA Virtual families.



Parent Ambassador Volunteer Program

What will our Parent Ambassador Volunteers be doing in 2021-2022?

Mentoring and Connecting with Families

Ambassadors will help support student success by mentoring and connecting with PA Virtual families.

Participating in Professional Development

Ambassadors will attend Volunteer Monthly Meetings and other Professional Development opportunities.

Connecting and Developing Relationships with other Volunteers

We hope to be able to host Celebrate & Collaborate Volunteers dinners in 2022! We anticipate opportunities for you to meet one another at school outings and Parent Ambassador Family Activities once we are able to hold face to face events. We will continue to enhance our relationships within the monthly meetings and virtual correspondence.

Supporting Enrollment and Marketing Efforts

Ambassadors are invited to attend Enrollment and Marketing Events and make phone calls to speak with prospective families.



Volunteer Hours

Parent Ambassador Volunteer Hours

Please provide the total time you spent this week volunteering for each activity listed below.

Provide your closest estimate rounded to the nearest 0.25 hours.

Enter "0" if you do not have any time to report for that particular activity this week.

Your email will be recorded when you submit this form

Not jbrodhag@pavcs.us? [Switch account](#)

* Required

Please indicate the week for which you are recording service hours. *

Choose ▾

Collection of Volunteer Service Hours

One of the ways we measure the impact of the Parent Ambassador Program includes collecting the service hours provided by our Volunteers.

In order to be sure we are including everyone, we ask that you **please submit your hours each week, even if you don't have any volunteer hours to report.** Please enter a "0" in any respective fields in the form.

The Parent Ambassador Program gathers ALL Volunteer hours collectively. We do not collect data on individual volunteers' service, but rather our program as a whole.

Directions:

1. Please provide the total time you spent volunteering for each activity listed.
2. Provide your closest estimate rounded to the nearest 0.25 hours.
3. Enter "0" if you do not have any time to report for that particular activity this week.



**VOLUNTEERS
NEEDED!**

PARENT AMBASSADOR VOLUNTEER MEETINGS

guest
speaker



OUR
SCHEDULE!



2022-23 School Counseling Newsletters

Meet Your School Counselor

Elementary School



Bethany Pepe

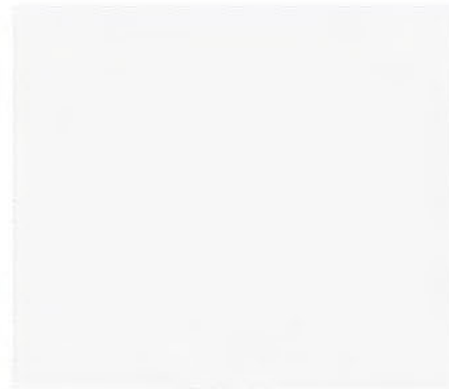
Grades K-2

bpepe@pavcsk12.org



Alyssa Opdyke

Grades 3-4



Coming Soon



PARENT LEARNING SESSIONS

PARENT LUNCH & LEARN

MONDAYS

11:15 AM

9/12 – **Set Up for Success** – Feeling overwhelmed with the start of a new school year? You are not alone! Join the Parent Ambassador team for tips, tricks, and resources to help overcome back-to-school stress and have a successful school year!

9/19 – **Communication is Key** – Join us as we discuss the benefits and importance of communication and effective ways to communicate with PA Virtual teachers and staff.

9/26 – **Learning Styles** – At every stage of life, we learn. We all have preferences in learning. What is your preference? What is your student's preference? Join this session as we look at the best way for each of us to learn.

NEW FAMILY FIFTEEN

FRIDAYS

8:40 AM

9/9 – **Time Management Strategies for Learning Coaches** – Discover how Learning Coaches can apply time management principles to create more organized and productive school days with less stress.

9/16 – **Practical Tips for Student Success** – How can we help our students develop the skills they need to thrive in a cyber school and in life? Find out how becoming a successful online student can prepare them for the future!

9/23 – **The Role of the Learning Coach** - (Back by Popular Demand!☺) We'll revisit this important topic, identifying the tasks of the Learning Coach and providing tips for how to fulfill these responsibilities while enjoying the time with your children.

9/30 – **Coffee Chat** – Join us for an informal time of encouragement as we answer questions and share our successes and time saving tips!

GRAMMAR BASICS

The Parent Education and Engagement Department Presents

Grammar Basics for Learning Coaches

A virtual 6 week certificate course for PA Virtual Learning Coaches

Tuesday Evenings | 7:00 PM – 8:00 PM

October 4th through November 8th

Blackboard Collaborate Ultra Parent Learning Room

Unsure about the difference between verbs and verbals? Prepositions and infinitives? Gerunds and participles?

Looking for ideas for explaining these and other grammatical concepts to your students?

Then you are invited to join

Grammar Basics for Learning Coaches,

a six week certificate course for PA Virtual Learning Coaches.

This course will provide...

- a review of basic grammar skills
- a framework for organizing grammatical information
- ideas for teaching grammatical concepts to your students

September Events

Family Support Coordinator Outings

Our **Family Support Coordinators (FSC)** host numerous fun and educational outings each month across Pennsylvania. These are opportunities for students and their families to explore local attractions, meet other PA Virtual families, and build strong relationships. Service learning opportunities are incorporated into many of our outings throughout the year. *FSC events are color coded in light blue.*

Parent Ambassador Family Activities

Parent Ambassadors host *Parent Ambassador Family Activities* to provide additional face to face opportunities for families to gather together, get to know one another, and enhance learning. As fellow Learning Coaches, Parent Ambassadors aim to support other families at these events. *Parent Ambassador events are color coded in light green below.*

Outings and Activities for 2022-2023

Please check back to this page frequently as events may be added or updated.

SEPTEMBER EVENTS

| Date: | Event Host: | Event: | Address: | County Location: | Flyer: |
|---------|--------------------|----------------------------|--|------------------|---|
| 9/16/22 | FSC, Amy Markle | Back to School Celebration | Meadow Park, 2 Meadow Park Lane, Pittsburgh, PA 15215 | Allegheny | https://www.smores.com/u1myx |
| 9/16/22 | FSC, Frank Smith | Back to School Celebration | Norlo Park, 3050 Lincoln Way Hwy East Fayetteville, PA 17222 | Franklin | https://www.smores.com/dyctu |
| 9/16/22 | FSC, Mandy Heard | Back to School Celebration | Louise W. Moore Park, 151 Country Club Road, Easton PA | Northampton | https://www.smores.com/dmr1e |
| 9/16/22 | FSC, Dana Ciccotti | Back to School Celebration | Kutztown Park, 440 E. Main St, Kutztown, PA | Berks | https://www.smores.com/0461n |
| | | | Limerick Park, 180 | | |

Important Dates

September

- 9 – HS Add/Drop Ends
- 11- Individual Moment of Silence @ 8:46 am
- 16 – Constitution Day (observed)
- 16 – Back to School Celebrations
- 23 – Back to School Celebrations
- 30 – School Outings

October

- 4 – October Volunteer Meeting
- 4 – Renaissance Faire
- 10 – No School – Columbus Day – Students Off



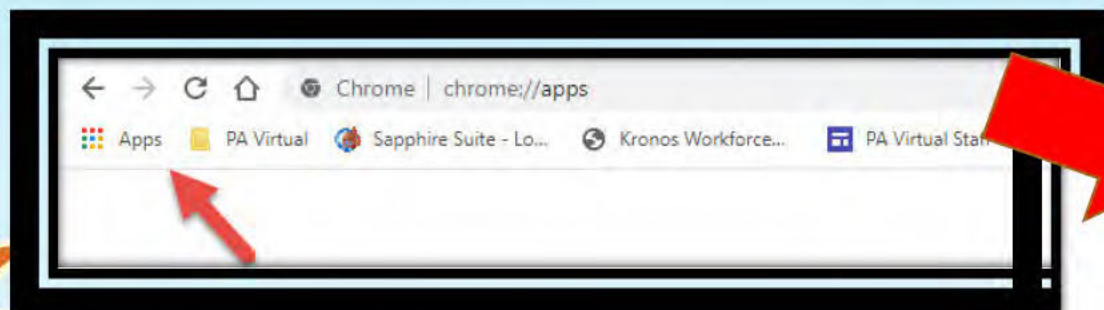
Mentor Program

- Data
- Shared Google Folder
- Mentor Outline

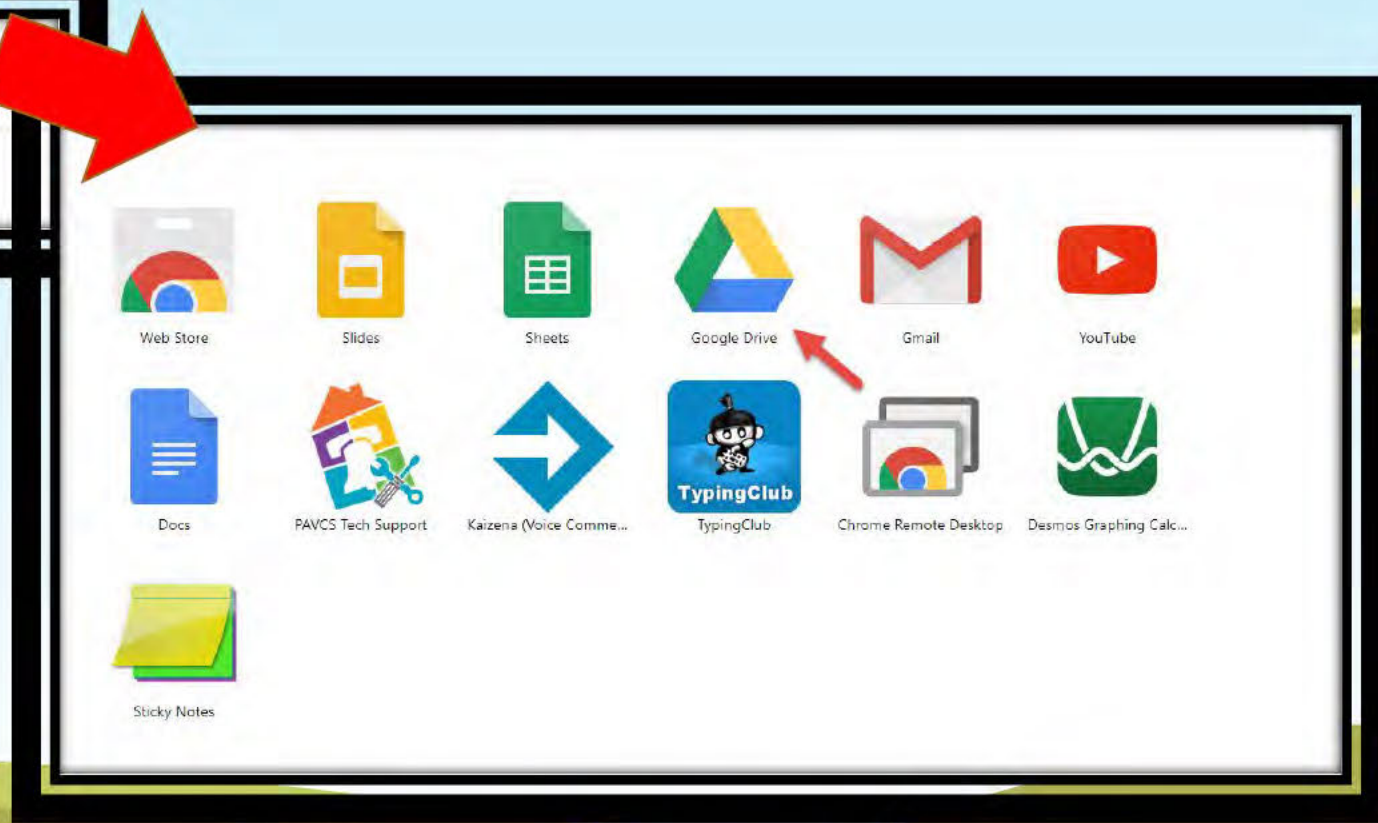
Mentor Program

| | 9/8/2022 | 9/13/2021 | 9/13/2020 |
|----------------------|-----------------|------------------|------------------|
| Mentor Requests | 64 | 115 | 188 |
| Short Term Mentoring | 38 | 53 | 84 |

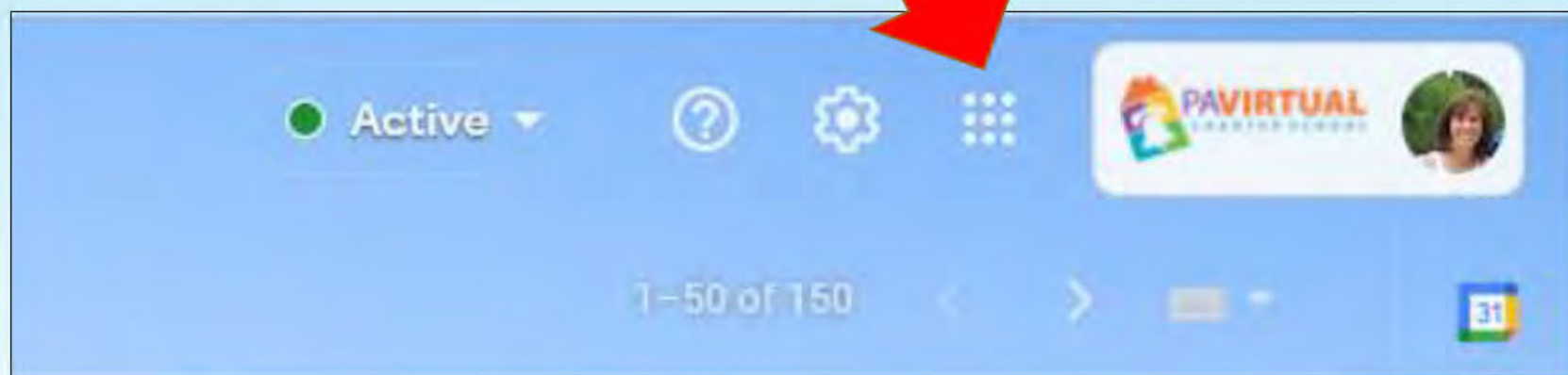
ACCESSING YOUR GOOGLE DRIVE



MUST BE LOGGED IN TO YOUR
PARENT
SCHOOL GOOGLE ACCOUNT



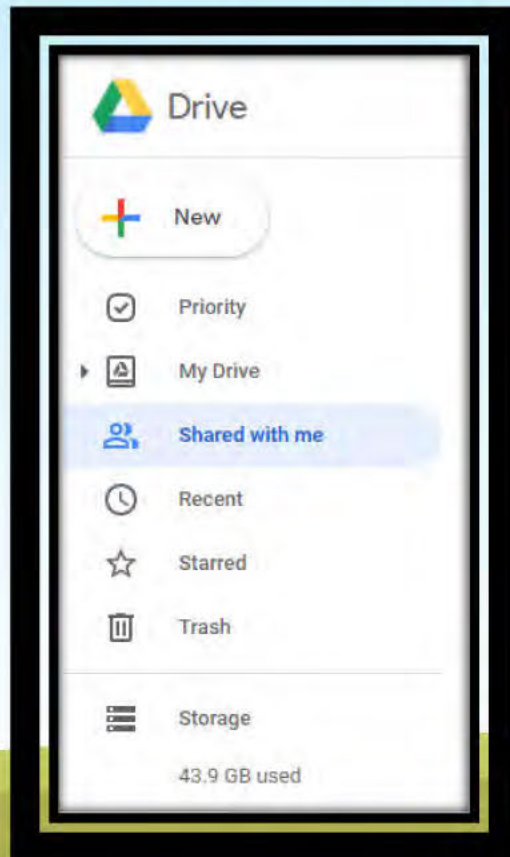
ACCESSING YOUR GOOGLE DRIVE



MUST BE LOGGED IN TO YOUR
PARENT
SCHOOL GOOGLE ACCOUNT

ACCESSING YOUR SHARED FOLDER

FROM YOUR DRIVE



FROM YOUR EMAIL

I have created a mentor outline for your new mentee, **Xxx**, and added it to your Google folder. [Here is the direct link to your Google folder.](#) You will need to be signed into your parent school Google account to access it.

Mentor Outline





Next Volunteer
Meeting

Tuesday, October 4th

8:00 am

Guest Speaker:

Heather Varalli

Marketing and Communications Specialist



Thank you!

Questions?



Evidence D

Face to Face Events

Family Support Coordinators and Parent Ambassadors host events throughout the state each month for families to gather together, get to know one another, and enhance learning. These face to face opportunities provide additional opportunities to communicate and develop relationships.

Example of Face to Face Events Offered During February 2023

| FEBRUARY EVENTS | | | | |
|------------------------|-------------------------------------|---------------------------------------|--|------------------|
| Date: | Event Host: | Event: | Address: | County Location: |
| 2/3/2023 | Parent Ambassador, Jen Brodhag | Nature Journaling at Nolde Forest | Nolde Forest Environmental Education Center, 3025 New Holland Road Reading, PA 19607 | Berks |
| 2/10/2023 | FSC, Frank Smith | Paint Your Own Ceramics | 202 W. College Ave State College, PA 16801 | Centre |
| 2/10/2023 | FSC, Amy Markle | Virtual Trip to the Coral Reef | Virtually on Collaborate Ultra (Link on Flyer) | Virtual |
| 2/17/2023 | FSC, Mandy Heard | Ice Skating | 345 Illick's Mill Road, Bethlehem, PA | Northampton |
| 2/17/2023 | FSC, Amy Markle | Bowling, Laser Tag, & Pizza @ Zone 28 | 2525 Freeport Road Pittsburgh, PA 15238 | Allegheny |
| 2/17/2023 | FSC, Dave Kelliher | Claytopia Pottery Painting | 924 W Erie Plaza Dr. Erie, PA 16505 | Erie |
| 2/17/2023 | FSC, Heidi Lightner | Sky Zone | 1701 Hempstead Rd #102 Lancaster, PA 17601-5856 | Lancaster |
| 2/17/2023 | Parent Ambassador, Cindy Dingeldein | Make Your Own Pizza | 1515 Lincoln Way East, Chambersburg, PA 17202 | Franklin |

| | | | | |
|-----------|---|---|--|--|
| 2/23/2023 | The Parent Ambassador Team | Virtual Parent Activity - Bingo, Prizes, & Self-Care Idea Jar | This online event will be offered at 11 am and 3 pm. | This online event will take place in the Parent Learning Room. See flyer for link! |
| 2/24/2023 | Parent Ambassador, Darcie Lusk | TopGolf Pittsburgh Outing | Topgolf Pittsburgh, 400 Presto-Sygan Rd, Bridgeville, PA 15017 | Allegheny |
| 2/24/2023 | FSC, Frank Smith | Tour of Oakes Museum | One University Ave Mechanicsburg, PA 17055 | Cumberland |
| 2/24/2023 | FSC's Maralyn Robinson-Harris, Amber Hallums, & Christina Blakley | Black History Bingo | Virtually on Collaborate Ultra (Link on Flyer) | Virtual |
| 2/24/2023 | Parent Ambassador, Jen Brodhag | Art Experiences | Michener Art Museum, 138 South Pine Street, Doylestown, PA 18901 | Bucks |
| 2/24/2023 | FSC, Dana Ciccotti | Sugar Creek Maple Farm | 2490 Glenwood Rd, Vestal, NY | New York |

Flyer for End of Year Celebration on June 9, 2023

PARK DAY AT LIMERICK COMMUNITY PARK

FRIDAY, JUNE 9, 2023



LIMERICK COMMUNITY PARK AND MANDERACH MEMORIAL PLAYGROUND

Join us at Limerick Community Park to celebrate the last day of school!



Activities will include:

- Book swap (optional)
- Bookmark craft
- Connecting with other families and PA Virtual staff
- Games
- Playground available
- Lunch - bring a bagged lunch (no nut products please)

Please click below to RSVP to hosting Parent Ambassador Staff, Jen Brodhag, and to complete the Emergency Information Form.

[Click here to RSVP for Park Day at Limerick
Park](#)

2022-2023 Emergency Information Form-

Every student needs a new Emergency Form completed each school year. You only need to complete this once per school year. Thanks!

WHEN

FRIDAY, JUNE 9TH, 11AM-1PM

WHERE

SWAMP PIKE & ZIEGLER ROAD, LIMERICK, PA

MORE INFORMATION

Please note:

Limerick Community Park entrance is located at Swamp Pike & Ziegler Rd, Limerick



[Get Directions](#)

Items to bring (optional):

- Books for book swap
- Bagged lunch (no nut products please)
- Games to share

GET READY FOR SUMMER READING!

Looking for ways to get your whole family excited about summer reading?

We'll help you get off to a good start!

1. Participate in our **book exchange!** For each book your family brings you can choose a book donated by other families! What a great way to start the summer with some new titles!
2. Create some colorful **bookmarks** to save your spot!
3. Get **tips** from other families for encouraging reading.
4. Share book **recommendations!**

Our fun activities will be for both **students and adults!** Let's get ready for summer reading!



AGENDA

- 11:00 Meet at the pavilion at Limerick Community Park.
- 11:15 Introductions and Welcome
- 11:30 Lunch - Bring a lunch for your family (No nut products please.)
- 12:00 Games / Crafts / Book Swap (You are welcome to bring games to share!)
- 1:00 Goodbyes - - until we meet again...

IMPORTANT ITEMS FOR ALL PA VIRTUAL EVENTS:

- All PA Virtual events are weapon, drug, and tobacco free.
- Shoes must be worn at all times.
- Pets should never be brought to PA Virtual events.
- In consideration of our students with allergies, please refrain from bringing balloons or food containing nut products.
- Please refrain from attending the outing if in the last two weeks, you have been in close contact with someone who has COVID-19. (close contact—within 6 feet for a total of 15 minutes or more).
- Please refrain from attending the outing if you or an immediate family member in your home tested positive for Covid-19 in the last 2 weeks.
- Any student or learning coach experiencing any of the following should remain home:
Symptoms: 100.4 fever or chills, cough, shortness of breath or difficulty breathing, fatigue, muscle or body aches, headache, new loss of taste or smell, sore throat, congestion or runny nose, nausea, vomiting or diarrhea.

Attendance for End of Year Celebration on June 9, 2023

Staff:

Jennifer Brodhag - host
Sigrid Gulbis
Heather Alcott
Carolyn Gomes
Cynthia Jones

Dawn Snyder
Heather Varalli
Jennifer Capone
Jen Neilson
Katherine Hansen

Tara Cooney
Nathan Hall
Jim Ford

Parents and Students in Attendance:

Zaheeda [REDACTED]
Fatema Zahra [REDACTED]
Zaynab [REDACTED]
Sakina [REDACTED]
Chris [REDACTED]
Robert [REDACTED]

John and Ana [REDACTED]
Alliyah [REDACTED]
John [REDACTED]
Jennifer & Stephen [REDACTED]
Jason [REDACTED]
John [REDACTED] and Lindsey [REDACTED]

Lydia [REDACTED]
Meghan [REDACTED]
Mackenzie [REDACTED]
Sophia [REDACTED]
Danielle & AJ [REDACTED]
Jacob [REDACTED]
Samanth [REDACTED]
Michael [REDACTED]
Turkessa [REDACTED]
Anaya [REDACTED]
Lisa Hower and Lucas [REDACTED]
Jaxson [REDACTED]
Bryana and Gregory [REDACTED]
Amara [REDACTED]
Analee [REDACTED]
Danielle [REDACTED]
Jack [REDACTED]
Audrey [REDACTED]
Yuliya [REDACTED]
Sebastian [REDACTED]
Lucien [REDACTED]
Konstantin [REDACTED]
Zakiya & Quincy [REDACTED]
Ziyah [REDACTED]
Quentin [REDACTED]
Delilah and Micheal [REDACTED]

Dylan [REDACTED]
Solaia [REDACTED]
Jen Blyth & Rob [REDACTED]
Casey [REDACTED]
Elsi [REDACTED]
Melissa [REDACTED]
Annabel [REDACTED]
Olivia [REDACTED]
Beryl [REDACTED]
Madeline [REDACTED]
Lylah [REDACTED]
Bonnie [REDACTED]
Dorian [REDACTED]
River [REDACTED]
Russ [REDACTED]
Michael [REDACTED]
Jeff and Giuseppina [REDACTED]
Nathan [REDACTED]
Laurie [REDACTED]
Sky [REDACTED]
Leaf [REDACTED]
Logan [REDACTED]
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2024 -2029 Charter Renewal Application

Technology Plan

(1 of 7 Pages)



PAVIRTUAL
CHARTER SCHOOL

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WWW.PAVCSK12.ORG

Pennsylvania Virtual Charter School

Technology Plan

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Mission Statement

The mission of the Pennsylvania Virtual Charter School (PAVCS) is To provide Pennsylvania public K-12 students a superior cyber charter option, continuously improving by using innovative technologies, well-rounded curricula, and individualized educational delivery in safe learning environments. PA Virtual seeks to equip our students with excellent academic education, social skills, and character development for their lives as productive 21st-century citizens.

Executive Summary

The Pennsylvania Virtual Charter School (PAVCS), a public school in Pennsylvania, opened its doors on September 4, 2001. The original charter was granted by the Norristown Area School District. The school's charter was renewed, July 1, 2019 2006 for another five years covering the period from July 1, 2019 to June 30, 2024.

As a virtual school, PA Virtual uses technology as a powerful tool to support and deliver an effective educational experience for our students. Although PA Virtual operates in a virtual environment, our use of technology facilitates our school's full and robust school community.

Technology is a volatile area to forecast. Immediate needs, and new and unforeseen needs, often change the course and priorities of our technology department almost daily. Full tier support of staff and escalation support of students, in tandem with improving operational processes with the use of technology, is a juggling act of planning, ongoing response and support and scalability of design with an eye for ease of use and transparency to the end user.

PAVCS has developed and monitors a three year technology plan. Currently in year 1 of 3 for the plan that includes a complete change in Student used systems. During the period of the plan, all of the student's mission critical technology issues were addressed and resolved; the goal being to provide superior service to our students and parents. There were some items however, that did not meet the school's high service standards; most notably the amount of time students were down due to malware or broken devices. The main culprit to this failure is the ever changing definition of viruses and lack of physical protection for devices We have since taken corrective measures. PAVCS technology department moved to an enterprise level Chromebook housed in a MAX case for better protection. The Enterprise level Chromebook allows for better management of devices while being virtually free from malware and virus issues. Solid state device switch 3 years ago proved a 60% reduced return rate for devices so the same Hard drive was used in the Chromebook device for students. The most significant reason for returned laptops is a broken screen or keyboard. Utilizing the MAX case waterproof case should reduce the overall breakage of screens and keyboards.



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Currently the greatest need to address is ensuring all software used in educating the students is sent through the technology department so that the software can be integrated and ensured in meets all PAVCS standards. There are a lot of SaaS free sites available to teachers and staff that are used as supplemental material that the technology department find out about through trouble tickets. The need for a more robust monitoring system is needed to address the issue and ensure student's data is safe and the students are provided a unified learning experience through technology.

Technology Plan

(The following technology plan addresses infrastructure and hardware needs of the school. A separate plan has been developed to address the instructional technology needs of the school)

How the Plan Was Developed:

The planning process began January 3, 2021. The Director of Technology met with Executive Leadership to determine the needs and issues of PAVCS. Small committees met in all areas to determine the technology plan for PAVCS.

Technology Vision:

Develop and implement through continuous evaluation and adaptation, a program of technology that effectively meets the educational and informational needs of the PAVCS community. This community is comprised of students, parents, and staff.

Goals and Objectives for Improving Services:

Goal 1: To implement equipment replacement and upgrade procedures responsive to changing technology and school community needs.

Objectives

1. Initiate a needs assessment for future computer hardware and software with the underlying goal of sustainability.
2. Evaluate and ensure that the school's budget includes funding for maintenance of network infrastructure including wireless access points (WAP)
3. Identify and provide sufficiently trained internal staff support for the setup, maintenance, and repair of existing hardware.

Goal 2: To plan for and implement needed software upgrades and purchases

Objectives



1. Determine best course of action between SaaS or local deployment
2. Develop and implement a planned program for upgrades to student software.

Goal 3: To further integrate appropriate technologies into PAVCS

Objectives

1. Re-evaluate the use of new technologies to maintain/increase services and reduce cost.

Goal 4: To evaluate and take advantage of appropriate State and Federal funding initiatives.

Objectives

1. Continue to seek appropriate telecommunications and network hardware discounts under FCC rulings (E-rate) to provide funding to replace network hardware, guaranteeing Internet connectivity and online resources for the school community.
2. Pursue foundation funding when available.

Staff Training:

Integrating technology into the school requires that all levels of staff be properly trained and have adequate documentation to assist students and parents at the point of need. Training programs in all types of electronic tools and resources is critical in maintaining an informed and competent school staff, for today's technology and for future developments as well.



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Technology Timeline

Ongoing activities

- Request Tracker administration
- Blackboard LMS administration
- Sapphire SIS administration
- Jigsaw Support
- Collaborate Support
- Helpdesk escalation
- Phone system support
- Laptop maintenance and repair
- Office equipment maintenance
- Vendor relationship management

FY 2021-2022

- Comparison and testing of student laptops for 23-24 deployment
- Staff laptop case study continued
- Implemented security software solution for better ransomware protection
- Implemented SaaS deployment for LMS

FY 2022-2023

- Purchased new laptop cases for students based on study.
- Changes in IP scope to accommodate Chromebook deployment
- Updates unified communications to incorporate changes to SMS needs
- Study for online state testing

FY 2023-2024

- Deployment of Chromebooks to students
- Research filtering options to include mental health checks
- Further integration for MTSS data
- Further integration with One Rostering API
- Update to LMS interface

Future



- Staff laptop swap
- On-Demand instructional video presentations
- MIFI study for student internet
- Upgrade for Wireless networking Access points

Budget FY 2021 – 2022

| | |
|--------------------------------|------------|
| Equipment Maintenance & Repair | 12,290.45 |
| Cable/ Network/ Telephone | 274,182.03 |
| ISP | 499,611.96 |
| Software | 800,000.00 |
| Hardware | 81,342.63 |

Budget FY 2022-2023

| | |
|-------------------------------|------------|
| Cable/ Network/ Telephone | 193,810.28 |
| ISP | 367,455.01 |
| Software | 421,973.91 |
| Hardware | 48,247.88 |
| Student Computer Interest Exp | 55,063.23 |

Budget FY 2023-2024

| | |
|--------------------------------|------------|
| Equipment Maintenance & Repair | 7,589.95 |
| Cable/ Network/ Telephone | 193,810.28 |
| ISP | 367,455.01 |
| Software | 421,973.91 |
| Hardware | 48,247.88 |



2024 -2029 Charter Renewal Application

Acceptable Use & Internet Safety Policy

(1 of 14 Pages)



| | |
|---------------------|--|
| 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, contract 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> <p>1. This Policy will be reviewed to ensure it is current.</p> <p>2. Contracts with vendors must have this provision included for purposes of termination.</p> <p>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.</p> |
|-------|--|

| | |
|---------------------|--|
| 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 \(64 KB\)](#)



2024 -2029 Charter Renewal Application

Help Desk Requests

(1 of 4 Pages)



PAVIRTUAL
CHARTER SCHOOL

630 PARK AVENUE, KING OF PRUSSIA, PA 19406
TOLL FREE: 866.728.2751 | PHONE: 610.275.8500
WWW.PAVCSK12.ORG

the most recent three (3)
months of help desk reports
showing the number of tickets
and average time to close ticket

Tables show total tickets per area amount of time in days for area to resolve minimum maximum and average days to close tickets. Below the month tables are a breakdown of the most common issues during that month.

| <i>23-Mar</i> | # Tickets | Days to resolve | | |
|--------------------|------------|-----------------|----------|-----------|
| | | Min | AVG | MAX |
| HelpDesk | 153 | 1 | 2 | 13 |
| RMA | 63 | 1 | 6 | 18 |
| Tier 1 | 248 | 1 | 1 | 10 |
| Grand Total | 464 | 1 | 2 | 18 |

Breakdown of common issues in March tickets

| <i>Initial Item</i> | <i>Item Total</i> |
|---------------------|-------------------|
| Power Cord | 11 |
| Network | 13 |
| Jigsaw | 14 |
| VPN | 15 |
| Audio | 17 |
| Keyboard | 18 |
| Blackboard | 19 |
| Zoom | 22 |
| Other | 30 |
| Power | 30 |
| Printer | 33 |
| Screen | 43 |
| User Account | 74 |

| <i>Apr-23</i> | # Tickets | Days to resolve | | |
|--------------------|------------|-----------------|----------|-----------|
| | | Min | AVG | MAX |
| HelpDesk | 132 | 1 | 2 | 20 |
| RMA | 34 | 1 | 4 | 12 |
| Tier 1 | 201 | 0 | 1 | 6 |
| Grand Total | 367 | 0 | 2 | 20 |

Breakdown of common issues in April tickets

| <i>Initial Item</i> | <i>Item Total</i> |
|---------------------|-------------------|
| Other | 11 |
| Printer | 11 |
| Network | 13 |
| Power | 17 |
| DRC/CDT | 18 |
| Screen | 22 |
| Jigsaw | 29 |
| Blackboard | 46 |
| User Account | 71 |

| | | Days to resolve | | |
|--------------------|------------------|-----------------|------------|------------|
| <i>May-23</i> | <i># Tickets</i> | <i>Min</i> | <i>AVG</i> | <i>MAX</i> |
| HelpDesk | 106 | 1 | 3 | 11 |
| RMA | 42 | 1 | 4 | 15 |
| Tier 1 | 125 | 1 | 1 | 10 |
| Grand Total | 273 | 1 | 2 | 15 |

Breakdown of common issues in May tickets

| <i>Initial Item</i> | <i>Item Total</i> |
|---------------------|-------------------|
| Audio | 10 |
| Network | 10 |
| Printer | 11 |
| Returns | 15 |
| Keyboard | 16 |
| Jigsaw | 17 |
| Screen | 19 |
| Power | 31 |
| User Account | 42 |



2024 -2029 Charter Renewal Application

Cyber Anti Bullying Policy



| | |
|---------------------|---|
| 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](#)



2024 -2029 Charter Renewal Application

**Attendance policy and all forms used to
implement these policies**

(Pg 1 out of 34)



| | |
|---------------------|---|
| 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.

Tuant - 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 tuant - 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 [10 Day Truancy Process](#)
References



**Board of Trustees Policy
ATTENDANCE AND TRUANCY POLICY**

The Board of Trustees of the Pennsylvania Virtual Charter School (PA Virtual) recognizes that good attendance is essential if students are to achieve and reach their potential. Each day is important for learning. Parents are required to ensure their son/daughter maintains good attendance.

Attendance

Section 13-1301 of the Public School Code establishes the right for students in Pennsylvania to attend school. Students between the ages of 6 and 21 years who are residents of any school district and are of "school age" are entitled to a public education. Furthermore, "compulsory school age" is defined in Section 13-1326 of the Public School Code as "... the period of a child's life from the time the child's parents elect to have the child enter school, which shall not be later than the age of eight (8) years, until the age seventeen (17) years or graduation from an accredited high school.

PA Virtual expects students to attend school by logging onto Blackboard each day that school is in session. Good attendance is essential if students are to achieve and reach their potential. Each day is important for learning. Parents are required to ensure their son/daughter maintains good attendance. Students are expected to attend school each day. When a student misses school the parent needs to notify their family support coordinator ("FSC") and send an excuse for the missed attendance within 3 school days. Regular school attendance is an absolute necessity for satisfactory pupil progress and is required by Pennsylvania School Law.

The FSC will review and report the student's attendance daily. If the student is absent for more than one day, the parent must contact their FSC and indicate the nature of the absence and the period of time the student is unavailable. The school will require a physician's excuse if the absence is illness related. Also, the student's FSC must be notified if the student is not going to log on for an extended period of time due to a legitimate excuse, as outlined below. The school may, at its discretion, consider the student truant if the FSC is not properly notified, or if the reason for the absence is unexcused. Failure to comply with the attendance requirements may result in the initiation of truancy proceedings (see below for a description of the school's truancy policy) against the parent and/ or student and/ or removal from the school's rolls.

Excused Absence

When a student misses school, the parent needs to notify the FSC and provide an excuse for the missed attendance. If a parent fails to notify the FSC of an absence, then the absence will be recorded as unexcused. Pennsylvania Virtual Charter School recognizes the following as valid excuses for absence of a student from school provided satisfactory evidence or documentation for the excuse is provided to the student's FSC:

- **Death in the Immediate Family:** An absence resulting from the death of a member of the student's immediate family is excused. The immediate family of a student includes, but is not necessarily limited to, parents, grandparents, brothers and sister.
- **Medical or Dental Appointments:** An absence resulting from a medical or dental appointment that cannot be scheduled outside of regularly scheduled school hours. Notice should be given to the teacher prior to the absence, except in the case of emergency.
- **Illness or Injury:** An absence resulting from illness or injury which prevents the student from being physically able to attend school is excused. Any student missing more than three consecutive school days requires a note from a physician.
- **Quarantine:** An absence that is ordered by the local health office or by the State Board of Health is excused.
- **Court or Administrative Proceedings:** An absence resulting from the attendance of a student at the proceedings of a court or an administrative tribunal if the student is a party to the action or under subpoena as a witness is excused.
- **Observance of a Religious Holiday:** An absence may be considered excused if the tenets of a religion, to which a student or his/her parent adhere, require observance of a religious event.
- **Educational Opportunities or Family Educational Trips:** An absence may be excused when it is demonstrated that the purpose of the absence is to take advantage of a valid educational opportunity. Approval for such an absence must be granted prior to the absence in accordance with the Student Educational Leave of Absence Policy.

Student Educational Leave of Absence Policy

A planned absence for the purpose of pursuit of an educational opportunity requires a formal application process in advance. The application process involves a formal written request submitted to the student's FSC, at least five days in advance where the requested leave is to be of five days or less, such approval to be considered by the principal, and at least thirty days in advance where the requested leave is to be more than five days, such approval to be considered by the Chief Executive Officer. The formal request must include the dates, destination, and purpose of the trip, a description of the educational value, specific plans for enrichment, and arrangements that have been made for making up missed classroom work. Failure to follow procedures without just cause may result in truancy proceedings being brought and for removal from the rolls. Planning absences that shorten the school year by coinciding with either the beginning or the end of the school year are not permitted.

24 PA Statutes Enclosure: Section 13-1333- Penalties for violation of compulsory attendance requirements

Every parent, guardian, or person in parental relation, having control or charge of any child or children of compulsory school age, who shall fail to comply with the provisions of act 138 regarding compulsory attendance, shall on summary conviction thereof, be sentenced to pay a fine, for the benefit of the school district in which such offending person resides, not exceeding three hundred dollars (\$300) and to pay court costs or be sentenced to complete a parenting education program offered and operated by a local school district, medical institution or other community resources, and, in default of the payment of such fine and costs or completion of the parenting program by the person so offending, shall be sentenced to the county jail for a period not exceeding five (5) days. Any person sentenced to pay any such fine may appeal to the court of common pleas of the proper county, upon entering into a recognizance, with one or more proper sureties, in double the amount of penalty and costs. Before any proceedings are instituted against any parent, guardian, or person in parental relation, for failure to comply with the provisions of act 138, the district superintendent, attendance officer, or secretary of the board of school directors, shall give the offending person three (3) days' written notice of such violation. If, after such notice has been given, the provisions of act 138 regarding compulsory attendance are again violated by the persons so notified, at any time during the term of compulsory attendance of such person, so again offending, shall be liable under the provisions of this section without further notice.

- The child and every parent, guardian or person in parental relation must appear at a hearing established by the district justice. If the parent, guardian or person in parental relation charged with a summary offense under this subsection shows that he or she took every reasonable step to insure attendance of the child at school, he or she shall not be convicted of the summary offense.
- Upon a summary conviction, the district justice may suspend, in whole or in part, a sentence in which a parent, guardian or person in parental relation is summoned to pay as required under this section: Provided, that the child no longer is habitually truant from school without justification.
- In lieu of or in addition to any other sentence imposed under this section, the district justice may order the parent, guardian or person in parental relation to perform community service in the school district in which the offending child resides for a period not to exceed six (6) months.
- If the parent, guardian or person in parental relation is not convicted of a summary offense because he or she took every reasonable step to insure attendance of the child at school, a child of compulsory school age who has attained the age of thirteen (13) years and fails to comply with the provisions of act 138 regarding compulsory attendance or who is habitually truant from school without justification commits a summary offense and except as provided in clause (4) shall, upon conviction, be sentenced to pay a fine not exceeding three hundred dollars (\$300) for each offense for the benefit of the school district in which such offending child resides or shall be assigned to an adjudication alternative program pursuant to Pa.C.S. § 1520 (relating to adjudication alternative program).
- For any child who has attained the age of thirteen (13) years who fails to pay the fine under clause (1) or to comply with the adjudication alternative program, the district justice may allege the child to be dependent under 42 Pa.C.S. § 6303(a)(1). The failure by the child to pay a fine or comply with the adjudication alternative program shall not constitute a delinquent act under 42 Pa.C.S. Ch. 63 (relating to juvenile matters).
- Upon a summary conviction or assignment to an adjudication alternative program, the district justice may suspend, in whole or in part, a sentence or an adjudication alternative program in which a child who has attained the age of thirteen (13) years must pay or comply with the adjudication alternative program: Provided, That the child no longer is habitually truant from school without justification.
- Any child who has not attained the age of thirteen (13) years who fails to comply with the compulsory attendance provisions of this act and is habitually truant shall be referred by the school district for services or possible disposition as a dependent child as defined under 42 Pa.C.S. § 63 (relating to definitions). Any child who has attained the age of thirteen (13) years who fails to comply with the compulsory attendance provision of this act and is habitually truant may, in lieu of a prosecution under clause (1), be referred by the school district for services or possible disposition as a dependent child as defined under 42 Pa.C.S. § 6302.

Driving Privileges : If a child is convicted of a violation of the compulsory school attendance requirements, the court may send the Department of Transportation a certified record of the conviction on a form prescribed by the department only if the child fails to comply with a lawful sentence entered for the violation and is not subject to an exception to compulsory attendance under section 1330.

A. The Department of Transportation shall suspend for ninety (90) days the operating privilege of a child upon receiving a certified record that the child was convicted of a summary offense under the compulsory school attendance requirements of this article. If the Department of Transportation receives a certified record of a second or subsequent conviction of a child pursuant to this section, the department shall suspend the child's operating privilege for six (6) months.

B. A child whose record is received by the Department of Transportation under this section and who does not have a driver's license shall be ineligible to apply for a driver's license under 75 Pa.C.S. §§ 1505 (relating to learners' permits) and 1507 (relating to application for driver's license or learner's permit by minor) for the time period specified in section A. If the child is under sixteen (16) years of age when convicted, suspension of operating privileges shall commence in accordance with 75 Pa.C.S. § 1541 (relating to period of disqualification, revocation or suspension of operating privilege) for the time specified in paragraph A.



PAVIRTUAL
CHARTER SCHOOL

630 PARK AVENUE, KING OF PRUSSIA, PA 19406
TOLL FREE: 866.728.2751 | PHONE: 610.275.8500
WWW.PAVCSK12.ORG

Weekly Unlawful Attendance Letter

OFFICIAL NOTICE: Unexcused/Unlawful Absence(s)

%DATE%

Dear %CON_1_FIRST_NAME% %CON_1_LAST_NAME%,

According to school records, %FIRST_NAME% has accumulated one or more unexcused/unlawful absence(s) within the last week of school. If there is a valid reason for the absence(s), please immediately contact your Family Support Coordinator. Your child's attendance record is always accessible in your [Sapphire Parent Portal](#). Please take a few moments today to review.

Regular attendance at school is an essential part of every student's success and is necessary in order to gain the greatest benefit from the educational experience. Students who are frequently absent from school miss direct instruction and regular contact with their teachers and peers. The laws of the Commonwealth of Pennsylvania and the PA Virtual's truancy policy require that every child of compulsory school age attend school daily. When absences accumulate, it may ultimately result in academic difficulty for %FIRST_NAME%.

We share a common goal to ensure that %FIRST_NAME% reaches their full potential. All absences are counted as Unexcused/Unlawful until PA Virtual receives a written or digital excuse explaining the reason for the absence. When a written or digital excuse is not received within three (3) school days, the absence is permanently recorded as Unexcused/Unlawful. **This letter serves as PA Virtual's official communication regarding %FIRST_NAME%'s Unexcused/Unlawful absence(s). If %FIRST_NAME% accumulates (3) Unexcused/Unlawful absences this school year, PA Virtual requires that you and %FIRST_NAME% participate in a Student Attendance Improvement Conference and a School Attendance Improvement Plan will be implemented through the school's Academic Probation Process. If %FIRST_NAME% accumulates six (6) Unlawful absences throughout the school year, PA Virtual can take legal action, including but not limited to, opening a case with the local county and youth services and filing a citation with the local magisterial district court.**

We appreciate your cooperation in trying to improve %FIRST_NAME%'s school attendance and in helping %FIRST_NAME% complete missed assignments on those occasions when they must be absent. If you have any questions, please call your family support coordinator so that we may work together to ensure %FIRST_NAME%'s educational success.

Sincerely,

Jason Fitzpatrick, M.Ed.

Principal, Pupil Services - PA Virtual Charter School

Enclosed are the penalties for violation of compulsory attendance requirements.

24 PA Statutes Enclosure: Section 13-1333- Penalties for violation of compulsory attendance requirements

Every parent, guardian, or person in parental relation, having control or charge of any child or children of compulsory school age, who shall fail to comply with the provisions of act 138 regarding compulsory attendance,



shall on summary conviction thereof, be sentenced to pay a fine, for the benefit of the school district in which such offending person resides, not exceeding three hundred dollars (\$300) and to pay court costs or be sentenced to complete a parenting education program offered and operated by a local school district, medical institution or other community resources, and, in default of the payment of such fine and costs or completion of the parenting program by the person so offending, shall be sentenced to the county jail for a period not exceeding five (5) days. Any person sentenced to pay any such fine may appeal to the court of common pleas of the proper county, upon entering into a recognizance, with one or more proper sureties, in double the amount of penalty and costs. Before any proceedings are instituted against any parent, guardian, or person in parental relation, for failure to comply with the provisions of act 138, the district superintendent, attendance officer, or secretary of the board of school directors, shall give the offending person three (3) days' written notice of such violation. If, after such notice has been given, the provisions of act 138 regarding compulsory attendance are again violated by the persons so notified, at any time during the term of compulsory attendance, such person, so again offending, shall be liable under the provisions of this section without further notice.

- The child and every parent, guardian or person in parental relation must appear at a hearing established by the district justice. If the parent, guardian or person in parental relation charged with a summary offense under this subsection shows that he or she took every reasonable step to insure attendance of the child at school, he or she shall not be convicted of the summary offense.
- Upon a summary conviction, the district justice may suspend, in whole or in part, a sentence in which a parent, guardian or person in parental relation is summoned to pay as required under this section: Provided, that the child no longer is habitually truant from school without justification.
- In lieu of or in addition to any other sentence imposed under this section, the district justice may order the parent, guardian or person in parental relation to perform community service in the school district in which the offending child resides for a period not to exceed six (6) months.
- If the parent, guardian or person in parental relation is not convicted of a summary offense because he or she took every reasonable step to insure attendance of the child at school, a child of compulsory school age who has attained the age of thirteen (13) years and fails to comply with the provisions of act 138 regarding compulsory attendance or who is habitually truant from school without justification commits a summary offense and except as provided in clause (4) shall, upon conviction, be sentenced to pay a fine not exceeding three hundred dollars (\$300) for each offense for the benefit of the school district in which such offending child resides or shall be assigned to an adjudication alternative program pursuant to 42 Pa.C.S. § 1520 (relating to adjudication alternative program).
- For any child who has attained the age of thirteen (13) years who fails to pay the fine under clause (1) or to comply with the adjudication alternative program, the district justice may allege the child to be dependent under 42 Pa.C.S. § 6303(a)(1). The failure by the child to pay a fine or comply with the adjudication alternative program shall not constitute a delinquent act under 42 Pa.C.S. Ch. 63 (relating to juvenile matters).
- Upon a summary conviction or assignment to an adjudication alternative program, the district justice may suspend, in whole or in part, a sentence or an adjudication alternative program in which a child who has attained the age of thirteen (13) years must pay or comply with the adjudication alternative program: Provided, That the child no longer is habitually truant from school without justification.
- Any child who has not attained the age of thirteen (13) years who fails to comply with the compulsory attendance provisions of this act and is habitually truant shall be referred by the school district for services or possible disposition as a dependent child as defined under 42 Pa.C.S. § 6302 (relating to definitions). Any child who has attained the age of thirteen (13) years who fails to comply with the compulsory attendance provisions of this act and is habitually truant may, in lieu of a prosecution under clause (1), be referred by the school district for services or possible disposition as a dependent child as defined under 42 Pa.C.S. § 6302.



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Driving Privileges : If a child is convicted of a violation of the compulsory school attendance requirements, the court may send the Department of Transportation a certified record of the conviction on a form prescribed by the department only if the child fails to comply with a lawful sentence entered for the violation and is not subject to an exception to compulsory attendance under section 1330.

A. The Department of Transportation shall suspend for ninety (90) days the operating privilege of a child upon receiving a certified record that the child was convicted of a summary offense under the compulsory school attendance requirements of this article. If the Department of Transportation receives a certified record of a second or subsequent conviction of a child pursuant to this section, the department shall suspend the child's operating privilege for six (6) months.

B. A child whose record is received by the Department of Transportation under this section and who does not have a driver's license shall be ineligible to apply for a driver's license under 75 Pa.C.S. §§ 1505 (relating to learners' permits) and 1507 (relating to application for driver's license or learner's permit by minor) for the time period specified in section A. If the child is under sixteen (16) years of age when convicted, suspension of operating privileges shall commence in accordance with 75 Pa.C.S. § 1541 (relating to period of disqualification, revocation or suspension of operating privilege) for the time specified in paragraph A.

07/30/2023

FName LName

Grade: 05 Student ID: 0

Attendance Notification

PA Virtual Elementary School

630 Park Avenue | King of Prussia, PA 19406

Phone: 866-728-2751

Dr. P/G FName P/G LName

123 Street Ave.

Apt 6

City, State 12345-1234

Official PA Virtual Notice: Unlawful Absences- Academic Probation Status & Improvement Plan

07/30/2023

:

This letter is to officially notify you that FName has been absent from the Pennsylvania Virtual Charter School without an excuse on multiple dates. The specific dates are included at the end of this document.

Because FName has violated the school's class attendance policy, FName will now be monitored in Academic Probation through an Attendance Improvement Plan.

The Academic Probation Attendance Improvement Plan will require your participation in a school conference. This conference is an opportunity to be able to meet with your Family Support Coordinator, discuss the reasons for unexcused absences, and to develop an Academic Probation Attendance Improvement Plan (APAIP) in order to support FName improve their school attendance. The Student Attendance Improvement Conference will be held within 5 days of this letter being issued. Your Family Support Coordinator will contact you to find a date and time that works with your schedule. If you do not attend, the conference will still take place and the Academic Probation Attendance Improvement Plan will be created in your absence. Continued unexcused absences will invariably lead to additional actions by the school to include the issuance of detention and remediation sessions, opening a case with Children and Youth Services, and initiating a proceeding before a magisterial district judge.

Unexcused daily absences constitute a summary offense under the Public School Code for which penalties may be imposed against a parent or guardian. Act 138 of 2016 provides for up to a \$750 fine and allows the court to impose parent education classes with your child and community service sentences for parents of a truant child who do not show that they took reasonable steps to ensure the child's school attendance. Act 138 also provides that truant students lose their driver's license for ninety (90) days for the first offense, and six (6) months for the second offense. Please refer to the enclosed sections in the Public School Code for specific penalties for violation of compulsory attendance requirements for both you and your child.

PA Virtual's cyber model of education relies heavily on the learning coach. Learning Coaches are the "eyes and ears" in the home environment and partner with our faculty and staff to ensure that students are engaged and learning. This partnership allows us to deliver the best possible academic experience to your child. In order for your child to benefit from this experience they need to be present and engaged each school day. If there are instances where your child will not be able to attend class, learning coaches must proactively communicate the absence to their Family Support Coordinator or the online attendance form to avoid future unexcused absences.

As a team, we can assist your child to make the improvements needed, and believe that your child can be successful if we all work together.

Your partner in education,



Jason Fitzpatrick, M.Ed.

Principal, Pupil Services - PA Virtual Charter School

(Enclosures: Policy, Penalties)

cc: Principal/Assistant Principal/Guidance Counselor/Family Support Coordinator

Academic Probation Attendance Improvement Plan

Current Date: 07/30/2023

Goal: FName will be present at school and attend scheduled classes by 8:00 a.m. at least 90% of school days as evidenced by their attendance record.

Student and Family Information

Student Name: FName LName

ID: 0

Address:

123 Street Ave.

Apt 6

City, State 12345-1234

Grade: 05

Gender: F

Attendance Information

Number of unexcused/unlawful absences: 0

Absence Dates (Days with one or more unexcused class absences):

List of those who were invited to the attendance meeting:

1. [PA Virtual Family Support Coordinator](#)
- 2.
3. FName LName

Strengths of the PA Virtual Model to Benefit the Family:

| Description | Relevance to the Plan |
|-------------------------------------|--|
| Family Support Coordinator | <ul style="list-style-type: none"> • Single point of contact for school • Attendance and local community services liaison • Technology assistance for basic services • Residency issues and social service concerns |
| Academic Enrichment | <ul style="list-style-type: none"> • Class resource materials available 24/7. All classes recorded for students to review. • SAP, academic support teachers, tutoring, enrichment and remediation sessions, and teacher office hours. • Orientation program and follow-up support for all new families. |
| Additional student/family resources | <ul style="list-style-type: none"> • Teacher office hours/tutoring • Parent mentoring • Parent education opportunities • Student clubs, socialization and engagement opportunities • Technology Support Helpline • Certified school nurses |

Root Causes of Attendance Issues:

(academic, social, physical, mental, behavioral health issues, problems with peers, problems with teachers or other adults within the school, medical, home environment, work schedules, unsupervised time for the student, internet/technology issues, socioeconomic factors, special circumstances, etc.)

| Causes of Attendance Issues include the following: | Strategy for success and support | Responsible Party |
|---|--|--------------------------|
| School email accounts are not being actively monitored by the Learning Coach and/or student. | Both the Learning Coach and student will begin to access and monitor email accounts twice daily. | Learning Coach/Student |
| The Learning Coach is not communicating absences with school. | Learning coach will respond to emails and/or phone messages by the next day. Learning coach will check the school sapphire portal daily for school updates and documents. | Learning Coach |
| The student is not attending school per their schedule on a consistent basis each school day. | Student and Learning Coach will set up a schedule of log-in times. Learning Coach will monitor for daily attendance reminders and contact FSC if needed. | Learning Coach/Student |
| The Learning Coach and/or student are not fully involved in the academic process. | Learning Coach and student will communicate with teachers using the school provided email accounts to maintain academic growth. | Learning Coach/Student |
| Learning Coach is not reporting technical issues in a timely manner. | Learning Coach will report technology issues to the toll-free helpline at 866-728-2751 and when necessary, mail the computer back for repairs in a timely manner. | Learning Coach |

Action Steps:

1. FName must log into Blackboard and attend all scheduled synchronous classes listed on their schedule each school day.
 2. Asynchronous students must access their courses daily and follow the teacher's lesson plan.
-
3. Student and parent will review the PA Virtual attendance policy, expectations, and what constitutes an excused absence: <https://sites.google.com/a/pavcs.us/pavcs-attendance/home>
-
4. Parent will communicate via the [absence form](#) or to their [PA Virtual Family Support Coordinator](#) each day that the student may be absent from school or class.
-
5. The Student and parent will establish a consistent routine that encourages the student to wake up at 7:30 a.m. and log into school every morning before period 1 at 8:00 a.m.
-
6. Student and parent will collaborate with the teacher(s) to ensure all missed coursework is completed within the required time frame when an excused absence occurs.

Specific Potential Consequences for Non-Compliance with Plan:

1. Decreased self-esteem and academic achievement, motivation to accomplish tasks, and opportunities for future employment.
-
2. Six (6) Cumulative Unexcused Absences results in Habitual Truancy. PA Virtual is then required to open a case with Children and Youth Services.
-
3. PA Virtual will issue FName LName Detentions as a consequence for continued unexcused absences, which will be on FName's discipline record .
-
4. Every parent, guardian, or person in parental relation, having control or charge of any child or children of compulsory school age, who shall fail to comply with the provisions of Act 138 regarding compulsory attendance, shall on summary conviction thereof, be sentenced to pay a fine, not exceeding three hundred dollars (\$300) and to pay court costs or be sentenced to complete a parenting education program offered and operated by a local school district, and, in default of the payment of such fine and costs or completion of the parenting program by the person so offending, shall be sentenced to the county jail for a period not exceeding five (5) days.
-
5. In lieu of or in addition to any other sentence imposed under this section, the district justice may order the parent, guardian or person in parental relation to perform community service in the school district in which the offending child resides for a period not to exceed six (6) months.
-
6. A child of compulsory school age who has attained the age of thirteen (13) years and fails to comply with the provisions of act 138 regarding compulsory attendance or who is habitually truant shall, upon conviction, be sentenced to pay a fine not exceeding three hundred dollars (\$300) for each offense or shall be assigned to an adjudication alternative program.
-
7. Driving Privileges: If a child is convicted of a violation of the compulsory school attendance requirements, the court may send the Department of Transportation a certified record of the conviction.
 - A. The Department of Transportation shall suspend for ninety (90) days the operating privilege of a child upon receiving a certified record that the child was convicted of a summary offense under the compulsory school attendance requirements of this article. If the Department of Transportation receives a certified record of a second or subsequent conviction of a child pursuant to this section, the department shall suspend the child's operating privilege for six (6) months.
 - B. A child whose record is received by the Department of Transportation under this section and who does not have a driver's license shall be ineligible to apply for a driver's license for the time period specified in section A. If the child is under sixteen (16) years of age when convicted, suspension of operating privileges shall commence for the time specified in paragraph A.

Below are some additional suggestions that you may employ to assist your child so that she may attend school regularly:

1. Set a regular bedtime and morning routine.
2. Check your PA Virtual parent email account at least once per day and have your student do the same. Teachers email parents/guardians each time your child is absent from class.
3. Prepare for school the night before, finishing homework and getting a good night's sleep.
4. Review the school calendar to view the start date of school and schedule the appropriate doctor appointments in the summer to ensure your child has the required immunizations.
5. Complaints of a stomach ache or headache can be a sign of anxiety and not a reason to accrue an unexcused absence. Students should attend school unless they are truly sick.
6. Avoid medical appointments and extended trips when school is in session.
7. Work with your Family Support Coordinator to develop a contingency plan for loss of power or internet.
8. Keep track of your student's attendance in your Sapphire parent portal. Absences both excused and unexcused could put your student at risk of falling behind.
9. Talk to your student about the importance of attendance.
10. Talk to your students' teachers or Family Support Coordinator if you notice sudden changes in your child's behavior. These changes could be tied to something going on that you may not be aware of.

The Academic Probation Attendance Improvement Plan was created to:

- Assist the student in improving attendance;
- Enlist the support of the parent(s)/guardian(s); and
- To document the Pa Virtual's attempts to provide resources to promote the educational success of the student.

PA Virtual has demonstrated its support and assistance to this student through this process, by law, it is parent/guardian responsibility to ensure that FName attends school each as listed on the school calendar. PA Virtual and the family agree to implement this plan, including all requirements and consequences set forth herein, and agree to comply with the terms set forth in the Plan.

Should the family have difficulty implementing the plan or are not clear on the roles of each party, the parent can contact their assigned [PA Virtual Family Support Coordinator](#) with questions or concerns. The progress of this plan will be monitored by the [PA Virtual Family Support Coordinator](#) and a follow-up meeting can occur at any time if the plan would need alteration or if the unexcused absences continue. A specific follow-up meeting to review this plan will occur 30 days from the original meeting.

In order for agencies or other individuals outside of PA Virtual to assist with this plan if the unexcused absences continue, PA Virtual will provide as requested or as stated by Act 138, this SAIP to the following:

1. Local Magisterial Truancy Court (as necessary)
2. Local supporting agencies including but not limited to Children and Youth Services, etc.

24 PA Statutes Enclosure: Section 13-1333- Penalties for violation of compulsory attendance requirements

Every parent, guardian, or person in parental relation, having control or charge of any child or children of compulsory school age, who shall fail to comply with the provisions of act 138 regarding compulsory attendance, shall on summary conviction thereof, be sentenced to pay a fine, for the benefit of the school district in which such offending person resides, not exceeding three hundred dollars (\$300) and to pay court costs or be sentenced to complete a parenting education program offered and operated by a local school district, medical institution or other community resources, and, in default of the payment of such fine and costs or completion of the parenting program by the person so offending, shall be sentenced to the county jail for a period not exceeding five (5) days. Any person sentenced to pay any such fine may appeal to the court of common pleas of the proper county, upon entering into a recognizance, with one or more proper sureties, in double the amount of penalty and costs. Before any proceedings are instituted against any parent, guardian, or person in parental relation, for failure to comply with the provisions of act 138, the district superintendent, attendance officer, or secretary of the board of school directors, shall give the offending person three (3) days' written notice of such violation. If, after such notice has been given, the provisions of act 138 regarding compulsory attendance are again violated by the persons so notified, at any time during the term of compulsory attendance, such person, so again offending, shall be liable under the provisions of this section without further notice.

- The child and every parent, guardian or person in parental relation must appear at a hearing established by the district justice. If the parent, guardian or person in parental relation charged with a summary offense under this subsection shows that he or she took every reasonable step to insure attendance of the child at school, he or she shall not be convicted of the summary offense.
- Upon a summary conviction, the district justice may suspend, in whole or in part, a sentence in which a parent, guardian or person in parental relation is summoned to pay as required under this section: Provided, that the child no longer is habitually truant from school without justification.
- In lieu of or in addition to any other sentence imposed under this section, the district justice may order the parent, guardian or person in parental relation to perform community service in the school district in which the offending child resides for a period not to exceed six (6) months.
- If the parent, guardian or person in parental relation is not convicted of a summary offense because he or she took every reasonable step to insure attendance of the child at school, a child of compulsory school age who has attained the age of thirteen (13) years and fails to comply with the provisions of act 138 regarding compulsory attendance or who is habitually truant from school without justification commits a summary offense and except as provided in clause (4) shall, upon conviction, be sentenced to pay a fine not exceeding three hundred dollars (\$300) for each offense for the benefit of the school district in which such offending child resides or shall be assigned to an adjudication alternative program pursuant to 42 Pa.C.S. § 1520 (relating to adjudication alternative program).
- For any child who has attained the age of thirteen (13) years who fails to pay the fine under clause (1) or to comply with the adjudication alternative program, the district justice may allege the child to be dependent under 42 Pa.C.S. § 6303(a)(1). The failure by the child to pay a fine or comply with the adjudication alternative program shall not constitute a delinquent act under 42 Pa.C.S. Ch. 63 (relating to juvenile matters).
- Upon a summary conviction or assignment to an adjudication alternative program, the district justice may suspend, in whole or in part, a sentence or an adjudication alternative program in which a child who has attained the age of thirteen (13) years must pay or comply with the adjudication alternative program: Provided, That the child no longer is habitually truant from school without justification.
- Any child who has not attained the age of thirteen (13) years who fails to comply with the compulsory attendance provisions of this act and is habitually truant shall be referred by the school district for services or possible disposition as a dependent child as defined under 42 Pa.C.S. § 6302 (relating to definitions). Any child who has attained the age of thirteen (13) years who fails to comply with the compulsory attendance provisions of this act and is habitually truant may, in lieu of a prosecution under clause (1), be referred by the school district for services or possible disposition as a dependent child as defined under 42 Pa.C.S. § 6302.

Driving Privileges : If a child is convicted of a violation of the compulsory school attendance requirements, the court may send the Department of Transportation a certified record of the conviction on a form prescribed by the department only if the child fails to comply with a lawful sentence entered for the violation and is not subject to an exception to compulsory attendance under section 1330.

A. The Department of Transportation shall suspend for ninety (90) days the operating privilege of a child upon receiving a certified record that the child was convicted of a summary offense under the compulsory school attendance requirements of this article. If the Department of Transportation receives a certified record of a second or subsequent conviction of a child pursuant to this section, the department shall suspend the child's operating privilege for six (6) months.

B. A child whose record is received by the Department of Transportation under this section and who does not have a driver's license shall be ineligible to apply for a driver's license under 75 Pa.C.S. §§ 1505 (relating to learners' permits) and 1507 (relating to application for driver's license or learner's permit by minor) for the time period specified in section A. If the child is under sixteen (16) years of age when convicted, suspension of operating privileges shall commence in accordance with 75 Pa.C.S. § 1541 (relating to period of disqualification, revocation or suspension of operating privilege) for the time specified in paragraph A.

FName has been absent from the Pennsylvania Virtual Charter School without an excuse on the following dates
(Dates include class & daily attendance).

.

07/30/2023

FName LName

Grade: 05 Student ID: 0

RE: Official Notice: Sixth Unexcused Absence

Attendance Notification

PA Virtual Elementary School

630 Park Avenue | King of Prussia, PA 19406

Phone: 866-728-2751

Dr. P/G FName P/G LName

123 Street Ave.

Apt 6

City, State 12345-1234

Official Notice: Sixth Unlawful Absence

THIS LETTER IS LEGAL NOTICE THAT FName LName HAS UNEXCUSED ABSENCES CONSTITUTING A VIOLATION OF THE COMPULSORY SCHOOL ATTENDANCE LAWS. A COPY OF THIS LETTER AND THE SAIP WILL BE SENT TO YOUR LOCAL CHILDREN AND YOUTH SERVICES

07/30/2

To The Parent/Guardian of: FName LName

The Pennsylvania Virtual Charter School (PA Virtual) is writing to notify you that your PA Virtual student, FName LName, has been absent from school without legal excuse on the following consecutive dates:

PA Virtual has not been provided with a written valid legal excuse for FName's absences. You have also not provided PA Virtual with a verbal recitation of legal excuse for FName's absences. Please refer to the enclosed PA Virtual attendance policy for an explanation of legally valid excuses for absences.

As a parent, guardian, or person in a parental relationship, you are required to comply with Pennsylvania's compulsory attendance requirements. You are required to make sure FName attends school regularly. Under the Pennsylvania Public School Code, if you are found to have committed the summary offense of failing to comply with the compulsory attendance requirements, you could be subject to legal penalties. For your information, a copy of 24 PA Statutes, Section 13-1333- Penalties for violation of compulsory attendance requirements of the Pennsylvania Public School Code is attached to this letter.

Before bringing an action against a parent or guardian under this act, the parent or guardian must be given three (3) days written notice of the violation.

THIS LETTER IS NOTICE THAT FName'S UNEXCUSED ABSENCES LISTED ABOVE CONSTITUTE A VIOLATION OF THE COMPULSORY SCHOOL ATTENDANCE LAWS. TO COMPLY WITH PA ATTENDANCE LAWS, PA VIRTUAL MUST NOW OPEN A CASE WITH THE LOCAL CHILDREN AND YOUTH SERVICES (CYS). CYS WILL BE PROVIDED WITH DATES OF THE ABSENCES AND A COPY OF FName'S SCHOOL ATTENDANCE IMPROVEMENT PLAN. IF FURTHER UNEXCUSED ABSENCES CONTINUE AND CYS CLOSES THE CASE, PA VIRTUAL MAY PROCEED WITH CHARGES FOR A VIOLATION OF THE COMPULSORY ATTENDANCE LAW WITH YOUR LOCAL MAGISTRATE.

Additionally, Section 11.24 of the Pennsylvania Code states that children whose names are on the active membership roll, who are at any time in the school term absent from school for 10 consecutive school days, shall thereafter be removed from the active membership roll unless one of the following occurs:

1. The district has been provided with evidence that absences may be legally excused.
2. Compulsory attendance prosecution has been or is being pursued.

Please ensure that FName attends school in compliance with the compulsory attendance laws. If FName has an excused absence[s], please provide written evidence of such excused absence[s] to your family support coordinator.

If you have questions or need additional information, please do not hesitate to contact me.

Sincerely,



Jason Fitzpatrick, M.Ed.

Principal, Pupil Services - PA Virtual Charter School

(Enclosures: Policy, Penalties)

cc: Principal/Assistant Principal/Guidance Counselor/Family Support Coordinator/Assistant Director of Family Support

08/01/2023

FName LName

Grade: 05 Student ID: 0

RE: OfficialNotice:Tenth Consecutive Absence

Attendance Notification

PA Virtual Elementary School

630 Park Avenue | King of Prussia, PA 19406

Phone: 866-728-2751

Dr. P/G FName P/G LName

123 Street Ave.

Apt 6

City, State 12345-1234

Tenth Consecutive Unlawful Absence Letter to Parent

THIS LETTER IS LEGAL NOTICE THAT FName LName HAS UNEXCUSED ABSENCES IN VIOLATION OF THE COMPULSORY SCHOOL ATTENDANCE LAWS. THIS LETTER HAS ALSO BEEN SENT TO YOUR LOCAL SCHOOL DISTRICT.

08/01/2023

To The Parent/Guardian of: FName LName

The Pennsylvania Virtual Charter School (PA Virtual) is writing to notify you that your PA Virtual student, FName LName, has accumulated ten (10) consecutive unexcused absences/truancies. The consecutive unexcused absences occurred on:

Section 11.24 of the Pennsylvania School Code states that children whose names are on the active membership roll, who are at any time in the school term absent from school for 10 consecutive school days, shall thereafter be removed from the active membership roll unless one of the following occurs:

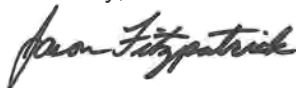
1. The district has been provided with evidence that the absence may be legally excused.
2. Compulsory attendance prosecution has been or is being pursued.

At the time of issuing this letter, PA Virtual has not been provided information regarding either of the above criteria.

AS OF THE DATE OF THIS LETTER, FName LName HAS BEEN REMOVED FROM THE ACTIVE MEMBERSHIP ROLL OF THE PENNSYLVANIA VIRTUAL CHARTER SCHOOL, ACCORDING TO SECTION 11.24 OF THE PENNSYLVANIA CODE.

If you have any questions or if you need additional information; please do not hesitate to contact me.

Sincerely,



Jason Fitzpatrick, M.Ed.

Director of Student Services - PA Virtual Charter School

Cc: Principal; Assistant Principal; Family Support Coordinator
(Enclosures: Penalties)



PAVIRTUAL
CHARTER SCHOOL

630 PARK AVENUE, KING OF PRUSSIA, PA 19406
TOLL FREE: 866.728.2751 | PHONE: 610.275.8500
WWW.PAVCSK12.ORG



24 PA Statutes Enclosure: Section 13-1333- Penalties for violation of compulsory attendance requirements

Every parent, guardian, or person in parental relation, having control or charge of any child or children of compulsory school age, who shall fail to comply with the provisions of act 138 regarding compulsory attendance, shall on summary conviction thereof, be sentenced to pay a fine, for the benefit of the school district in which such offending person resides, not exceeding three hundred dollars (\$300) and to pay court costs or be sentenced to complete a parenting education program offered and operated by a local school district, medical institution or other community resources, and, in default of the payment of such fine and costs or completion of the parenting program by the person so offending, shall be sentenced to the county jail for a period not exceeding five (5) days. Any person sentenced to pay any such fine may appeal to the court of common pleas of the proper county, upon entering into a recognizance, with one or more proper sureties, in double the amount of penalty and costs. Before any proceedings are instituted against any parent, guardian, or person in parental relation, for failure to comply with the provisions of act 138, the district superintendent, attendance officer, or secretary of the board of school directors, shall give the offending person three (3) days' written notice of such violation. If, after such notice has been given, the provisions of act 138 regarding compulsory attendance are again violated by the persons so notified, at any time during the term of compulsory attendance, such person, so again offending, shall be liable under the provisions of this section without further notice.

- The child and every parent, guardian or person in parental relation must appear at a hearing established by the district justice. If the parent, guardian or person in parental relation charged with a summary offense under this subsection shows that he or she took every reasonable step to insure attendance of the child at school, he or she shall not be convicted of the summary offense.
- Upon a summary conviction, the district justice may suspend, in whole or in part, a sentence in which a parent, guardian or person in parental relation is summoned to pay as required under this section: Provided, that the child no longer is habitually truant from school without justification.
- In lieu of or in addition to any other sentence imposed under this section, the district justice may order the parent, guardian or person in parental relation to perform community service in the school district in which the offending child resides for a period not to exceed six (6) months.
- If the parent, guardian or person in parental relation is not convicted of a summary offense because he or she took every reasonable step to insure attendance of the child at school, a child of compulsory school age who has attained the age of thirteen (13) years and fails to comply with the provisions of act 138 regarding compulsory attendance or who is habitually truant from school without justification commits a summary offense and except as provided in clause (4) shall, upon conviction, be sentenced to pay a fine not exceeding three hundred dollars (\$300) for each offense for the benefit of the school district in which such offending child resides or shall be assigned to an adjudication alternative program pursuant to 42 Pa.C.S. § 1520 (relating to adjudication alternative program).
- For any child who has attained the age of thirteen (13) years who fails to pay the fine under clause (1) or to comply with the adjudication alternative program, the district justice may allege the child to be dependent under 42 Pa.C.S. § 6303(a)(1). The failure by the child to pay a fine or comply with the adjudication alternative program shall not constitute a delinquent act under 42 Pa.C.S. Ch. 63 (relating to juvenile matters).
- Upon a summary conviction or assignment to an adjudication alternative program, the district justice may suspend, in whole or in part, a sentence or an adjudication alternative program in which a child who has attained the age of thirteen (13) years must pay or comply with the adjudication alternative program: Provided, That the child no longer is habitually truant from school without justification.
- Any child who has not attained the age of thirteen (13) years who fails to comply with the compulsory attendance provisions of this act and is habitually truant shall be referred by the school district for services or possible disposition as a dependent child as defined under 42 Pa.C.S. § 6302 (relating to definitions). Any child who has attained the age of thirteen (13) years who fails to comply with the compulsory attendance provisions of this act and is habitually truant may, in lieu of a prosecution under clause (1), be referred by the school district for services or possible disposition as a dependent child as defined under 42 Pa.C.S. § 6302.

Driving Privileges : If a child is convicted of a violation of the compulsory school attendance requirements, the court may send the Department of Transportation a certified record of the conviction on a form prescribed by the department only if the child fails to comply with a lawful sentence entered for the violation and is not subject to an exception to compulsory attendance under section 1330.

A. The Department of Transportation shall suspend for ninety (90) days the operating privilege of a child upon receiving a certified record that the child was convicted of a summary offense under the compulsory school attendance requirements of this article. If the Department of Transportation receives a certified record of a second or subsequent conviction of a child pursuant to this section, the department shall suspend the child's operating privilege for six (6) months.

B. A child whose record is received by the Department of Transportation under this section and who does not have a driver's license shall be ineligible to apply for a driver's license under 75 Pa.C.S. §§ 1505 (relating to learners' permits) and 1507 (relating to application for driver's license or learner's permit by minor) for the time period specified in section A. If the child is under sixteen (16) years of age when convicted, suspension of operating privileges shall commence in accordance with 75 Pa.C.S. § 1541 (relating to period of disqualification, revocation or suspension of operating privilege) for the time specified in paragraph A.



Provisional Daily Unlawful Absence Notification

Dear PA Virtual Parent/Guardian,

According to school records, your child, [FIRST_NAME], acquired an unexcused absence on [CALENDAR_DAY].

The absence code(s) are currently recorded as:

Daily Attendance Code (Full day attendance code that will appear on the student's report card):

[ATTENDANCE_Code]

Class Attendance

Period 1 Attendance: [Period_1]

Period 1B Attendance: [Period_1B]

Period 2 Attendance: [Period_2]

Period 2B Attendance: [Period_2B]

Period 3 Attendance: [Period_3]

Period 4 Attendance: [Period_4]

Period 5 Attendance: [Period_5]

Period 6 Attendance: [Period_6]

Period 6B Attendance: [Period_6B]

Period 7 Attendance: [Period_7]

Period 7B Attendance: [Period_7B]

Period 8 Attendance: [Period_8]

Please note: Period attendance will be blank if your student does not have a synchronous class during that period.

Please select [Here](#) to provide an excuse for the absence. Please submit an excuse for this absence within three (3) school days. The list of excusable absences and the attendance policy can be found on the [PA Virtual attendance website](#).

If the absence is of a sensitive nature or you would like to discuss strategies to improve [FIRST_NAME]'s daily or class attendance, please contact your Family Support Coordinator.

Thank you for your prompt attention to this matter.



PAVIRTUAL
CHARTER SCHOOL

630 PARK AVENUE, KING OF PRUSSIA, PA 19406
TOLL FREE: 866.728.2751 | PHONE: 610.275.8500
WWW.PAVCSK12.ORG

Attendance Legend

Daily Attendance Codes

- UN-Unlawful Absence- Daily attendance code for students within the compulsory attendance age.
- UEX- Unexcused absence
- P1- 1 unexcused class absence
- P2- 2 unexcused class absences
- P3- 3 unexcused class absences

Class Attendance Codes

- NUE= Non-Responsive in Class-Unexcused Absence- Students who are not responding to teacher prompts in class as listed in the student handbook.
- UEX- Unexcused class absence
- P- Present
- T-Tardy
- EO- Left class early
- A or ACP- Asynchronous class period for a normally scheduled synchronous class
- Blank (No Code)- The student does not have a synchronous class during that period.

You can actively monitor your child's attendance and grades through your [Sapphire Parent Portal](#).



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WWW.PAVCSK12.ORG

Daily Attendance Reminder Notification 10 a.m. and 2 p.m.

Delivered to school provided parent email account and text message.

PA Virtual Attendance Reminder!

At the time of this message, [FIRST_NAME] has not logged into [Blackboard](#) for the current school day.

If [FIRST_NAME] will be absent today, please contact your Family Support Coordinator, [FSC_NAME] to provide the absence reason so the attendance record can be updated.

Thank you in advance for your attention to this important matter.

PA Virtual Attendance Reminder!

At the time of this message, [FIRST_NAME] has not logged into [Blackboard](#) for the current school day.

If [FIRST_NAME] will be absent today, please contact your Family Support Coordinator, [FSC_NAME] to provide the absence reason so the attendance record can be updated.

Thank you in advance for your attention to this important matter.

07/30/2023

FName LName

Grade: 05 Student ID: 0

Attendance Notification

PA Virtual Elementary School

630 Park Avenue | King of Prussia, PA 19406

Phone: 866-728-2751

Dr. P/G FName P/G LName

123 Street Ave.

Apt 6

City, State 12345-1234

Academic Probation- Friday Academic Remediation Stage

Dear Parent/Guardian of FName LName,

As you know, FName, has been placed in Academic Probation as a result of continued unexcused absences. A letter informing you of this was sent to you and can be located in your [Sapphire Parent Portal](#) under the attendance section of the file cabinet. The letter advising you of FName's academic probation status also listed additional corrective actions if FName continued to accrue unexcused absences during academic probation. Unfortunately, FName has continued to accrue more unexcused absence(s) during their academic probationary period. Please refer to the list of days with unexcused absences in your [Sapphire Parent Portal](#). As a result of the aforementioned unexcused absences, FName was placed in detention. Unfortunately, your child has continued not to accrue unexcused absences.

FName has now been escalated to the remediation stage of academic probation. This means that FName will need to attend on a daily basis and serve 2 mandatory Friday academic remediation sessions during the next 2 weeks in order to be removed from academic probation. The academic remediation stage is an escalation from the initial academic probation stage and the detention stage, due to the continued unexcused accrued during the probationary stage, the detention stage, and/or the non-attendance at Friday detention.

Friday Remediation for FName is from 12 p.m. until 2 p.m. on the following dates: **12/2/22 & 12/9/22**

The [link](#) to the academic remediation online classroom is: [Online Remediation Classroom](#)

If unexcused absences continue to occur, the list below outlines additional disciplinary sanctions that will result from the repeated violations of the Student Code of Conduct:

1. Referral to Children and Youth Services for academic neglect if your child is within the compulsory attendance age.
2. Review and assessment meeting will be held to determine if permission to evaluate for special education is appropriate.
 1. If your child is a special education student, they could be referred for a Manifestation Determination Meeting
3. Further PA Virtual's Student Code of Conduct violations will result in a mandatory administrative meeting before learning coaches will have access to the Multipass portal.

If there are instances where your child will not be able to attend school or class, learning coaches must proactively communicate the absence to their Family Support Coordinator to avoid future unexcused absences. As a team, we can assist your child to make the improvements needed, and believe that your child can be successful if we all work together.

To further support FName, your Family Support Coordinator is requesting to schedule a home visit with the learning coach and FName. Please contact our main office today at (610) 275-8500 and ask to speak with your Family Support Coordinator to finalize the home visit arrangement.

Your Partner in Education,



Jason Fitzpatrick

Principal, Pupil Services

Dates of Absences:

07/30/2023

FName LName

Grade: 05 Student ID: 0

Attendance Notification

PA Virtual Elementary School

630 Park Avenue | King of Prussia, PA 19406

Phone: 866-728-2751

Dr. P/G FName P/G LName

123 Street Ave.

Apt 6

City, State 12345-1234

Academic Probation - Detention Stage

Dear Parent/Guardian of FName LName,

As you know, FName, has been placed on Academic Probation as a result of unexcused absences. A letter informing you of this was sent to you and can be located in your [Sapphire Parent Portal](#) under the attendance section of the file cabinet. The letter advising you of FName's academic probation status also listed additional corrective actions if FName acquired additional unexcused absence(s) during academic probation. Unfortunately, FName has continued to accrue unexcused absences during their academic probationary period.

FName has now been escalated to the detention stage of academic probation. The detention stage is an escalation from the initial academic probation stage due to the additional unexcused absences. This means that over the next two weeks, FName will need to attend all of their classes, be actively engaged in those classes **and** serve 2 Friday detentions in order to complete the academic probationary period. Students show active engagement by being ready for class, responding to their teacher when called upon, collaborating with their peers and completing all assigned school work during the entire duration of their synchronous class(es).

Friday Detention for FName is from 12 p.m. until 1 p.m. on the following dates: **12/2/22 & 12/9/22**

To attend detention, you will need to use the following link: [Online Detention Classroom](#)

It is expected that FName bring work from the classes they have not been attending. As stated in the initial academic probation letter, the goal of academic probation is to support FName to be present at their scheduled synchronous classes, meaning that FName must attend all classes and be actively engaged in learning. If there are instances where your child will not be able to attend class, learning coaches must proactively communicate the absence to PA Virtual using the online [attendance form](#) to avoid future unexcused absences.

If unexcused class absences continue to occur, the list below outlines additional disciplinary sanctions that will result from the repeated violations of the Student Code of Conduct:

1. *Mandatory Friday Academic Remediation (Friday-12 p.m. until 2 p.m.)*
2. *Referral to Children and Youth Services.*
3. *Review and assessment meeting will be held to determine if permission to evaluate for special education is appropriate.*
4. *If your child is currently receiving special education services, a meeting may be held to review the specific circumstances surrounding your child's behavior to determine if a permission to re-evaluate is appropriate for additional evaluations and/or services.*

If you have questions regarding this notice, or the circumstances surrounding FName's choice to attend or engage in class, please contact your Family Support Coordinator to discuss and implement effective interventions.

Your Partner in Education,



Jason Fitzpatrick
Principal, Pupil Services

Dates of Absences:



2024 -2029 Charter Renewal Application

Attendance Policy and all forms
Used to implement these policies



| | |
|---------------------|---|
| 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.

Tuant - 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 tuant - 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
 - [10 Day Truancy Process](#)
- References



**Board of Trustees Policy
ATTENDANCE AND TRUANCY POLICY**

The Board of Trustees of the Pennsylvania Virtual Charter School (PA Virtual) recognizes that good attendance is essential if students are to achieve and reach their potential. Each day is important for learning. Parents are required to ensure their son/daughter maintains good attendance.

Attendance

Section 13-1301 of the Public School Code establishes the right for students in Pennsylvania to attend school. Students between the ages of 6 and 21 years who are residents of any school district and are of "school age" are entitled to a public education. Furthermore, "compulsory school age" is defined in Section 13-1326 of the Public School Code as "... the period of a child's life from the time the child's parents elect to have the child enter school, which shall not be later than the age of eight (8) years, until the age seventeen (17) years or graduation from an accredited high school.

PA Virtual expects students to attend school by logging onto Blackboard each day that school is in session. Good attendance is essential if students are to achieve and reach their potential. Each day is important for learning. Parents are required to ensure their son/daughter maintains good attendance. Students are expected to attend school each day. When a student misses school the parent needs to notify their family support coordinator ("FSC") and send an excuse for the missed attendance within 3 school days. Regular school attendance is an absolute necessity for satisfactory pupil progress and is required by Pennsylvania School Law.

The FSC will review and report the student's attendance daily. If the student is absent for more than one day, the parent must contact their FSC and indicate the nature of the absence and the period of time the student is unavailable. The school will require a physician's excuse if the absence is illness related. Also, the student's FSC must be notified if the student is not going to log on for an extended period of time due to a legitimate excuse, as outlined below. The school may, at its discretion, consider the student truant if the FSC is not properly notified, or if the reason for the absence is unexcused. Failure to comply with the attendance requirements may result in the initiation of truancy proceedings (see below for a description of the school's truancy policy) against the parent and/ or student and/ or removal from the school's rolls.

Excused Absence

When a student misses school, the parent needs to notify the FSC and provide an excuse for the missed attendance. If a parent fails to notify the FSC of an absence, then the absence will be recorded as unexcused. Pennsylvania Virtual Charter School recognizes the following as valid excuses for absence of a student from school provided satisfactory evidence or documentation for the excuse is provided to the student's FSC:

- **Death in the Immediate Family:** An absence resulting from the death of a member of the student's immediate family is excused. The immediate family of a student includes, but is not necessarily limited to, parents, grandparents, brothers and sister.
- **Medical or Dental Appointments:** An absence resulting from a medical or dental appointment that cannot be scheduled outside of regularly scheduled school hours. Notice should be given to the teacher prior to the absence, except in the case of emergency.
- **Illness or Injury:** An absence resulting from illness or injury which prevents the student from being physically able to attend school is excused. Any student missing more than three consecutive school days requires a note from a physician.
- **Quarantine:** An absence that is ordered by the local health office or by the State Board of Health is excused.
- **Court or Administrative Proceedings:** An absence resulting from the attendance of a student at the proceedings of a court or an administrative tribunal if the student is a party to the action or under subpoena as a witness is excused.
- **Observance of a Religious Holiday:** An absence may be considered excused if the tenets of a religion, to which a student or his/her parent adhere, require observance of a religious event.
- **Educational Opportunities or Family Educational Trips:** An absence may be excused when it is demonstrated that the purpose of the absence is to take advantage of a valid educational opportunity. Approval for such an absence must be granted prior to the absence in accordance with the Student Educational Leave of Absence Policy.

Student Educational Leave of Absence Policy

A planned absence for the purpose of pursuit of an educational opportunity requires a formal application process in advance. The application process involves a formal written request submitted to the student's FSC, at least five days in advance where the requested leave is to be of five days or less, such approval to be considered by the principal, and at least thirty days in advance where the requested leave is to be more than five days, such approval to be considered by the Chief Executive Officer. The formal request must include the dates, destination, and purpose of the trip, a description of the educational value, specific plans for enrichment, and arrangements that have been made for making up missed classroom work. Failure to follow procedures without just cause may result in truancy proceedings being brought and for removal from the rolls. Planning absences that shorten the school year by coinciding with either the beginning or the end of the school year are not permitted.

24 PA Statutes Enclosure: Section 13-1333- Penalties for violation of compulsory attendance requirements

Every parent, guardian, or person in parental relation, having control or charge of any child or children of compulsory school age, who shall fail to comply with the provisions of act 138 regarding compulsory attendance, shall on summary conviction thereof, be sentenced to pay a fine, for the benefit of the school district in which such offending person resides, not exceeding three hundred dollars (\$300) and to pay court costs or be sentenced to complete a parenting education program offered and operated by a local school district, medical institution or other community resources, and, in default of the payment of such fine and costs or completion of the parenting program by the person so offending, shall be sentenced to the county jail for a period not exceeding five (5) days. Any person sentenced to pay any such fine may appeal to the court of common pleas of the proper county, upon entering into a recognizance, with one or more proper sureties, in double the amount of penalty and costs. Before any proceedings are instituted against any parent, guardian, or person in parental relation, for failure to comply with the provisions of act 138, the district superintendent, attendance officer, or secretary of the board of school directors, shall give the offending person three (3) days' written notice of such violation. If, after such notice has been given, the provisions of act 138 regarding compulsory attendance are again violated by the persons so notified, at any time during the term of compulsory attendance of such person, so again offending, shall be liable under the provisions of this section without further notice.

- The child and every parent, guardian or person in parental relation must appear at a hearing established by the district justice. If the parent, guardian or person in parental relation charged with a summary offense under this subsection shows that he or she took every reasonable step to insure attendance of the child at school, he or she shall not be convicted of the summary offense.
- Upon a summary conviction, the district justice may suspend, in whole or in part, a sentence in which a parent, guardian or person in parental relation is summoned to pay as required under this section: Provided, that the child no longer is habitually truant from school without justification.
- In lieu of or in addition to any other sentence imposed under this section, the district justice may order the parent, guardian or person in parental relation to perform community service in the school district in which the offending child resides for a period not to exceed six (6) months.
- If the parent, guardian or person in parental relation is not convicted of a summary offense because he or she took every reasonable step to insure attendance of the child at school, a child of compulsory school age who has attained the age of thirteen (13) years and fails to comply with the provisions of act 138 regarding compulsory attendance or who is habitually truant from school without justification commits a summary offense and except as provided in clause (4) shall, upon conviction, be sentenced to pay a fine not exceeding three hundred dollars (\$300) for each offense for the benefit of the school district in which such offending child resides or shall be assigned to an adjudication alternative program pursuant to Pa.C.S. § 1520 (relating to adjudication alternative program).
- For any child who has attained the age of thirteen (13) years who fails to pay the fine under clause (1) or to comply with the adjudication alternative program, the district justice may allege the child to be dependent under 42 Pa.C.S. § 6303(a)(1). The failure by the child to pay a fine or comply with the adjudication alternative program shall not constitute a delinquent act under 42 Pa.C.S. Ch. 63 (relating to juvenile matters).
- Upon a summary conviction or assignment to an adjudication alternative program, the district justice may suspend, in whole or in part, a sentence or an adjudication alternative program in which a child who has attained the age of thirteen (13) years must pay or comply with the adjudication alternative program: Provided, That the child no longer is habitually truant from school without justification.
- Any child who has not attained the age of thirteen (13) years who fails to comply with the compulsory attendance provisions of this act and is habitually truant shall be referred by the school district for services or possible disposition as a dependent child as defined under 42 Pa.C.S. § 63 (relating to definitions). Any child who has attained the age of thirteen (13) years who fails to comply with the compulsory attendance provision of this act and is habitually truant may, in lieu of a prosecution under clause (1), be referred by the school district for services or possible disposition as a dependent child as defined under 42 Pa.C.S. § 6302.

Driving Privileges : If a child is convicted of a violation of the compulsory school attendance requirements, the court may send the Department of Transportation a certified record of the conviction on a form prescribed by the department only if the child fails to comply with a lawful sentence entered for the violation and is not subject to an exception to compulsory attendance under section 1330.

A. The Department of Transportation shall suspend for ninety (90) days the operating privilege of a child upon receiving a certified record that the child was convicted of a summary offense under the compulsory school attendance requirements of this article. If the Department of Transportation receives a certified record of a second or subsequent conviction of a child pursuant to this section, the department shall suspend the child's operating privilege for six (6) months.

B. A child whose record is received by the Department of Transportation under this section and who does not have a driver's license shall be ineligible to apply for a driver's license under 75 Pa.C.S. §§ 1505 (relating to learners' permits) and 1507 (relating to application for driver's license or learner's permit by minor) for the time period specified in section A. If the child is under sixteen (16) years of age when convicted, suspension of operating privileges shall commence in accordance with 75 Pa.C.S. § 1541 (relating to period of disqualification, revocation or suspension of operating privilege) for the time specified in paragraph A.



PAVIRTUAL
CHARTER SCHOOL

630 PARK AVENUE, KING OF PRUSSIA, PA 19406
TOLL FREE: 866.728.2751 | PHONE: 610.275.8500
WWW.PAVCSK12.ORG

Weekly Unlawful Attendance Letter

OFFICIAL NOTICE: Unexcused/Unlawful Absence(s)

%DATE%

Dear %CON_1_FIRST_NAME% %CON_1_LAST_NAME%,

According to school records, %FIRST_NAME% has accumulated one or more unexcused/unlawful absence(s) within the last week of school. If there is a valid reason for the absence(s), please immediately contact your Family Support Coordinator. Your child's attendance record is always accessible in your [Sapphire Parent Portal](#). Please take a few moments today to review.

Regular attendance at school is an essential part of every student's success and is necessary in order to gain the greatest benefit from the educational experience. Students who are frequently absent from school miss direct instruction and regular contact with their teachers and peers. The laws of the Commonwealth of Pennsylvania and the PA Virtual's truancy policy require that every child of compulsory school age attend school daily. When absences accumulate, it may ultimately result in academic difficulty for %FIRST_NAME%.

We share a common goal to ensure that %FIRST_NAME% reaches their full potential. All absences are counted as Unexcused/Unlawful until PA Virtual receives a written or digital excuse explaining the reason for the absence. When a written or digital excuse is not received within three (3) school days, the absence is permanently recorded as Unexcused/Unlawful. **This letter serves as PA Virtual's official communication regarding %FIRST_NAME%'s Unexcused/Unlawful absence(s). If %FIRST_NAME% accumulates (3) Unexcused/Unlawful absences this school year, PA Virtual requires that you and %FIRST_NAME% participate in a Student Attendance Improvement Conference and a School Attendance Improvement Plan will be implemented through the school's Academic Probation Process. If %FIRST_NAME% accumulates six (6) Unlawful absences throughout the school year, PA Virtual can take legal action, including but not limited to, opening a case with the local county and youth services and filing a citation with the local magisterial district court.**

We appreciate your cooperation in trying to improve %FIRST_NAME%'s school attendance and in helping %FIRST_NAME% complete missed assignments on those occasions when they must be absent. If you have any questions, please call your family support coordinator so that we may work together to ensure %FIRST_NAME%'s educational success.

Sincerely,

Jason Fitzpatrick, M.Ed.

Principal, Pupil Services - PA Virtual Charter School

Enclosed are the penalties for violation of compulsory attendance requirements.

24 PA Statutes Enclosure: Section 13-1333- Penalties for violation of compulsory attendance requirements

Every parent, guardian, or person in parental relation, having control or charge of any child or children of compulsory school age, who shall fail to comply with the provisions of act 138 regarding compulsory attendance,



shall on summary conviction thereof, be sentenced to pay a fine, for the benefit of the school district in which such offending person resides, not exceeding three hundred dollars (\$300) and to pay court costs or be sentenced to complete a parenting education program offered and operated by a local school district, medical institution or other community resources, and, in default of the payment of such fine and costs or completion of the parenting program by the person so offending, shall be sentenced to the county jail for a period not exceeding five (5) days. Any person sentenced to pay any such fine may appeal to the court of common pleas of the proper county, upon entering into a recognizance, with one or more proper sureties, in double the amount of penalty and costs. Before any proceedings are instituted against any parent, guardian, or person in parental relation, for failure to comply with the provisions of act 138, the district superintendent, attendance officer, or secretary of the board of school directors, shall give the offending person three (3) days' written notice of such violation. If, after such notice has been given, the provisions of act 138 regarding compulsory attendance are again violated by the persons so notified, at any time during the term of compulsory attendance, such person, so again offending, shall be liable under the provisions of this section without further notice.

- The child and every parent, guardian or person in parental relation must appear at a hearing established by the district justice. If the parent, guardian or person in parental relation charged with a summary offense under this subsection shows that he or she took every reasonable step to insure attendance of the child at school, he or she shall not be convicted of the summary offense.
- Upon a summary conviction, the district justice may suspend, in whole or in part, a sentence in which a parent, guardian or person in parental relation is summoned to pay as required under this section: Provided, that the child no longer is habitually truant from school without justification.
- In lieu of or in addition to any other sentence imposed under this section, the district justice may order the parent, guardian or person in parental relation to perform community service in the school district in which the offending child resides for a period not to exceed six (6) months.
- If the parent, guardian or person in parental relation is not convicted of a summary offense because he or she took every reasonable step to insure attendance of the child at school, a child of compulsory school age who has attained the age of thirteen (13) years and fails to comply with the provisions of act 138 regarding compulsory attendance or who is habitually truant from school without justification commits a summary offense and except as provided in clause (4) shall, upon conviction, be sentenced to pay a fine not exceeding three hundred dollars (\$300) for each offense for the benefit of the school district in which such offending child resides or shall be assigned to an adjudication alternative program pursuant to 42 Pa.C.S. § 1520 (relating to adjudication alternative program).
- For any child who has attained the age of thirteen (13) years who fails to pay the fine under clause (1) or to comply with the adjudication alternative program, the district justice may allege the child to be dependent under 42 Pa.C.S. § 6303(a)(1). The failure by the child to pay a fine or comply with the adjudication alternative program shall not constitute a delinquent act under 42 Pa.C.S. Ch. 63 (relating to juvenile matters).
- Upon a summary conviction or assignment to an adjudication alternative program, the district justice may suspend, in whole or in part, a sentence or an adjudication alternative program in which a child who has attained the age of thirteen (13) years must pay or comply with the adjudication alternative program: Provided, That the child no longer is habitually truant from school without justification.
- Any child who has not attained the age of thirteen (13) years who fails to comply with the compulsory attendance provisions of this act and is habitually truant shall be referred by the school district for services or possible disposition as a dependent child as defined under 42 Pa.C.S. § 6302 (relating to definitions). Any child who has attained the age of thirteen (13) years who fails to comply with the compulsory attendance provisions of this act and is habitually truant may, in lieu of a prosecution under clause (1), be referred by the school district for services or possible disposition as a dependent child as defined under 42 Pa.C.S. § 6302.



PAVIRTUAL
CHARTER SCHOOL

630 PARK AVENUE, KING OF PRUSSIA, PA 19406
TOLL FREE: 866.728.2751 | PHONE: 610.275.8500
WWW.PAVCSK12.ORG

Driving Privileges : If a child is convicted of a violation of the compulsory school attendance requirements, the court may send the Department of Transportation a certified record of the conviction on a form prescribed by the department only if the child fails to comply with a lawful sentence entered for the violation and is not subject to an exception to compulsory attendance under section 1330.

A. The Department of Transportation shall suspend for ninety (90) days the operating privilege of a child upon receiving a certified record that the child was convicted of a summary offense under the compulsory school attendance requirements of this article. If the Department of Transportation receives a certified record of a second or subsequent conviction of a child pursuant to this section, the department shall suspend the child's operating privilege for six (6) months.

B. A child whose record is received by the Department of Transportation under this section and who does not have a driver's license shall be ineligible to apply for a driver's license under 75 Pa.C.S. §§ 1505 (relating to learners' permits) and 1507 (relating to application for driver's license or learner's permit by minor) for the time period specified in section A. If the child is under sixteen (16) years of age when convicted, suspension of operating privileges shall commence in accordance with 75 Pa.C.S. § 1541 (relating to period of disqualification, revocation or suspension of operating privilege) for the time specified in paragraph A.

07/30/2023

FName LName

Grade: 05 Student ID: 0

Attendance Notification

PA Virtual Elementary School

630 Park Avenue | King of Prussia, PA 19406

Phone: 866-728-2751

Dr. P/G FName P/G LName

123 Street Ave.

Apt 6

City, State 12345-1234

Official PA Virtual Notice: Unlawful Absences- Academic Probation Status & Improvement Plan

07/30/2023

:

This letter is to officially notify you that FName has been absent from the Pennsylvania Virtual Charter School without an excuse on multiple dates. The specific dates are included at the end of this document.

Because FName has violated the school's class attendance policy, FName will now be monitored in Academic Probation through an Attendance Improvement Plan.

The Academic Probation Attendance Improvement Plan will require your participation in a school conference. This conference is an opportunity to be able to meet with your Family Support Coordinator, discuss the reasons for unexcused absences, and to develop an Academic Probation Attendance Improvement Plan (APAIP) in order to support FName improve their school attendance. The Student Attendance Improvement Conference will be held within 5 days of this letter being issued. Your Family Support Coordinator will contact you to find a date and time that works with your schedule. If you do not attend, the conference will still take place and the Academic Probation Attendance Improvement Plan will be created in your absence. Continued unexcused absences will invariably lead to additional actions by the school to include the issuance of detention and remediation sessions, opening a case with Children and Youth Services, and initiating a proceeding before a magisterial district judge.

Unexcused daily absences constitute a summary offense under the Public School Code for which penalties may be imposed against a parent or guardian. Act 138 of 2016 provides for up to a \$750 fine and allows the court to impose parent education classes with your child and community service sentences for parents of a truant child who do not show that they took reasonable steps to ensure the child's school attendance. Act 138 also provides that truant students lose their driver's license for ninety (90) days for the first offense, and six (6) months for the second offense. Please refer to the enclosed sections in the Public School Code for specific penalties for violation of compulsory attendance requirements for both you and your child.

PA Virtual's cyber model of education relies heavily on the learning coach. Learning Coaches are the "eyes and ears" in the home environment and partner with our faculty and staff to ensure that students are engaged and learning. This partnership allows us to deliver the best possible academic experience to your child. In order for your child to benefit from this experience they need to be present and engaged each school day. If there are instances where your child will not be able to attend class, learning coaches must proactively communicate the absence to their Family Support Coordinator or the online attendance form to avoid future unexcused absences.

As a team, we can assist your child to make the improvements needed, and believe that your child can be successful if we all work together.

Your partner in education,



Jason Fitzpatrick, M.Ed.

Principal, Pupil Services - PA Virtual Charter School

(Enclosures: Policy, Penalties)

cc: Principal/Assistant Principal/Guidance Counselor/Family Support Coordinator

Academic Probation Attendance Improvement Plan

Current Date: 07/30/2023

Goal: FName will be present at school and attend scheduled classes by 8:00 a.m. at least 90% of school days as evidenced by their attendance record.

Student and Family Information

Student Name: FName LName

ID: 0

Address:

123 Street Ave.

Apt 6

City, State 12345-1234

Grade: 05

Gender: F

Attendance Information

Number of unexcused/unlawful absences: 0

Absence Dates (Days with one or more unexcused class absences):

List of those who were invited to the attendance meeting:

1. [PA Virtual Family Support Coordinator](#)
- 2.
3. FName LName

Strengths of the PA Virtual Model to Benefit the Family:

| Description | Relevance to the Plan |
|-------------------------------------|--|
| Family Support Coordinator | <ul style="list-style-type: none"> • Single point of contact for school • Attendance and local community services liaison • Technology assistance for basic services • Residency issues and social service concerns |
| Academic Enrichment | <ul style="list-style-type: none"> • Class resource materials available 24/7. All classes recorded for students to review. • SAP, academic support teachers, tutoring, enrichment and remediation sessions, and teacher office hours. • Orientation program and follow-up support for all new families. |
| Additional student/family resources | <ul style="list-style-type: none"> • Teacher office hours/tutoring • Parent mentoring • Parent education opportunities • Student clubs, socialization and engagement opportunities • Technology Support Helpline • Certified school nurses |

Root Causes of Attendance Issues:

(academic, social, physical, mental, behavioral health issues, problems with peers, problems with teachers or other adults within the school, medical, home environment, work schedules, unsupervised time for the student, internet/technology issues, socioeconomic factors, special circumstances, etc.)

| Causes of Attendance Issues include the following: | Strategy for success and support | Responsible Party |
|---|--|------------------------|
| School email accounts are not being actively monitored by the Learning Coach and/or student. | Both the Learning Coach and student will begin to access and monitor email accounts twice daily. | Learning Coach/Student |
| The Learning Coach is not communicating absences with school. | Learning coach will respond to emails and/or phone messages by the next day. Learning coach will check the school sapphire portal daily for school updates and documents. | Learning Coach |
| The student is not attending school per their schedule on a consistent basis each school day. | Student and Learning Coach will set up a schedule of log-in times. Learning Coach will monitor for daily attendance reminders and contact FSC if needed. | Learning Coach/Student |
| The Learning Coach and/or student are not fully involved in the academic process. | Learning Coach and student will communicate with teachers using the school provided email accounts to maintain academic growth. | Learning Coach/Student |
| Learning Coach is not reporting technical issues in a timely manner. | Learning Coach will report technology issues to the toll-free helpline at 866-728-2751 and when necessary, mail the computer back for repairs in a timely manner. | Learning Coach |

Action Steps:

1. FName must log into Blackboard and attend all scheduled synchronous classes listed on their schedule each school day.
2. Asynchronous students must access their courses daily and follow the teacher's lesson plan.
3. Student and parent will review the PA Virtual attendance policy, expectations, and what constitutes an excused absence: <https://sites.google.com/a/pavcs.us/pavcs-attendance/home>
4. Parent will communicate via the [absence form](#) or to their [PA Virtual Family Support Coordinator](#) each day that the student may be absent from school or class.
5. The Student and parent will establish a consistent routine that encourages the student to wake up at 7:30 a.m. and log into school every morning before period 1 at 8:00 a.m.
6. Student and parent will collaborate with the teacher(s) to ensure all missed coursework is completed within the required time frame when an excused absence occurs.

Specific Potential Consequences for Non-Compliance with Plan:

1. Decreased self-esteem and academic achievement, motivation to accomplish tasks, and opportunities for future employment.
2. Six (6) Cumulative Unexcused Absences results in Habitual Truancy. PA Virtual is then required to open a case with Children and Youth Services.
3. PA Virtual will issue FName LName Detentions as a consequence for continued unexcused absences, which will be on FName's discipline record .
4. Every parent, guardian, or person in parental relation, having control or charge of any child or children of compulsory school age, who shall fail to comply with the provisions of Act 138 regarding compulsory attendance, shall on summary conviction thereof, be sentenced to pay a fine, not exceeding three hundred dollars (\$300) and to pay court costs or be sentenced to complete a parenting education program offered and operated by a local school district, and, in default of the payment of such fine and costs or completion of the parenting program by the person so offending, shall be sentenced to the county jail for a period not exceeding five (5) days.
5. In lieu of or in addition to any other sentence imposed under this section, the district justice may order the parent, guardian or person in parental relation to perform community service in the school district in which the offending child resides for a period not to exceed six (6) months.
6. A child of compulsory school age who has attained the age of thirteen (13) years and fails to comply with the provisions of act 138 regarding compulsory attendance or who is habitually truant shall, upon conviction, be sentenced to pay a fine not exceeding three hundred dollars (\$300) for each offense or shall be assigned to an adjudication alternative program.
7. Driving Privileges: If a child is convicted of a violation of the compulsory school attendance requirements, the court may send the Department of Transportation a certified record of the conviction.
 - A. The Department of Transportation shall suspend for ninety (90) days the operating privilege of a child upon receiving a certified record that the child was convicted of a summary offense under the compulsory school attendance requirements of this article. If the Department of Transportation receives a certified record of a second or subsequent conviction of a child pursuant to this section, the department shall suspend the child's operating privilege for six (6) months.
 - B. A child whose record is received by the Department of Transportation under this section and who does not have a driver's license shall be ineligible to apply for a driver's license for the time period specified in section A. If the child is under sixteen (16) years of age when convicted, suspension of operating privileges shall commence for the time specified in paragraph A.

Below are some additional suggestions that you may employ to assist your child so that she may attend school regularly:

1. Set a regular bedtime and morning routine.
2. Check your PA Virtual parent email account at least once per day and have your student do the same. Teachers email parents/guardians each time your child is absent from class.
3. Prepare for school the night before, finishing homework and getting a good night's sleep.
4. Review the school calendar to view the start date of school and schedule the appropriate doctor appointments in the summer to ensure your child has the required immunizations.
5. Complaints of a stomach ache or headache can be a sign of anxiety and not a reason to accrue an unexcused absence. Students should attend school unless they are truly sick.
6. Avoid medical appointments and extended trips when school is in session.
7. Work with your Family Support Coordinator to develop a contingency plan for loss of power or internet.
8. Keep track of your student's attendance in your Sapphire parent portal. Absences both excused and unexcused could put your student at risk of falling behind.
9. Talk to your student about the importance of attendance.
10. Talk to your students' teachers or Family Support Coordinator if you notice sudden changes in your child's behavior. These changes could be tied to something going on that you may not be aware of.

The Academic Probation Attendance Improvement Plan was created to:

- Assist the student in improving attendance;
- Enlist the support of the parent(s)/guardian(s); and
- To document the Pa Virtual's attempts to provide resources to promote the educational success of the student.

PA Virtual has demonstrated its support and assistance to this student through this process, by law, it is parent/guardian responsibility to ensure that FName attends school each as listed on the school calendar. PA Virtual and the family agree to implement this plan, including all requirements and consequences set forth herein, and agree to comply with the terms set forth in the Plan.

Should the family have difficulty implementing the plan or are not clear on the roles of each party, the parent can contact their assigned [PA Virtual Family Support Coordinator](#) with questions or concerns. The progress of this plan will be monitored by the [PA Virtual Family Support Coordinator](#) and a follow-up meeting can occur at any time if the plan would need alteration or if the unexcused absences continue. A specific follow-up meeting to review this plan will occur 30 days from the original meeting.

In order for agencies or other individuals outside of PA Virtual to assist with this plan if the unexcused absences continue, PA Virtual will provide as requested or as stated by Act 138, this SAIP to the following:

1. Local Magisterial Truancy Court (as necessary)
2. Local supporting agencies including but not limited to Children and Youth Services, etc.

24 PA Statutes Enclosure: Section 13-1333- Penalties for violation of compulsory attendance requirements

Every parent, guardian, or person in parental relation, having control or charge of any child or children of compulsory school age, who shall fail to comply with the provisions of act 138 regarding compulsory attendance, shall on summary conviction thereof, be sentenced to pay a fine, for the benefit of the school district in which such offending person resides, not exceeding three hundred dollars (\$300) and to pay court costs or be sentenced to complete a parenting education program offered and operated by a local school district, medical institution or other community resources, and, in default of the payment of such fine and costs or completion of the parenting program by the person so offending, shall be sentenced to the county jail for a period not exceeding five (5) days. Any person sentenced to pay any such fine may appeal to the court of common pleas of the proper county, upon entering into a recognizance, with one or more proper sureties, in double the amount of penalty and costs. Before any proceedings are instituted against any parent, guardian, or person in parental relation, for failure to comply with the provisions of act 138, the district superintendent, attendance officer, or secretary of the board of school directors, shall give the offending person three (3) days' written notice of such violation. If, after such notice has been given, the provisions of act 138 regarding compulsory attendance are again violated by the persons so notified, at any time during the term of compulsory attendance, such person, so again offending, shall be liable under the provisions of this section without further notice.

- The child and every parent, guardian or person in parental relation must appear at a hearing established by the district justice. If the parent, guardian or person in parental relation charged with a summary offense under this subsection shows that he or she took every reasonable step to insure attendance of the child at school, he or she shall not be convicted of the summary offense.
- Upon a summary conviction, the district justice may suspend, in whole or in part, a sentence in which a parent, guardian or person in parental relation is summoned to pay as required under this section: Provided, that the child no longer is habitually truant from school without justification.
- In lieu of or in addition to any other sentence imposed under this section, the district justice may order the parent, guardian or person in parental relation to perform community service in the school district in which the offending child resides for a period not to exceed six (6) months.
- If the parent, guardian or person in parental relation is not convicted of a summary offense because he or she took every reasonable step to insure attendance of the child at school, a child of compulsory school age who has attained the age of thirteen (13) years and fails to comply with the provisions of act 138 regarding compulsory attendance or who is habitually truant from school without justification commits a summary offense and except as provided in clause (4) shall, upon conviction, be sentenced to pay a fine not exceeding three hundred dollars (\$300) for each offense for the benefit of the school district in which such offending child resides or shall be assigned to an adjudication alternative program pursuant to 42 Pa.C.S. § 1520 (relating to adjudication alternative program).
- For any child who has attained the age of thirteen (13) years who fails to pay the fine under clause (1) or to comply with the adjudication alternative program, the district justice may allege the child to be dependent under 42 Pa.C.S. § 6303(a)(1). The failure by the child to pay a fine or comply with the adjudication alternative program shall not constitute a delinquent act under 42 Pa.C.S. Ch. 63 (relating to juvenile matters).
- Upon a summary conviction or assignment to an adjudication alternative program, the district justice may suspend, in whole or in part, a sentence or an adjudication alternative program in which a child who has attained the age of thirteen (13) years must pay or comply with the adjudication alternative program: Provided, That the child no longer is habitually truant from school without justification.
- Any child who has not attained the age of thirteen (13) years who fails to comply with the compulsory attendance provisions of this act and is habitually truant shall be referred by the school district for services or possible disposition as a dependent child as defined under 42 Pa.C.S. § 6302 (relating to definitions). Any child who has attained the age of thirteen (13) years who fails to comply with the compulsory attendance provisions of this act and is habitually truant may, in lieu of a prosecution under clause (1), be referred by the school district for services or possible disposition as a dependent child as defined under 42 Pa.C.S. § 6302.

Driving Privileges : If a child is convicted of a violation of the compulsory school attendance requirements, the court may send the Department of Transportation a certified record of the conviction on a form prescribed by the department only if the child fails to comply with a lawful sentence entered for the violation and is not subject to an exception to compulsory attendance under section 1330.

A. The Department of Transportation shall suspend for ninety (90) days the operating privilege of a child upon receiving a certified record that the child was convicted of a summary offense under the compulsory school attendance requirements of this article. If the Department of Transportation receives a certified record of a second or subsequent conviction of a child pursuant to this section, the department shall suspend the child's operating privilege for six (6) months.

B. A child whose record is received by the Department of Transportation under this section and who does not have a driver's license shall be ineligible to apply for a driver's license under 75 Pa.C.S. §§ 1505 (relating to learners' permits) and 1507 (relating to application for driver's license or learner's permit by minor) for the time period specified in section A. If the child is under sixteen (16) years of age when convicted, suspension of operating privileges shall commence in accordance with 75 Pa.C.S. § 1541 (relating to period of disqualification, revocation or suspension of operating privilege) for the time specified in paragraph A.

FName has been absent from the Pennsylvania Virtual Charter School without an excuse on the following dates
(Dates include class & daily attendance).

.

07/30/2023

FName LName

Grade: 05 Student ID: 0

RE: Official Notice: Sixth Unexcused Absence

Attendance Notification

PA Virtual Elementary School

630 Park Avenue | King of Prussia, PA 19406

Phone: 866-728-2751

Dr. P/G FName P/G LName

123 Street Ave.

Apt 6

City, State 12345-1234

Official Notice: Sixth Unlawful Absence

THIS LETTER IS LEGAL NOTICE THAT FName LName HAS UNEXCUSED ABSENCES CONSTITUTING A VIOLATION OF THE COMPULSORY SCHOOL ATTENDANCE LAWS. A COPY OF THIS LETTER AND THE SAIP WILL BE SENT TO YOUR LOCAL CHILDREN AND YOUTH SERVICES

07/30/2

To The Parent/Guardian of: FName LName

The Pennsylvania Virtual Charter School (PA Virtual) is writing to notify you that your PA Virtual student, FName LName, has been absent from school without legal excuse on the following consecutive dates:

PA Virtual has not been provided with a written valid legal excuse for FName's absences. You have also not provided PA Virtual with a verbal recitation of legal excuse for FName's absences. Please refer to the enclosed PA Virtual attendance policy for an explanation of legally valid excuses for absences.

As a parent, guardian, or person in a parental relationship, you are required to comply with Pennsylvania's compulsory attendance requirements. You are required to make sure FName attends school regularly. Under the Pennsylvania Public School Code, if you are found to have committed the summary offense of failing to comply with the compulsory attendance requirements, you could be subject to legal penalties. For your information, a copy of 24 PA Statutes, Section 13-1333- Penalties for violation of compulsory attendance requirements of the Pennsylvania Public School Code is attached to this letter.

Before bringing an action against a parent or guardian under this act, the parent or guardian must be given three (3) days written notice of the violation.

THIS LETTER IS NOTICE THAT FName'S UNEXCUSED ABSENCES LISTED ABOVE CONSTITUTE A VIOLATION OF THE COMPULSORY SCHOOL ATTENDANCE LAWS. TO COMPLY WITH PA ATTENDANCE LAWS, PA VIRTUAL MUST NOW OPEN A CASE WITH THE LOCAL CHILDREN AND YOUTH SERVICES (CYS). CYS WILL BE PROVIDED WITH DATES OF THE ABSENCES AND A COPY OF FName'S SCHOOL ATTENDANCE IMPROVEMENT PLAN. IF FURTHER UNEXCUSED ABSENCES CONTINUE AND CYS CLOSES THE CASE, PA VIRTUAL MAY PROCEED WITH CHARGES FOR A VIOLATION OF THE COMPULSORY ATTENDANCE LAW WITH YOUR LOCAL MAGISTRATE.

Additionally, Section 11.24 of the Pennsylvania Code states that children whose names are on the active membership roll, who are at any time in the school term absent from school for 10 consecutive school days, shall thereafter be removed from the active membership roll unless one of the following occurs:

1. The district has been provided with evidence that absences may be legally excused.
2. Compulsory attendance prosecution has been or is being pursued.

Please ensure that FName attends school in compliance with the compulsory attendance laws. If FName has an excused absence[s], please provide written evidence of such excused absence[s] to your family support coordinator.

If you have questions or need additional information, please do not hesitate to contact me.

Sincerely,



Jason Fitzpatrick, M.Ed.

Principal, Pupil Services - PA Virtual Charter School

(Enclosures: Policy, Penalties)

cc: Principal/Assistant Principal/Guidance Counselor/Family Support Coordinator/Assistant Director of Family Support

08/01/2023

FName LName

Grade: 05 Student ID: 0

RE: OfficialNotice:Tenth Consecutive Absence

Attendance Notification

PA Virtual Elementary School

630 Park Avenue | King of Prussia, PA 19406

Phone: 866-728-2751

Dr. P/G FName P/G LName

123 Street Ave.

Apt 6

City, State 12345-1234

Tenth Consecutive Unlawful Absence Letter to Parent

THIS LETTER IS LEGAL NOTICE THAT FName LName HAS UNEXCUSED ABSENCES IN VIOLATION OF THE COMPULSORY SCHOOL ATTENDANCE LAWS. THIS LETTER HAS ALSO BEEN SENT TO YOUR LOCAL SCHOOL DISTRICT.

08/01/2023

To The Parent/Guardian of: FName LName

The Pennsylvania Virtual Charter School (PA Virtual) is writing to notify you that your PA Virtual student, FName LName, has accumulated ten (10) consecutive unexcused absences/truancies. The consecutive unexcused absences occurred on:

Section 11.24 of the Pennsylvania School Code states that children whose names are on the active membership roll, who are at any time in the school term absent from school for 10 consecutive school days, shall thereafter be removed from the active membership roll unless one of the following occurs:

1. The district has been provided with evidence that the absence may be legally excused.
2. Compulsory attendance prosecution has been or is being pursued.

At the time of issuing this letter, PA Virtual has not been provided information regarding either of the above criteria.

AS OF THE DATE OF THIS LETTER, FName LName HAS BEEN REMOVED FROM THE ACTIVE MEMBERSHIP ROLL OF THE PENNSYLVANIA VIRTUAL CHARTER SCHOOL, ACCORDING TO SECTION 11.24 OF THE PENNSYLVANIA CODE.

If you have any questions or if you need additional information; please do not hesitate to contact me.

Sincerely,



Jason Fitzpatrick, M.Ed.

Director of Student Services - PA Virtual Charter School

Cc: Principal; Assistant Principal; Family Support Coordinator
(Enclosures: Penalties)



PAVIRTUAL
CHARTER SCHOOL

630 PARK AVENUE, KING OF PRUSSIA, PA 19406
TOLL FREE: 866.728.2751 | PHONE: 610.275.8500
WWW.PAVCSK12.ORG



24 PA Statutes Enclosure: Section 13-1333- Penalties for violation of compulsory attendance requirements

Every parent, guardian, or person in parental relation, having control or charge of any child or children of compulsory school age, who shall fail to comply with the provisions of act 138 regarding compulsory attendance, shall on summary conviction thereof, be sentenced to pay a fine, for the benefit of the school district in which such offending person resides, not exceeding three hundred dollars (\$300) and to pay court costs or be sentenced to complete a parenting education program offered and operated by a local school district, medical institution or other community resources, and, in default of the payment of such fine and costs or completion of the parenting program by the person so offending, shall be sentenced to the county jail for a period not exceeding five (5) days. Any person sentenced to pay any such fine may appeal to the court of common pleas of the proper county, upon entering into a recognizance, with one or more proper sureties, in double the amount of penalty and costs. Before any proceedings are instituted against any parent, guardian, or person in parental relation, for failure to comply with the provisions of act 138, the district superintendent, attendance officer, or secretary of the board of school directors, shall give the offending person three (3) days' written notice of such violation. If, after such notice has been given, the provisions of act 138 regarding compulsory attendance are again violated by the persons so notified, at any time during the term of compulsory attendance, such person, so again offending, shall be liable under the provisions of this section without further notice.

- The child and every parent, guardian or person in parental relation must appear at a hearing established by the district justice. If the parent, guardian or person in parental relation charged with a summary offense under this subsection shows that he or she took every reasonable step to insure attendance of the child at school, he or she shall not be convicted of the summary offense.
- Upon a summary conviction, the district justice may suspend, in whole or in part, a sentence in which a parent, guardian or person in parental relation is summoned to pay as required under this section: Provided, that the child no longer is habitually truant from school without justification.
- In lieu of or in addition to any other sentence imposed under this section, the district justice may order the parent, guardian or person in parental relation to perform community service in the school district in which the offending child resides for a period not to exceed six (6) months.
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- Any child who has not attained the age of thirteen (13) years who fails to comply with the compulsory attendance provisions of this act and is habitually truant shall be referred by the school district for services or possible disposition as a dependent child as defined under 42 Pa.C.S. § 6302 (relating to definitions). Any child who has attained the age of thirteen (13) years who fails to comply with the compulsory attendance provisions of this act and is habitually truant may, in lieu of a prosecution under clause (1), be referred by the school district for services or possible disposition as a dependent child as defined under 42 Pa.C.S. § 6302.

Driving Privileges : If a child is convicted of a violation of the compulsory school attendance requirements, the court may send the Department of Transportation a certified record of the conviction on a form prescribed by the department only if the child fails to comply with a lawful sentence entered for the violation and is not subject to an exception to compulsory attendance under section 1330.

A. The Department of Transportation shall suspend for ninety (90) days the operating privilege of a child upon receiving a certified record that the child was convicted of a summary offense under the compulsory school attendance requirements of this article. If the Department of Transportation receives a certified record of a second or subsequent conviction of a child pursuant to this section, the department shall suspend the child's operating privilege for six (6) months.

B. A child whose record is received by the Department of Transportation under this section and who does not have a driver's license shall be ineligible to apply for a driver's license under 75 Pa.C.S. §§ 1505 (relating to learners' permits) and 1507 (relating to application for driver's license or learner's permit by minor) for the time period specified in section A. If the child is under sixteen (16) years of age when convicted, suspension of operating privileges shall commence in accordance with 75 Pa.C.S. § 1541 (relating to period of disqualification, revocation or suspension of operating privilege) for the time specified in paragraph A.



Provisional Daily Unlawful Absence Notification

Dear PA Virtual Parent/Guardian,

According to school records, your child, [FIRST_NAME], acquired an unexcused absence on [CALENDAR_DAY].

The absence code(s) are currently recorded as:

Daily Attendance Code (Full day attendance code that will appear on the student's report card):

[ATTENDANCE_Code]

Class Attendance

Period 1 Attendance: [Period_1]

Period 1B Attendance: [Period_1B]

Period 2 Attendance: [Period_2]

Period 2B Attendance: [Period_2B]

Period 3 Attendance: [Period_3]

Period 4 Attendance: [Period_4]

Period 5 Attendance: [Period_5]

Period 6 Attendance: [Period_6]

Period 6B Attendance: [Period_6B]

Period 7 Attendance: [Period_7]

Period 7B Attendance: [Period_7B]

Period 8 Attendance: [Period_8]

Please note: Period attendance will be blank if your student does not have a synchronous class during that period.

Please select [Here](#) to provide an excuse for the absence. Please submit an excuse for this absence within three (3) school days. The list of excusable absences and the attendance policy can be found on the [PA Virtual attendance website](#).

If the absence is of a sensitive nature or you would like to discuss strategies to improve [FIRST_NAME]'s daily or class attendance, please contact your Family Support Coordinator.

Thank you for your prompt attention to this matter.



PAVIRTUAL
CHARTER SCHOOL

630 PARK AVENUE, KING OF PRUSSIA, PA 19406
TOLL FREE: 866.728.2751 | PHONE: 610.275.8500
WWW.PAVCSK12.ORG

Attendance Legend

Daily Attendance Codes

- UN-Unlawful Absence- Daily attendance code for students within the compulsory attendance age.
- UEX- Unexcused absence
- P1- 1 unexcused class absence
- P2- 2 unexcused class absences
- P3- 3 unexcused class absences

Class Attendance Codes

- NUE= Non-Responsive in Class-Unexcused Absence- Students who are not responding to teacher prompts in class as listed in the student handbook.
- UEX- Unexcused class absence
- P- Present
- T-Tardy
- EO- Left class early
- A or ACP- Asynchronous class period for a normally scheduled synchronous class
- Blank (No Code)- The student does not have a synchronous class during that period.

You can actively monitor your child's attendance and grades through your [Sapphire Parent Portal](#).



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Daily Attendance Reminder Notification 10 a.m. and 2 p.m.

Delivered to school provided parent email account and text message.

PA Virtual Attendance Reminder!

At the time of this message, [FIRST_NAME] has not logged into [Blackboard](#) for the current school day.

If [FIRST_NAME] will be absent today, please contact your Family Support Coordinator, [FSC_NAME] to provide the absence reason so the attendance record can be updated.

Thank you in advance for your attention to this important matter.

PA Virtual Attendance Reminder!

At the time of this message, [FIRST_NAME] has not logged into [Blackboard](#) for the current school day.

If [FIRST_NAME] will be absent today, please contact your Family Support Coordinator, [FSC_NAME] to provide the absence reason so the attendance record can be updated.

Thank you in advance for your attention to this important matter.

07/30/2023

FName LName

Grade: 05 Student ID: 0

Attendance Notification

PA Virtual Elementary School

630 Park Avenue | King of Prussia, PA 19406

Phone: 866-728-2751

Dr. P/G FName P/G LName

123 Street Ave.

Apt 6

City, State 12345-1234

Academic Probation- Friday Academic Remediation Stage

Dear Parent/Guardian of FName LName,

As you know, FName, has been placed in Academic Probation as a result of continued unexcused absences. A letter informing you of this was sent to you and can be located in your [Sapphire Parent Portal](#) under the attendance section of the file cabinet. The letter advising you of FName's academic probation status also listed additional corrective actions if FName continued to accrue unexcused absences during academic probation. Unfortunately, FName has continued to accrue more unexcused absence(s) during their academic probationary period. Please refer to the list of days with unexcused absences in your [Sapphire Parent Portal](#). As a result of the aforementioned unexcused absences, FName was placed in detention. Unfortunately, your child has continued not to accrue unexcused absences.

FName has now been escalated to the remediation stage of academic probation. This means that FName will need to attend on a daily basis and serve 2 mandatory Friday academic remediation sessions during the next 2 weeks in order to be removed from academic probation. The academic remediation stage is an escalation from the initial academic probation stage and the detention stage, due to the continued unexcused accrued during the probationary stage, the detention stage, and/or the non-attendance at Friday detention.

Friday Remediation for FName is from 12 p.m. until 2 p.m. on the following dates: **12/2/22 & 12/9/22**

The [link](#) to the academic remediation online classroom is: [Online Remediation Classroom](#)

If unexcused absences continue to occur, the list below outlines additional disciplinary sanctions that will result from the repeated violations of the Student Code of Conduct:

1. Referral to Children and Youth Services for academic neglect if your child is within the compulsory attendance age.
2. Review and assessment meeting will be held to determine if permission to evaluate for special education is appropriate.
 1. If your child is a special education student, they could be referred for a Manifestation Determination Meeting
3. Further PA Virtual's Student Code of Conduct violations will result in a mandatory administrative meeting before learning coaches will have access to the Multipass portal.

If there are instances where your child will not be able to attend school or class, learning coaches must proactively communicate the absence to their Family Support Coordinator to avoid future unexcused absences. As a team, we can assist your child to make the improvements needed, and believe that your child can be successful if we all work together.

To further support FName, your Family Support Coordinator is requesting to schedule a home visit with the learning coach and FName. Please contact our main office today at (610) 275-8500 and ask to speak with your Family Support Coordinator to finalize the home visit arrangement.

Your Partner in Education,



Jason Fitzpatrick

Principal, Pupil Services

Dates of Absences:

07/30/2023

FName LName

Grade: 05 Student ID: 0

Attendance Notification

PA Virtual Elementary School

630 Park Avenue | King of Prussia, PA 19406

Phone: 866-728-2751

Dr. P/G FName P/G LName

123 Street Ave.

Apt 6

City, State 12345-1234

Academic Probation - Detention Stage

Dear Parent/Guardian of FName LName,

As you know, FName, has been placed on Academic Probation as a result of unexcused absences. A letter informing you of this was sent to you and can be located in your [Sapphire Parent Portal](#) under the attendance section of the file cabinet. The letter advising you of FName's academic probation status also listed additional corrective actions if FName acquired additional unexcused absence(s) during academic probation. Unfortunately, FName has continued to accrue unexcused absences during their academic probationary period.

FName has now been escalated to the detention stage of academic probation. The detention stage is an escalation from the initial academic probation stage due to the additional unexcused absences. This means that over the next two weeks, FName will need to attend all of their classes, be actively engaged in those classes **and** serve 2 Friday detentions in order to complete the academic probationary period. Students show active engagement by being ready for class, responding to their teacher when called upon, collaborating with their peers and completing all assigned school work during the entire duration of their synchronous class(es).

Friday Detention for FName is from 12 p.m. until 1 p.m. on the following dates: **12/2/22 & 12/9/22**

To attend detention, you will need to use the following link: [Online Detention Classroom](#)

It is expected that FName bring work from the classes they have not been attending. As stated in the initial academic probation letter, the goal of academic probation is to support FName to be present at their scheduled synchronous classes, meaning that FName must attend all classes and be actively engaged in learning. If there are instances where your child will not be able to attend class, learning coaches must proactively communicate the absence to PA Virtual using the online [attendance form](#) to avoid future unexcused absences.

If unexcused class absences continue to occur, the list below outlines additional disciplinary sanctions that will result from the repeated violations of the Student Code of Conduct:

1. *Mandatory Friday Academic Remediation (Friday-12 p.m. until 2 p.m.)*
2. *Referral to Children and Youth Services.*
3. *Review and assessment meeting will be held to determine if permission to evaluate for special education is appropriate.*
4. *If your child is currently receiving special education services, a meeting may be held to review the specific circumstances surrounding your child's behavior to determine if a permission to re-evaluate is appropriate for additional evaluations and/or services.*

If you have questions regarding this notice, or the circumstances surrounding FName's choice to attend or engage in class, please contact your Family Support Coordinator to discuss and implement effective interventions.

Your Partner in Education,



Jason Fitzpatrick
Principal, Pupil Services

Dates of Absences:



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THIS LETTER IS LEGAL NOTICE THAT FName LName HAS ACCUMULATED 3 UNLAWFUL ABSENCES CONSTITUTING A VIOLATION OF THE COMPULSORY SCHOOL ATTENDANCE LAWS.

Attention:

The Pennsylvania Virtual Charter School is writing to notify you that a student, enrolled at PA Virtual Charter School and residing within your district, FName LName, DOB: 08/28/2013 was unlawfully absent on the following dates:

PA Virtual has not been provided with a written valid legal excuse for this child's absences nor has parent/guardian provided us with a verbal recitation of a legal excuse for this child's absences.

In accordance with our commitment to ensuring compliance with attendance regulations, we have formally informed the parent/guardian in writing about this breach of the compulsory attendance law. PA Virtual Charter School is actively initiating the implementation of a comprehensive School Attendance Improvement Plan.

Should you have any inquiries, require further clarification, or seek additional information regarding this matter, please contact me at your earliest convenience.

Sincerely,

Louri Fitzgerald
Assistant Director of Family Support
PA Virtual Charter School
Cc: Principal, Family Support Director, FSC



2024 – 2029 Charter Renewal Application

Withdrawal Policy and Forms

(1 of 7 Pages)



Withdrawal

There are circumstances that occur that will result in a student needing to withdraw from PA Virtual prior to the end of the school year. If those circumstances occur, the following policy and procedure will apply:

Notification of Withdrawal

When a family expresses intent to withdraw their child from PA Virtual they must notify the Program Specialist of their child's academic program to begin the process. The Program Specialist captures all pertinent information including student name, identification number, reason for withdrawal and effective withdrawal date. The data is collected via phone or through email correspondence. The Program Specialist then enters the withdrawal information into an online withdrawal portal and emails the family a verification email with the withdrawal form. The family reviews the withdrawal form and confirms that the information provided is correct by affixing their signature to the form. The withdrawal form is sent back to the Program Specialist and Student Records department. The Student Records department processes the withdrawal within two business days to ensure that the student is removed from all internal school information systems. Records for the withdrawn student are sent to the student's next educational institution within ten business days upon receipt of a records request.

PA Virtual Charter School Withdrawal Procedure:

Each week the Director of Student Records sends a notification letter to the school district of residence of any students who have withdrawn the previous week.

The Director of Student Records pulls the "Withdrawal Report" from the school's student information system.

The Director of Student Records filters the results to only include students who have withdrawn since the date of the last set of notification letters.

These results are exported to CSV format.

A mail merge is completed in Microsoft Word selecting the exported CSV file as the recipient list.

The Withdrawal Notification Letters are mailed to the school districts of withdrawn students.

A copy of the Withdrawal Notification Letter is uploaded to the student's cumulative record within the student information system.



Submitter's Name *

Enter your Full Name

Submitter's Email *

example@example.com

Last Day of Class *

Parent/Guardian Name *

Enter Parent/Guardian Full Name

Parent/Guardian Email *

example@example.com

SD of Residence *

Student First Name *

First Name

Student Last Name *

Last Name

Student ID *

Student DOB *

Student Current School *

Student Current Grade *

Student Next SD *


 

Student Next School *

Student WD Reason *

Student Feedback (Internal Use Only)

B I U       Font Size... Font Family. Font Format        

In an effort to improve the educational experience at PA Virtual, the following reason(s) for leaving were noted

Submit



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TOLL FREE: 866.728.2751 | PHONE: 610.275.8500
WWW.PAVCSK12.ORG

Withdrawal Record for: John Test

| Dates | Household Information |
|---|---|
| Entry Date: 06-27-2023 Last Day of Class: 06/27/2023 | Parent/Guardian Name: This is a Test Parent/Guardian Email: dlk164@gmail.com School District of Residence: Philadelphia City SD |

| Student Information |
|---|
| Student ID: 123456 Student Name: John Test Student Date of Birth: 03-01-2006 Student Current Grade: 11th Grade Student Next School District: Philadelphia City SD Student Next School: Test School Student Reason for Withdrawal: (T01) Transferring to Brick and Mortar resident District School |

| Student Feedback |
|---|
| In an effort to improve the educational experience at PA Virtual, the following reason(s) for leaving were noted: <i>For Internal Use Only</i> |

By submitting this withdrawal form to the Pennsylvania Virtual Charter School, I am acknowledging that my student will remain an actively enrolled student of PA Virtual Charter School until a completed and signed withdrawal/opt-out form has been received and processed. Failure to comply will result in your student becoming truant in accordance with the compensatory attendance laws stated in Pennsylvania Public School Code.

John Test

Signed at:
06-27-2023 08:49:44

06-27-2023

Parent/Guardian Signature

Date



630 PARK AVENUE, KING OF PRUSSIA, PA 19406
TOLL FREE: 866.728.2751 | PHONE: 610.275.8500
WWW.PAVCSK12.ORG

To the parent or guardian of:
John Test
1234 Main Street
Philadelphia, PA 19130

June 27, 2023

To Whom It May Concern:

This letter serves as formal notification that the following student in **Philadelphia City SD** has withdrawn from the Pennsylvania Virtual Charter School.

| | |
|--------------------------------|---------------------------------------|
| <u>NAME:</u> | John Test |
| <u>DOB:</u> | 03/01/2006 |
| <u>GRADE LEVEL:</u> | 11 |
| <u>REASON:</u> | Transfer - Brick & Mortar District |
| <u>WITHDRAWAL DATE:</u> | 06/27/2023 |

Sincerely,

Damon Key

Dr. Damon Key
Director of Student Records
PA Virtual Charter School



2024 -2029 Charter Renewal Application

Social Events for Enrollment

At PA Virtual Charter School, students and their families have the opportunity to participate in a variety of engaging social and educational outings. These outings are organized by Family Support Coordinators (FSC) and offer a range of benefits. Each month, the FSC hosts numerous fun and educational outings across Pennsylvania, allowing families to explore local attractions, connect with other PA Virtual families, and establish strong relationships. These outings often incorporate service learning opportunities, integrating community service into the educational experience. Additionally, Parent Ambassadors play a crucial role in hosting Parent Ambassador family activities, providing face-to-face opportunities for families to come together, connect, and enhance their learning journey. As fellow Learning Coaches, Parent Ambassadors aim to provide support and guidance to other families during these events. These outings and activities not only supplement the virtual learning experience but also create a sense of community and camaraderie among students, families, and staff members.

Educational and social engagement opportunities for students 2022-2023 SY

| Date: | Event: | Address: | County Location: | Flyer: |
|---------|----------------------------|---|------------------|---|
| 9/16/22 | Back to School Celebration | Meadow Park, 2 Meadow Park Lane, Pittsburgh, PA 15215 | Allegheny | https://www.smores.com/u1myx |
| 9/16/22 | Back to School Celebration | Norlo Park, 3050 Lincoln Way Hwy East Fayetteville, PA 17222 | Franklin | https://www.smores.com/dyctu |
| 9/16/22 | Back to School Celebration | Louise W. Moore Park, 151 Country Club Road, Easton PA | Northampton | https://www.smores.com/dmr1e |
| 9/16/22 | Back to School Celebration | Kutztown Park, 440 E. Main St, Kutztown, PA | Berks | https://www.smores.com/0461n |
| 9/16/22 | Back to School Celebration | Limerick Park, 180 Swamp Pike, Royersford, PA 19468 | Montgomery | https://www.smores.com/pc7n3 |
| 9/16/22 | Back to School Celebration | FDR Park, 1500 Pattison Avenue &, S Broad St, Philadelphia, PA 19145 Site #12 | Philadelphia | https://www.smores.com/24uqk |
| 9/23/22 | Back to School Celebration | Buhl Park, 715 Hazen Road, Hermitage, PA 16148 | Mercer | https://www.smores.com/p8qf2 |
| 9/23/22 | Back to School Celebration | Burholme Park, 401 Cottman Ave. Philadelphia, PA 19111 | Philadelphia | https://www.smores.com/8dgt |
| 9/23/22 | Back to School Celebration | Burholme Park, 401 Cottman Ave. Philadelphia, PA 19111 | Philadelphia | https://www.smores.com/m5aq7 |
| 9/23/22 | Back to School Celebration | East Lampeter Park , 2330 Hobson Rd, Lancaster, PA 17602 | Lancaster | https://www.smores.com/qvxa5 |
| 9/23/22 | Back to School Celebration | McDade Park, 1 Bald Mountain Rd, Scranton, PA | Lackawanna | https://www.smores.com/pmhng |
| 9/30/22 | Mini-Golf | Sunset Golf, 3501 Brownsville Rd, South Park Township, PA 15129 | Allegheny | https://www.smores.com/n8xd1 |

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Educational and social engagement opportunities for students 2022-2023 SY

| Date: | Event: | Address: | County Location: | Flyer: |
|------------|--|---|------------------|---|
| 9/30/22 | Mini Golf at Olde Scotland Yard | 1065 Heritage Avenue Shippensburg, PA 17257 | Cumberland | https://www.smores.com/jbh2d |
| 10/4/2022 | 2022 PA Renaissance Faire "School Days at the Faire" | 2775 Lebanon Road, Manheim, PA 17545 | Lancaster | https://www.smores.com/x1f27 |
| 10/7/2022 | Bushy Run Battlefield Fieldtrip | 1253 Bushy Run Road, Jeannette, PA 15644 | Westmoreland | https://www.smores.com/rfk6p |
| 10/7/2022 | Rock City Park | 505 New York 16, Olean NY 14760 | McKean County | https://www.smores.com/2h43f |
| 10/7/2022 | Join Us At The Family Cow | 3854 Olde Scotland Road Chambersburg, PA 17222 | Franklin | https://www.smores.com/h832w |
| 10/14/2022 | JB Tree Farm (Corn Maze & Wagon Ride) | 8100 JB Tree Farm Lane Alexandria, PA 16611 | Huntingdon | https://www.smores.com/2e10c |
| 10/14/2022 | Outing-TOPGOLF | 2140 Byberry Rd, Philadelphia, PA 19116 | Philadelphia | https://www.smores.com/vxrwa |
| 10/21/2022 | Roller Skating at Philly SkatePlex | 11586 E. Roosevelt Blvd Philadelphia, PA 19116 | Philadelphia | https://www.smores.com/nqgwa |
| 10/21/2022 | Visit to Fort Necessity National Battlefield | Fort Necessity National Park, National Pike, Farmington, PA 15437 | Fayette | https://www.smores.com/bnup4 |
| 10/21/2022 | Triple D Horse Farm | 1411 French Hill Road Middlebury Center, PA 16935 | Tioga | https://www.smores.com/xg3nf |
| 10/21/2022 | Pumpkin Picking and Farm Tour | 7317 Bethlehem Bath Pike, Bath, PA 18014 | Northampton | https://www.smores.com/krmch |
| 10/21/2022 | MerryMead Farm Outing | 2222 South Valley Forge Road, Lansdale, PA | Montgomery | https://www.smores.com/s9p8e |
| 10/21/2022 | Flinchbaugh's Orchard & Farm Market | 110 Ducktown Rd. · Hellam, PA 17406 | York | https://www.smores.com/26zdf |
| 10/28/2022 | Hollabaugh Apple Farm Tour | 545 Carlisle Rd. Biglerville, PA 17307 | Adams | https://www.smores.com/raups9 |

At PA Virtual Charter School, students and their families have the opportunity to participate in a variety of engaging social and educational outings. These outings are organized by Family Support Coordinators (FSC) and offer a range of benefits. Each month, the FSC hosts numerous fun and educational outings across Pennsylvania, allowing families to explore local attractions, connect with other PA Virtual families, and establish strong relationships. These outings often incorporate service learning opportunities, integrating community service into the educational experience. Additionally, Parent Ambassadors play a crucial role in hosting Parent Ambassador family activities, providing face-to-face opportunities for families to come together, connect, and enhance their learning journey. As fellow Learning Coaches, Parent Ambassadors aim to provide support and guidance to other families during these events. These outings and activities not only supplement the virtual learning experience but also create a sense of community and camaraderie among students, families, and staff members.

Educational and social engagement opportunities for students 2022-2023 SY

| Date: | Event: | Address: | County Location: | Flyer: |
|------------|---|--|------------------|---|
| 10/28/2022 | Shenot Farm & Market | 3754 Wexford Run Rd, Wexford, PA 15090 | Allegheny | https://www.smore.com/5rqjd |
| 10/28/2022 | Eastern State Penn Halloween Nights | 2027 Fairmount Ave., Philadelphia, PA 19130 | Philadelphia | https://www.smore.com/3t1xz |
| 10/28/2022 | Autumn Fun at Hellerick's Farm | Hellerick's Farm, 5500 North Easton Road Doylestown, PA | Bucks | https://www.smore.com/5ugfy |
| 11/4/22 | Glow Stick Geocache Hike | 232 Mingo Creek Road Eighty Four, PA 15330 | Washington | https://www.smore.com/8hsm7 |
| 11/4/22 | Bottle Works (Tour & Craft) | 411 3rd Ave. Johnstown, PA 15906 | Cambria | https://www.smore.com/kvc9m |
| 11/4/22 | Freefall Trampoline Park | 2800 Baglyos Circle, Bethlehem PA | Nothampton | https://www.smore.com/tqnw9 |
| 11/4/22 | Guided Hike at Briar Bush | Briar Bush Nature Center, 1212 Edge Hill Road Abington, PA 19001 | Montgomery | https://www.smore.com/fvrkt |
| 11/4/22 | Let's Go for a Firehouse Tour | 130 N. 2nd Street, Chambersburg, PA 17201 | Franklin County | https://www.smore.com/6qr9c |
| 11/14/22 | Self-Care for Learning Coaches - Parent Lunch & Learn Special Event | Online Event - Link to join the event is provided on the flyer. | Online Event | https://www.smore.com/yp6f5 |
| 11/18/22 | Let's Go On a Hike | 91 Boat Launch Rd. Newport, PA 17074 | Perry | https://www.smore.com/jy15h |
| 11/18/22 | Whitaker Center for Science & Arts | 222 Market Street Harrisburg, PA 17101 | Dauphin | https://www.smore.com/sun8d |
| 11/18/2022 | Chacko's Family Bowling | 195 Wilkes-Barre Boulevard Wilkes-Barre, PA | Luzerne | https://www.smore.com/e4ddt |
| 11/18/22 | The Museum of Illusions | 401 Market Street Philadelphia, PA 19106 | Philadephia | https://www.smore.com/dxpk9 |

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Educational and social engagement opportunities for students 2022-2023 SY

| Date: | Event: | Address: | County Location: | Flyer: |
|------------|--|---|------------------------------------|---|
| 11/18/2022 | Movie Day Fri-Yay: Wakanda Forever | AMC Philadelphia Mills 14 1149 Franklin Mills Circle Philadelphia, 19154 Circle Philadelphia | Philadelphia | https://www.smores.com/g92qx |
| 12/2/2022 | Westmoreland Food Bank | 100 Devonshire Dr, Delmont, PA 15626 | Westmoreland | https://www.smores.com/6n5eh |
| 12/9/2022 | Tour of Old Jail & John Brown House | 175 East King St. Chambersburg, PA 17201 | Franklin | https://www.smores.com/pqxs |
| 12/9/22 | Washington County Food Bank | Greater Washington County Food Bank, 909 National Pike West, Brownsville, PA 15417 | Washington | https://www.smores.com/nvc0y |
| 12/16/2022 | Blue Valley Lanes Bowling | 495 E Moorestown Road, Wind Gap PA 18091 | Northampton | https://www.smores.com/0hqcv |
| 12/16/22 | The Fulton Theater A Christmas Carol | 12 North Prince Street , Lancaster, PA 17608-1865 | Lancaster | https://www.smores.com/ec8dp |
| 1/6/2023 | Friday Cafe at Mr. B's | 820 Souderton Rd. (Route 113), Souderton, PA, 18964 | Montgomery | https://www.smores.com/nj4kv |
| 1/13/2023 | American Helicopter Museum | 1220 American Boulevard West Chester, PA 19380 | Chester | https://www.smores.com/vd3h7 |
| 1/13/2023 | The National Aviary Educational Program and Tour | The National Aviary, 700 Arch Street, Pittsburgh, PA 15212 | Allegheny | https://www.smores.com/uf5t2 |
| 1/20/2023 | Bowling Altoona | 181 Bowling Lane Altoona, PA 16601 | Blair | https://www.smores.com/81kdx |
| 1/20/2023 | Charlotte's Web @ The Arden Theatre | 40 N. 2nd Street Philadelphia, PA 19106 | Center City-Philadelphia | https://www.smores.com/kvhc2 |
| 1/26/2023 | Virtual Parent Activity - Create a Handmade Journal with Us! | This is an online event for Learning Coaches | Online-In the Parent Learning Room | https://www.smores.com/v91sc |

At PA Virtual Charter School, students and their families have the opportunity to participate in a variety of engaging social and educational outings. These outings are organized by Family Support Coordinators (FSC) and offer a range of benefits. Each month, the FSC hosts numerous fun and educational outings across Pennsylvania, allowing families to explore local attractions, connect with other PA Virtual families, and establish strong relationships. These outings often incorporate service learning opportunities, integrating community service into the educational experience. Additionally, Parent Ambassadors play a crucial role in hosting Parent Ambassador family activities, providing face-to-face opportunities for families to come together, connect, and enhance their learning journey. As fellow Learning Coaches, Parent Ambassadors aim to provide support and guidance to other families during these events. These outings and activities not only supplement the virtual learning experience but also create a sense of community and camaraderie among students, families, and staff members.

Educational and social engagement opportunities for students 2022-2023 SY

| Date: | Event: | Address: | County Location: | Flyer: |
|-----------|---|--|--|---|
| 1/27/2023 | Da Vinci Science Center | 3145 Hamilton Boulevard Bypass, Allentown PA | Lehigh | https://www.smore.com/wr3u5 |
| 1/27/2023 | Reading Public Museum | 500 Museum Rd, Reading, PA 19611 | Berks | https://www.smore.com/t7cvt |
| 1/27/2023 | Bowling @ Yough Lanes | 1045 University Dr. Connellsville, PA 15405 | Fayette | https://www.smore.com/bytva |
| 1/27/2023 | Ice Skating | 100 Center Ice Dr, Delmont, PA 15626 | Westmoreland | https://www.smore.com/h8jux |
| 1/27/2023 | "Seasons" at the PA State Museum | 300 North Street Harrisburg, PA 17120 | Dauphin | https://www.smore.com/5pr3y |
| 2/3/2023 | Nature Journaling at Nolde Forest | Nolde Forest Environmental Education Center, 3025 New Holland Road Reading, PA 19607 | Berks | https://www.smore.com/vn7hq |
| 2/10/2023 | Paint Your Own Ceramics | 202 W. College Ave State College, PA 16801 | Centre | https://www.smore.com/1d2pt |
| 2/10/2023 | Virtual Trip to the Coral Reef | Virtually on Collaborate Ultra (Link on Flyer) | Virtual | https://www.smore.com/hz7ja |
| 2/17/2023 | Bowling, Laser Tag, & Pizza @ Zone 28 | 2525 Freeport Road Pittsburgh, PA 15238 | Allegheny | https://www.smore.com/fn1bj |
| 2/17/2023 | Sky Zone | 1701 Hempstead Rd #102 Lancaster, PA 17601-5856 | Lancaster | https://www.smore.com/xkmmw |
| 2/17/2023 | Make Your Own Pizza | 1515 Lincoln Way East, Chambersburg, PA 17202 | Franklin | https://www.smore.com/564nz |
| 2/23/2023 | Virtual Parent Activity - Bingo, Prizes, & Self-Care Idea Jar | This online event will be offered at 11 am and 3 pm. | This online event will take place in the Parent Learning Room. See flyer for link! | https://www.smore.com/caukg |
| 2/24/2023 | TopGolf Pittsburgh Outing | Topgolf Pittsburgh, 400 Presto-Sygan Rd, Bridgeville, PA 15017 | Allegheny | https://www.smore.com/s86f0 |
| 2/24/2023 | Tour of Oakes Museum | One University Ave Mechanicsburg, PA 17055 | Cumberland | https://www.smore.com/20zm3 |

At PA Virtual Charter School, students and their families have the opportunity to participate in a variety of engaging social and educational outings. These outings are organized by Family Support Coordinators (FSC) and offer a range of benefits. Each month, the FSC hosts numerous fun and educational outings across Pennsylvania, allowing families to explore local attractions, connect with other PA Virtual families, and establish strong relationships. These outings often incorporate service learning opportunities, integrating community service into the educational experience. Additionally, Parent Ambassadors play a crucial role in hosting Parent Ambassador family activities, providing face-to-face opportunities for families to come together, connect, and enhance their learning journey. As fellow Learning Coaches, Parent Ambassadors aim to provide support and guidance to other families during these events. These outings and activities not only supplement the virtual learning experience but also create a sense of community and camaraderie among students, families, and staff members.

Educational and social engagement opportunities for students 2022-2023 SY

| Date: | Event: | Address: | County Location: | Flyer: |
|-----------|--------------------------------|--|------------------|---|
| 2/24/2023 | Black History Bingo | Virtually on Collaborate Ultra (Link on Flyer) | Virtual | https://www.smore.com/z38gt |
| 2/24/2023 | Art Experiences | Michener Art Museum, 138 South Pine Street, Doylestown, PA 18901 | Bucks | https://www.smore.com/n65rv |
| 2/24/2023 | Sugar Creek Maple Farm | 2490 Glenwood Rd, Vestal, NY | New York | https://www.smore.com/d20k |
| 3/10/2023 | Sports Day | Pittsburgh Indoor Sports Arena (PISA), 22 Rich Hill Rd, Cheswick, PA 15024 | Allegheny | https://www.smore.com/cv36wh |
| 3/10/2023 | Field Day @Moosic Youth Center | 606 Main St, Moosic, PA | Lackawanna | https://www.smore.com/f31m4 |
| 3/10/2023 | Field Day | 2200 West Dr, Oaks, PA 19456 | Montgomery | https://www.smore.com/ac6vs |
| 3/10/2022 | Field Day: Jump Session | 2528 S 24th St, Philadelphia, PA 19145 | Philadelphia | https://www.smore.com/8ce1q |
| 3/24/2023 | Birds and Their Adaptations | 400 Belfast Road, Nazareth, PA 18064 | Northampton | https://www.smore.com/u5yhr |
| 3/24/2023 | Tour of Maplewood Farm Market | 8564 Olde Scotland Road Shippensburg, PA 17257 | Cumberland | https://www.smore.com/vh5c0 |
| 3/24/2023 | Fun with Hand Tools | PA Virtual Office, 630 Park Ave., King of Prussia, PA 19406 | Montgomery | https://www.smore.com/62t0z |
| 4/14/2023 | STEM at Fluxspace | Fluxspace: 66 Buttonwood St, Norristown, PA 19401 | Montgomery | https://docs.google.com/presentation/d/12TumaY0Z5hheES7-uO-EHxmbXi2uVJSj3pBZMa8AkA/edit?usp=sharing |
| 4/21/2023 | Amazing Amphibians Program | Mingo Creek County Park, 232 Mingo Creek Road Eighty Four, PA | Washington | https://www.smore.com/bgf2p |

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Educational and social engagement opportunities for students 2022-2023 SY

| Date: | Event: | Address: | County Location: | Flyer: |
|-----------|---|---|------------------|---|
| 4/21/2023 | Afternoon at the Park | Valley Forge National Historical Park, Wayne's Woods Picnic Area, 8000 S Outer Line Dr, King of Prussia, PA 19406 | Montgomery | https://www.smores.com/y59x0 |
| 5/12/2023 | Powdermill Reserve & Research Center Nature Programs | Powdermill Nature Reserve & Research Center, 1795 PA-381, Rector, PA 15677 | Westmoreland | https://www.smores.com/30pug |
| 5/19/2023 | End of Year Celebration | 151 Country Club Road, Easton PA | Northampton | https://www.smores.com/dmr1e |
| 5/19/2023 | Paulus Farm Market in Mechanicsburg | 1216 South York Street, Mechanicsburg, PA 17055 | Cumberland | https://www.smores.com/cm26j |
| 5/19/2023 | Ohiopyle Hiking & EOY | 124 Main Street, Ohiopyle, PA 15470 | Fayette | https://www.smores.com/bpm19 |
| 6/2/23 | End of the Year Celebration | Meadow Park, 2 Meadow Park Lane, Pittsburgh, PA 15215 | Allegheny | https://www.smores.com/923jr |
| 6/2/23 | End of the Year Celebration | Norlo Park, 3050 Lincoln Way East Fayetteville, PA 17222 | Franklin | https://www.smores.com/z2b4u |
| 6/2/23 | End of the Year Celebration | FDR Park (Picnic Area 12) 3500 S. Broad St., Philadelphia, PA 19145 | Philadelphia | https://www.smores.com/7abwe |
| 6/2/23 | End of the Year Celebration | 116 E. 28th Division Hwy Lititz, PA 17543 | Lancaster | https://www.smores.com/qvxa5 |
| 6/2/23 | End of the Year Celebration | Burholme Park, 401 Cottman Ave, Philadelphia, PA 19111, USA | Philadelphia | https://www.smores.com/cyrkm |
| 6/2/23 | Knoebels Amusement Park-- End of the Year Celebration | 391 Knoebels Blvd, Elysburg, PA | Northumberland | https://www.smores.com/Ormw6g |

At PA Virtual Charter School, students and their families have the opportunity to participate in a variety of engaging social and educational outings. These outings are organized by Family Support Coordinators (FSC) and offer a range of benefits. Each month, the FSC hosts numerous fun and educational outings across Pennsylvania, allowing families to explore local attractions, connect with other PA Virtual families, and establish strong relationships. These outings often incorporate service learning opportunities, integrating community service into the educational experience. Additionally, Parent Ambassadors play a crucial role in hosting Parent Ambassador family activities, providing face-to-face opportunities for families to come together, connect, and enhance their learning journey. As fellow Learning Coaches, Parent Ambassadors aim to provide support and guidance to other families during these events. These outings and activities not only supplement the virtual learning experience but also create a sense of community and camaraderie among students, families, and staff members.

Educational and social engagement opportunities for students 2022-2023 SY

| Date: | Event: | Address: | County Location: | Flyer: |
|--------|---|--|------------------|---|
| 6/9/23 | Park Day at Limerick Community Park - End of the Year Celebration | Limerick Community Park, Swamp Pike & Ziegler Road, Limerick, PA | Montgomery | https://www.smores.com/yge9n |



2024 -2029 Charter Renewal Application

Crisis Manual

PA Virtual Charter School Crisis Manual



PAVIRTUAL
CHARTER SCHOOL

A COMMUNITY OF PARTNERSHIP, LEARNING & ACHIEVEMENT

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Introduction

Crisis management is a central part of school safety. The most important consideration in times of crisis is the health, safety, and welfare of PA Virtual students and staff members. PA Virtual has compiled this crisis manual to guide PA Virtual staff during times of crisis.

General Crisis Guidelines

1. Keep calm. Do not panic.
2. Those not directly involved should continue their usual activities. Avoid crowds and excitement.
3. Evaluate the situation in terms of:
 - a. Immediate risks or danger? If so, dial 911.
 - b. Who is best able to handle this situation? Contact them immediately.
 - c. What is the most appropriate immediate action to take?
 - d. What are secondary concerns (comforts, first aid, and reassurance)?
4. Inform the Supervisor on site, who will inform the CEO's office. (See *Media Procedures*)
5. Remain with students. Keep attendance (sign-in) sheets.
6. An incident report including all pertinent facts and actions relating to the emergency should be created and submitted as soon as possible. See *Incident Reports*.
7. Direct outside inquiries to the CEO's Office. See *Media Procedures*.

Contact Information for Crisis Escalations

Follow the contact sequence as written in the Crisis Manual.

Cell phones are for internal use only

Safety and Security

| Last Name | First Name | Preferred Name | Job Title Description | Work Contact: Work Email | Work Contact: Work Phone |
|-----------|------------|----------------|--|--------------------------|--------------------------|
| Achey | Nathan | Nate | Director of Information Technology | nachey@pavcsc12.org | (484) 680-7775 |
| Costa | Richard | Rich | School Safety/Security Cord. & Facilities Mgr. | rcosta@pavcsc12.org | (484) 680-7752 |

ELT

| Last Name | First Name | Preferred Name | Job Title Description | Work Contact: Work Email | Work Contact: Work Phone |
|----------------|------------|----------------|---|--------------------------|--------------------------|
| Heath-Thornton | Debra | Dr. Debra | Chief Executive Officer | dheath@pavcsc12.org | (484) 680-7772 |
| Billups | Jason | Jason or Jay | Chief Financial Officer | jbillups@pavcsc12.org | (484) 680-7757 |
| Tate | Sherri | | Chief Human Resources & Marketing Officer | state@pavcsc12.org | (484) 680-7710 |
| BuAli | Shaikha | | Chief Academic Officer | sbuali@pavcsc12.org | (484) 680-7840 |

Elementary School Principal & Assistant Principals

| Last Name | First Name | Preferred Name | Job Title Description | Work Contact: Work Email | Work Contact: Work Phone |
|-----------|------------|----------------|--------------------------|--------------------------|--------------------------|
| Schutt | Steven | Steve | Principal, K-4 | sschutt@pavcsc12.org | (484) 680-7770 |
| Adams | Christine | | Assistant Principal, K-4 | Cadams@pavcsc12.org | (484) 680-7928 |
| Gallagher | Christine | | Assistant Principal, K-4 | cgallagher@pavcsc12.org | (484) 680-7846 |
| Sullivan | Emily | | Assistant Principal, K-4 | ereeser@pavcsc12.org | (484) 685-1942 |
| Taylor | Kate | | Assistant Principal, K-4 | ktaylor@pavcsc12.org | (484) 685-0967 |

Middle School Principal & Assistant Principals

| Last Name | First Name | Preferred Name | Job Title Description | Work Contact: Work Email | Work Contact: Work Phone |
|-----------|------------|------------------|--------------------------|--------------------------|--------------------------|
| Verga | Richard | Rick | Principal, 5-8 | RVerga@pavcsk12.org | (484) 680-7893 |
| Tranter | Charles | | Assistant Principal, 5-8 | ctranter@pavcsk12.org | (484) 861-3441 |
| Leon | Anjeleke | Anjeleke or Anjy | Assistant Principal, 5-8 | aleon@pavcsk12.org | (484) 243-0007 |
| Rocchini | Louis | Lou | Assistant Principal, 5-8 | lrocchini@pavcsk12.org | (484) 680-7889 |
| Wallach | Andrea | Andi | Assistant Principal, 5-8 | awallach@pavcsk12.org | (484) 750-6078 |

High School Principal & Assistant Principals

| Last Name | First Name | Preferred Name | Job Title Description | Work Contact: Work Email | Work Contact: Work Phone |
|-----------|------------|----------------|---------------------------|--------------------------|--------------------------|
| Afshari | Laura | | Principal, 9-12 | Lafshari@pavcsk12.org | (484) 680-7867 |
| Dombach | Bethany | | Assistant Principal, 9-12 | bdombach@pavcsk12.org | (484) 680-7717 |
| Wernick | Casey | | Assistant Principal, 9-12 | cwernick@pavcsk12.org | (484) 680-7897 |
| Alba | Samuel | | Assistant Principal, 9-12 | salba@pavcsk12.org | (484)273-0509 |

Academic Program Project Specialists

| Last Name | First Name | Preferred Name | Job Title Description | Work Contact: Work Email | Work Contact: Work Phone |
|-----------|------------|----------------|--------------------------------------|--------------------------|--------------------------|
| Guerra | Jennifer | Jen | Administrative Assistant, Elementary | jguerra@pavcsk12.org | (484) 845-5465 |
| Hardy | Nichole | | Program Specialist, Middle School | nhardy@pavcsk12.org | (484) 680-7715 |
| Bell | Kathie | | Program Specialist, High School | kbell@pavcsk12.org | (484) 680-7834 |

Data & Assessment

| Last Name | First Name | Preferred Name | Job Title Description | Work Contact: Work Email | Work Contact: Work Phone |
|--------------|------------|----------------|---|----------------------------|--------------------------|
| Gilligan | Thomas | Chris | Director of Student Data & Assessment | cgilligan@pavcsk12.org | (484) 680-7859 |
| Casarella | Kimberly | Kim | Assistant Director, Student Data & Assessment | kcasarella@pavcsk12.org | (484) 680-7922 |
| Klukaszewski | Renea | Renea Klu | Program Specialist, Student Data & Assessment | rklukaszewski@pavcsk12.org | (484) 680-7851 |

Student Services and Pupil Health

| Last Name | First Name | Preferred Name | Job Title Description | Work Contact: Work Email | Work Contact: Work Phone |
|-----------------|------------|----------------|------------------------------|------------------------------|--------------------------|
| Fitzpatrick | Jason | | Director of Student Services | jfitzpatrick@pavcsk12.org | (484) 680-7729 |
| Olcese-Mercurio | Lauren | | Regional School Nurse, East | lolcesemercurio@pavcsk12.org | (484) 680-7899 |
| Roache-Lelli | Victoria | Vicki | Regional School Nurse, East | vroachelelli@pavcsk12.org | (484) 680-7727 |
| Woltjen | Christina | | Regional School Nurse, West | cwoltjen@pavcsk12.org | (484) 680-7992 |

Guidance

| Last Name | First Name | Preferred Name | Job Title Description | Work Contact: Work Email | Work Contact: Work Phone |
|------------|------------|----------------------|---|---------------------------|--------------------------|
| Adornetto | Danielle | | Assistant Director of Guidance & Fed Programs | dadornetto@pavcsk12.org | (484) 680-7731 |
| Pepe | Bethany | | School Counselor, K-4 | bpepe@pavcsk12.org | (484) 690-4465 |
| Romig | Alyssa | | School Counselor, K-4 | aromig@pavcsk12.org | (484) 229-4785 |
| Mathis | Bernadette | Bernadette or Bernie | School Counselor, 5-8 | bmathis@pavcsk12.org | (484) 685-4928 |
| Shearn | Lisa | | School Counselor, 5-8 | lshearn@pavcsk12.org | (484) 680-7949 |
| Siravo | Christine | | School Counselor, 5-8 | csiravo@pavcsk12.org | (484)680-7831 |
| Jessica | Keys | | School Counselor, 9-12 | jkeys@pavcsk12.org | (484) 214-1507 |
| Widmann | Crystal | | School Counselor, 9-12 | cwidmann@pavcsk12.org | (484) 685-4625 |
| Liberatore | Maddie | | School Counselor, 9-12 | m liberatore@pavcsk12.org | (484) 324-4424 |
| Johnson | Janae | | School Counselor, 9-12 | jjohnson@pavcsk12.org | (484)685-4142 |

Incident Reports

When completing an Incident Report, a timeline of the incident should be documented including and limited to all pertinent facts, actions and participants. This document should be sent to the Supervisor on site. If there is no supervisor available use the following suggested contact sequence: Principal for Program of person completing the report, Assistant Principal, Project Specialist.

*For incidents related to testing sites, use the following contact sequence: Site Coordinator, but if the Site Coordinator is unreachable, contact the Site Administrator, if the Site Administrator is unreachable, contact the Director of Student Data and Assessment, if the Director of Student Data and Assessment is unreachable, contact the Assistant Director of Student Data and Assessment, if the Assistant Director of Student Data and Assessment is unreachable, contact the Project Specialist for Student Data and Assessment, if the Project Specialist for Student Data and Assessment is unreachable, contact the Principal for the Program of the person completing the report, if the Principal is unreachable, contact the Assistant Principal for the Program of the person completing the report, if the Assistant Principal is unreachable, contact the Project Specialist of the person completing the report.

*For incidents related to school outings, use the following contact sequence: Family Support Coordinator in charge of the event, but if the Family Support Coordinator in charge of the event is unreachable, contact the Director of Student Services, if the Director of Student Services is unreachable, contact the Principal for Program of the person completing the report, if the Principal is unreachable, contact the Assistant Principal of the person completing the report, if the Assistant Principal is unreachable, contact the Project Specialist of the person completing the report.

Be sure to:

1. Keep a copy of the report submitted.
2. Enter the time, duration and date.
3. List names of witnesses.
4. Describe the condition of the physical location, such as "oily", "wet", "paper-strewn", "bloody", etc.
5. Describe the emergency situation.
6. Describe the condition of the persons in the emergency.
7. Include relevant, objective comments, verbatim, if possible.

Aggravated Offenses at a PA Virtual Face-to-Face Event

During testing, outings or any school related activities, a student shall not engage in, or attempt to engage in, any conduct which endangers the health, safety or welfare of any member of the school community or interferes with school purposes, including but not limited to: harming, fighting with or threatening a staff member; attacking another student or other non-employee; setting a fire; engaging in robbery, theft or threats to take someone's money or property; sexual assault; possession of, selling or distributing substances such as drugs or alcohol; damage to property; threats relating to the planting of bombs or other explosive devices; use, possession or threat of use of any hazardous materials or any conduct which violates local, state or federal law.

In order to ensure safety of all students at face-to-face events, copies of rosters for all sites will be maintained by administrative staff that will not be present at the site. This will allow for quick identification and accountability of all students in the event of an emergency.

Procedure:

1. Remove the offending student(s) from the group to the extent permitted under applicable laws and the student's IEP or other behavior plan.
 - a. If the offending student(s) cannot be removed from the group, move the group to a safe location.
2. The PA Virtual site coordinator/event leader i.e. FSC, Testing Site Coordinator, will determine if contacting the authorities is necessary (please refer to the above situations) and make the contact with local police or other required authorities if it is needed.
3. Site coordinator/event leader will immediately identify staff and students with special needs and designate individuals to assist and support those students/staff members.
4. Site coordinator/event leader will assess whether medical care needs to be provided to any injured students.
5. Once attendees are safe, the site coordinator/event leader will contact the supervising staff member and all members of [Safety and Security](#). If he or she is not available, follow the contact sequence below;
 - a. The program Principal of the offending student, Assistant Principal, Project Specialist,
 - b. For incidents related to testing sites, use the following contact sequence: Site Coordinator, Site Administrator, Director of Student Data and Assessment, Assistant Director of Student Data and Assessment, Project Specialist for Student Data and Assessment, Principal for

Program of person completing the report, Assistant Principal, Project Specialist.

- c. For incidents related to school outings, use the following contact sequence: Family Support Coordinator in charge of the event, Director of Student Services, Principal for Program of person completing the report, Assistant Principal, Project Specialist.

6. The parent/guardian of the offending student(s) will be contacted by the Principal or designee.
7. Site coordinator/event leader will contact parents/guardians of any victims or injured students.
8. Site coordinator/event leader will act as liaison between emergency services and the school.
9. Site coordinator/event leader will take witness statements as applicable to completion of an Incident Report.
10. Site coordinator/event leader will complete an Incident Report. [See Incident Reports.](#)

Serious Injury/Illness of a Student or Staff Member at a PA Virtual Event

During face to face events such as testing and outings, there is the possibility of serious injury to or illness of those on site. The site coordinator/event leader is responsible for the immediate handling of any such emergencies to ensure the safety of PA Virtual students and staff.

Procedure:

1. The PA Virtual site coordinator/event leader will begin crisis procedures by immediately calling 911, giving location and conveying as much information as needed to communicate urgency and need for assistance.
2. If possible, the site coordinator/event leader or designated staff member will stay on the line until they are instructed to disconnect by the 911 operator.
3. Simultaneously, a designated staff member will evacuate the immediate area, separate witnesses and protect the scene of the event.
4. Security and/or medical personnel will secure the area and clear the affected area(s) of students.
5. To the extent possible, two staff members, as assigned by the site coordinator/event leader, will stay with the injured/ill individual and a third staff member, assigned by the site coordinator/event leader will notify the emergency contact of the injured/ill individual.
6. If the injured/ill individual needs to be transported to the hospital, a PA Virtual staff member will accompany him or her until family arrives.
7. PA Virtual staff will not remove the personal effects on the injured person. They will be removed by the emergency technicians only and accompany the injured/ill individual to the hospital. Items not on the person at the time, such as lunch, backpack, etc, will be secured by PA Virtual staff in the event that they are not taken by an emergency technician or family member.
8. Once the injured/ill individual is receiving medical treatment, the program Principal of the injured/ill person should be notified and will be responsible for gathering all documented information as soon as it is available. If the Principal is unreachable, contact the Assistant Principal. If the Assistant Principal is unreachable, contact the Project Specialist.
9. The Site Coordinator/Event Leader will complete the incident report.
10. The Principal will notify the Chief Academic Officer.
11. In accordance with Media Procedures and as permitted by law, refer all requests for information and questions regarding the incident to a designee of the CEO's office.
12. A designee of the CEO will be responsible for controlling the release of all information concerning the injury/illness of the staff member or student. [See Media Procedures.](#)
13. Regulations regarding confidentiality and student's right to privacy must be maintained at all times.

All staff should follow Universal Precautions as recommended by the Occupational Safety & Health Administration (OSHA) and the Center for Disease Control Prevention (CDC) when in contact with blood and other bodily fluids:

1. Use barrier protection - cover any of your own open wounds before proceeding
2. Wear non-latex gloves
3. Wear face mask if necessary
4. Discard any contaminated materials in accordance with Biohazard guidelines
5. Clean contaminated surfaces thoroughly with disinfectant
6. Wash hands thoroughly with soap and water for at least 20 seconds
7. Wash clothing in hot water

Informing School about an Illness

For the protection of all students and staff, PA Virtual students and staff will not be allowed to remain at a PA Virtual event if he/she exhibits any of the following symptoms:

- a fever of 101 degrees or higher
- diarrhea
- vomiting
- rash
- discharging eyes/ears, pink eye
- Loss of taste or smell

Procedure:

1. If a child is ill and is scheduled to attend a PA Virtual sponsored event:
 - a. The child should not attend the event if the above symptoms are present.
 - b. If the event is an Outing, the parent/guardian should inform the FSC of the absence.
 - c. If the event is for Testing, the parent/guardian should inform the Site Coordinator and should reschedule the student's test session as soon as possible.
 - d. Other events should be handled on a case by case basis.
2. If a child becomes ill during a PA Virtual sponsored event:
 - a. The child should be removed from the general group/community and remain with one or two PA Virtual staff members.
 - b. The parent/guardian of the ill child should be contacted.
 - c. The child should leave the PA Virtual sponsored event with parent/guardian.
 - d. If a student, in the judgment of the responsible PA Virtual employee, becomes in need of emergency treatment, the responsible staff member should call 911 immediately.
 - i. Site coordinator/event leader will complete an Incident Report. [See Incident Reports.](#)
 - e. If PA Virtual is alerted that someone attending an event may be infectious with a communicable disease, the regional School Nurse will be notified.
 - i. Site coordinator/event leader will complete an Incident Report. [See Incident Reports.](#)
 - f. If the student is found to be carrying a communicable disease, the parents/ guardians of the other students attending the event will be notified. Disclosure of the ill student's name is not permitted. The Pupil Health department, with input from the Director of Student Services and Chief Academic Officer, will determine the appropriate protocol for informing

all students and parents who may have attended the PA Virtual event.

- i. Site coordinator/event leader will complete an Incident Report. [See Incident Report](#)
- ii. Follow Media Procedures. [See Media Procedures](#).

Student Giving Birth or Having Pregnancy Complications at PA Virtual Event

During face to face events such as testing and outings, there is the possibility of a student giving birth or having pregnancy complications on site. PA Virtual staff should be aware that the student is expecting prior to the event so that appropriate precautions can be taken: ie: rescheduling student's testing. In the event that staff is unaware of the student's existing medical needs and an emergency arises, the site coordinator/event leader is responsible for the immediate handling of the emergency to ensure the safety and well-being of PA Virtual students and staff. ,

Procedure:

1. Follow Universal Precautions
2. Site coordinator/event leader will notify 911 immediately
3. Site coordinator/event leader will notify facility management
4. Site coordinator/event leader will notify site administrator immediately after 911 who will notify the parent.
5. Site coordinator/event leader or designee will notify the student's Principal and Pupil Health Department, who will notify the Chief Academic Officer of the situation. If Principal is not available, contact Assistant Principal, if Assistant Principal is not available, contact Project Specialist. If none of the above are available:
 - a. For incidents related to testing sites, use the following contact sequence: Site Coordinator, Site Administrator, Director of Student Data and Assessment, Assistant Director of Student Data and Assessment, Project Specialist for Student Data and Assessment, Principal for Program of person completing the report, Assistant Principal, Project Specialist.
 - b. For incidents related to school outings, use the following contact sequence: Family Support Coordinator in charge of the event, Director of Student Services, Principal for Program of person completing the report, Assistant Principal, Project Specialist.
6. Principal or designee will contact guidance to initiate a maternity leave support plan for the student.
7. Staff member who witnessed the incident will complete an incident report. [See Incident Reports.](#)

* In the event that a student gives birth or experiences pregnancy complications during the regular school day, the staff member who is made aware of the situation will notify the student's Family Support Coordinator, the student's Guidance Counselor, and the student's program Principal.

Lockdown during a PA Virtual Event

There may be a time during a PA Virtual event when a lockdown is required. A lockdown is when a dangerous situation arises that compels individuals to shelter in place. During a lockdown, all doors and windows are locked, blinds are drawn, if possible, and all students and staff remain in their rooms (shelter in place). No one is permitted to enter or leave until the danger has passed and it is deemed safe to release students to their parents.

Conditions Warranting a Lockdown:

1. Someone has a gun/weapon/incendiary device at the location of the event.
2. Someone with a gun/weapon/incendiary device is en route to the location of the event.
3. Gunshots are heard.
4. The immediate pursuit of a dangerous suspect is occurring in the area.

Procedure:

1. The site coordinator/event leader or designated staff member will notify all staff members to lockdown their area as quickly as possible. It should be done in a way so as not to scare the students. A simple code phrase will be used to notify the staff: CODE ORANGE
2. The site coordinator/event leader or designated staff member will call 911 and then contact all members of [Safety and Security](#), the supervising administrator. The supervising administrator will notify the Chief Academic Officer. If the supervising administrator is not available, contact order is as follows:
 - a. *For incidents related to testing sites, use the following contact sequence: Site Coordinator, Site Administrator, Director of Student Data and Assessment, Assistant Director of Student Data and Assessment, Project Specialist for Student Data and Assessment, Principal for Program of person completing the report, Assistant Principal, Project Specialist.
 - b. *For incidents related to school outings, use the following contact sequence: Family Support Coordinator in charge of the event, Director of Student Services, Principal for Program of person completing the report, Assistant Principal, Project Specialist.
3. Staff members who are monitoring students must immediately take roll to ensure all students are accounted for in the room. If any students are missing, the site coordinator/event leader should be notified immediately. Try to keep students calm and quiet, providing clear, concise instructions about what they are expected to do.
4. Staff members that are monitoring students should immediately determine which students are those with special needs and provide assistance in securing those students' safety.

5. If gunshots are heard, students should move under the desks or tables immediately. If doors cannot be locked, attempts to blockade the door should be made. Students should be kept away from doors or windows.
6. The site will remain in lockdown mode until notified by local law enforcement or PA Virtual administration.
7. If law enforcement has responded, the event leader must consult with the law enforcement agency about safety concerns and guidelines for handling the release of students.
 - a. Parental requests to remove children will only be considered after the location is secure and local authorities have granted permission.
 - b. Parental requests to remove children should be handled on a case by case basis. Photo identification must be shown before releasing students. Students may only be released to parents, natural guardians or individuals indicated on the student contact form.
8. Student requests to use the restroom will be addressed on a case-by-case basis with careful discretion, **only** if there is no immediate danger perceived at the site.
9. After the lockdown is lifted, if it is deemed necessary to cancel the remainder of the event, the site coordinator/event leader or designee in charge will call parents to pick up students. If students remain on site, parents will be notified of the lockdown upon arrival and/or via phone or email announcement. The protocol for notifying parents and the community will be determined by the CEO's office based on the nature of the lockdown. [See Media Procedure.](#)
10. The site coordinator/event leader will complete an Incident Report. [See Incident Reports.](#)

Severe Weather-Related Crisis at a PA Virtual Event

Weather-related emergencies can happen at any time. Staff should be prepared to handle them safely and effectively in order to minimize dangerous situations for all participants.

Procedure:

1. The site coordinator/event leader or designee will gather and direct participants to a secure area at the location, to be determined prior to the PA Virtual event.
2. Staff members who are monitoring students should immediately determine which students are those with special needs and provide assistance in securing those students' safety.
3. The event leader will call 911, if appropriate, to give location, number of people present and a description of what has occurred.
4. The event leader will utilize the sign in sheet to take roll to insure that all participants are present.
5. The site coordinator/event leader will call the supervising administrator to report conditions and number of students present. If the supervising administrator is not available, contact is as follows:
 - a. *For incidents related to testing sites, use the following contact sequence: Site Coordinator, Site Administrator, Director of Student Data and Assessment, Assistant Director of Student Data and Assessment, Project Specialist for Student Data and Assessment, Principal for Program of person completing the report, Assistant Principal, Project Specialist.
 - b. *For incidents related to school outings, use the following contact sequence: Family Support Coordinator in charge of the event, Director of Student Services, Principal for Program of person completing the report, Assistant Principal, Project Specialist.
6. The supervising administrator or contact as above will notify the Chief Academic Officer and direct the event leader appropriately.
7. Site coordinator/event leader will complete an Incident Report. [See Incident Report.](#)
8. The CEO's office and/or Communications Department will provide information to families about student whereabouts and current conditions. [See Media Procedures.](#)

Student without transportation arrangements after a PA Virtual event has ended

Any student who has not been picked up by their parent/learning coach or assigned pick-up person (in accordance with event requirements), thirty minutes after dismissal of a school event, will be considered “left at the event without transportation arrangements.”

Students under the age of 16 are not to be admitted to or dismissed from an event unless accompanied by a parent or guardian.

Procedure:

1. Site coordinator/event leader and at least one other staff member will remain with the student.
2. Site coordinator/event leader will make the first attempt to contact parents.
3. If no one answers, the site coordinator/event leader will leave a message along with a contact phone number.
4. If there is no response from the parent after fifteen minutes, the event leader will attempt to call the parent again.
5. If no one answers, the site coordinator/event leader will begin calling the student’s emergency contacts.
6. If the parent/authorized pick-up person has not arrived forty-five minutes after the end of the event, the site coordinator/event leader should call the supervising administrator to discuss the situation and make a further determination on how to proceed. All situations will be handled on a case-by- case basis. If the site supervisor is not available:
 - a. *For incidents related to testing sites, use the following contact sequence: Site Coordinator, Site Administrator, Director of Student Data and Assessment, Assistant Director of Student Data and Assessment, Project Specialist for Student Data and Assessment, Principal for Program of person completing the report, Assistant Principal, Project Specialist.
 - b. *For incidents related to school outings, use the following contact sequence: Family Support Coordinator in charge of the event, Director of Student Services, Principal for Program of person completing the report, Assistant Principal, Project Specialist.

Student in possession of a weapon(s) at a PA Virtual Event

In accordance with the Student Code of Conduct, students are not permitted to be in possession of a weapon(s) at any PA Virtual sites or events. A weapon is any tool, instrument or implement capable of inflicting damage to persons or property. Weapons, include, but are not limited to: guns, look alike guns, pellet guns, stun guns, splat guns, explosives, ammunition, mace, knives, cutting instruments, cutting tools, clubs, bats, metal knuckles, nunchakus, throwing stars, or any other such tool, instrument or implement. Any instrument, not necessarily identified as a weapon, but used to inflict damage to persons or property is considered a weapon.

Procedure:

1. If possible, and without risking injury to person or property, the weapon should be confiscated from the student.
 - a. If the student refuses to relinquish the weapon or threatens others with the weapon, the site coordinator/event leader or designated staff member will call the local authorities via 911 and report to all members of [Safety and Security](#).
 - b. If possible, remove the other students to a safe area
2. The site coordinator/event leader will contact a supervisor as follows:
 - a. For incidents related to testing sites, use the following contact sequence: Site Coordinator, Site Administrator, Director of Student Data and Assessment, Assistant Director of Student Data and Assessment, Project Specialist for Student Data and Assessment, Principal for Program of person completing the report, Assistant Principal, Project Specialist.
 - b. For incidents related to school outings, use the following contact sequence: Family Support Coordinator in charge of the event, Director of Student Services, Principal for Program of person completing the report, Assistant Principal, Project Specialist.
3. The Principal of the offending student will contact the office of the CEO.
4. The Principal or designee will contact the student's parent/guardian.
5. The site coordinator/event leader will complete an Incident Form which should include:
 - a. the circumstances of the possession and discovery of the weapon(s)
 - b. the action of the police in response to the call for assistance
 - c. the names of the responding police department and officers
 - d. the action taken by the school including contacts with the student's parent or guardian, and the filing of a report
 - e. a picture of the weapon including dimensions
 - f. [See Incident Report](#).
6. The site coordinator/event leader will maintain a photograph or some other reasonable evidence

of the seized item, given the circumstances, and will turn the weapon over to local authorities to the extent required.

7. Communication regarding the incident will come from the CEO's office. [See *Media Procedure*](#).

Custody Issues

In the event that a non-custodial parent or unidentified adult attempts to take a student from a school event, the program Principal for the student is to be notified. If a faculty member is aware that a non-custodial parent or unidentified adult enters a school event, the faculty member should escort this person away from the students to await further instruction from the event administrator. If the situation results in a situation where threat to or bodily injury is involved follow the [aggravated offense procedures](#).

Procedure:

1. The site coordinator/event leader will assign a staff member to provide adult supervision for the student for as long as it is necessary.
2. The site coordinator/event leader will inform the assistant principal, director of student services and principal of the incident.
3. The site coordinator/event leader will keep an accurate record of the circumstances and actions.
4. The site coordinator/event leader will contact the custodial parent/guardian of child.
5. The site coordinator/event leader will notify the police (via 911), if the situation warrants.
6. The site coordinator/event leader will complete an Incident Report. [See Incident Reports.](#)

Potential and Threatened Suicide

Suicide threats must always be taken seriously and intervention should be immediate. Concern for safety must come ahead of confidentiality. Also, one must consider hopelessness and despair, self-destructive behavior, and self-destructive comments, either stated or written, as serious concerns.

If a person is in immediate danger *immediate danger infers minutes away from harm: Procedure:

1. Notify Principal of student's program and all members of [Safety and Security](#), if Principal is not available, use the following suggested contact sequence: Assistant Principal, Project Specialist, Guidance Counselor, Assistant Director of Guidance, School Psychologist. Must directly speak to administrator or designee - email, IM, other non-immediate communication measures are NOT acceptable.
 - a. For incidents related to testing sites, use the following contact sequence: Site Coordinator, Site Administrator, Director of Student Data and Assessment, Assistant Director of Student Data and Assessment, Project Specialist for Student Data and Assessment, Principal for Program of person completing the report, Assistant Principal, Project Specialist.
 - b. For incidents related to school outings, use the following contact sequence: Family Support Coordinator in charge of the event, Director of Student Services, Principal for Program of person completing the report, Assistant Principal, Project Specialist.
2. Principal (or staff as outlined above) should assign someone to call 911 to apprise of situation. ASK THAT POLICE OR EMERGENCY RESPONSE BE MADE WITHOUT SIRENS.
3. Talk calmly with the person until appropriate personnel arrive. Remember, Be Positive - Engage the person in conversation - Do not become confrontational - Do Not make fast movements toward the individual.
4. When trained personnel arrive, defer to their judgment on the course of action to be taken.
5. Principal will notify the Chief Academic Officer and verify the parent or guardian has been notified.
6. Staff member who witnessed the incident will create the incident report and submit it to their supervisor. [See Incident Report](#).

*****If the student is actively taking measures to harm him/herself, staff should use their judgement in determining if an immediate call to 911 is necessary.*****

If the person is not in immediate danger:

1. Webcam or call in the school counselor/psychologist or have counselor/psychologist come to the class for appropriate intervention. Provide the student with the appropriate resources:

- a. **Suicide Prevention Lifeline:** 1.800.273.8255
 - b. **Lifeline Crisis Chat/Crisis text line:** text HOME to 741741
 - c. **TREVOR Project** (LGBTQ Safety/Crisis hotline): 1.866.488.7386
 - d. **Trans Lifeline** (Crisis hotline- transgender community): 1.877.565.8860
2. Staff member who witnessed the incident will complete an Incident Report. See [Incident Report](#).
 3. Principal will ensure that the situation is handled appropriately.
 4. Principal or designee will inform the parent or guardian of the situation.
 5. Principal will notify the Chief Academic Officer.

Drug Overdose/Poisoning/Allergic Reaction

In the event that a student suffers from an allergic reaction, poisoning, or overdose at a PA Virtual event, the site coordinator/event leader will take immediate steps to ensure the safety of the student as well as the safety and well-being of all students on site. Allergy Action Plans are to be kept on file at all PA Virtual Events, and site coordinators/event leaders are responsible for knowing the medical needs of the students on site.

Procedure:

1. Notify site coordinator/event leader immediately who will notify 911 and proper authorities if necessary.
 - a. If warranted or directed to do so, contact Poison Control - 800-222-1222
2. Site coordinator/event leader will contact site administrator or supervisor. If administrator is not available follow the below contact sequence:
 - a. For incidents related to testing sites, use the following contact sequence: Site Coordinator, Site Administrator, Director of Student Data and Assessment, Assistant Director of Student Data and Assessment, Project Specialist for Student Data and Assessment, Principal for Program of person completing the report, Assistant Principal, Project Specialist.
 - b. For incidents related to school outings, use the following contact sequence: Family Support Coordinator in charge of the event, Director of Student Services, Principal for Program of person completing the report, Assistant Principal, Project Specialist.
3. Contacted supervisor (a) or (b) will inform the Director of Student Services and the Chief Academic Officer of the situation.
4. Director of Student Services will check the school medical file for pertinent information or action plans.
5. Principal will contact student's parents.
6. Staff member who witnessed the incident will complete the incident report. See [Incident Reports](#).

Unaccounted Student at PA Virtual Event

Parents must sign students in and out of the event. While at the site, students must be supervised by staff members at all times. If a student who has been signed in becomes unaccounted for during the time they are expected on site, the site coordinator/event leader will take immediate action to account for the student.

Procedure:

1. The site coordinator/event leader will contact the Principal immediately. The site coordinator/event leader should be prepared to give a description of the child including attire should there be a need to contact local authorities.
2. In the event that the Principal cannot be reached the following contact sequence applies:
 - a. For incidents related to testing sites, use the following contact sequence: Site Coordinator, Site Administrator, Director of Student Data and Assessment, Assistant Director of Student Data and Assessment, Project Specialist for Student Data and Assessment, Principal for Program of person completing the report, Assistant Principal, Project Specialist.
 - b. For incidents related to school outings, use the following contact sequence: Family Support Coordinator in charge of the event, Director of Student Services, Principal for Program of person completing the report, Assistant Principal, Project Specialist.
3. The site coordinator/event leader or designee should search the entire event facility for the missing student.
4. After searching the facility, the site coordinator/event leader should call the Principal (or contact indicated above) with an update.
5. The Principal will contact the parent/guardian.
6. The Principal and site coordinator/event leader will contact authorities as necessary.
7. The Principal will notify the Chief Academic Officer of the circumstances.
8. The site coordinator/event leader will complete an incident report. [See Incident Reports.](#)

Student Removed From Home

A child is considered to be removed from the home when a child services worker takes a student out of the home of the parent or legal guardian and places the student at another residence, such as at a non-custodial family member or foster parents' home. Steps need to be taken on the part of PA Virtual to ensure appropriate support for the student.

Procedure:

1. The staff member who is first made aware that a student has been removed from the home will contact the student's program Principal as well as the Director of Student Services.
2. The Principal or a Principal designated staff member will contact the assigned guardian for additional information. All information gathered should be immediately shared with the respective Principal.
3. The Principal or designee will contact the local authorities for additional information.
 - a. Obtain new contact information for temporary custodial individual(s)
 - b. Obtain a copy of court orders
4. The Principal or designee will contact temporary custodial individual(s) regarding the student and offer support as well as information on school attendance.
5. If the child remains enrolled with PA Virtual, the Principal will inform the grade level Guidance Counselor who will contact the student to provide support.
6. The Principal or designee will inform the Office of Student Records, who will need to be provided with the pertinent custodial contact information to update the SIS.

Lost or Runaway Student

A student who leaves the care of his or her legal guardian without the guardian's consent and without the intent to return is considered a runaway. Additionally, there may be instances in which a student has not run away, but is not in communication with the legal guardian and has unknown whereabouts. In the event that a PA Virtual employee is notified of a runaway or lost student immediate action is necessary.

Procedure:

1. The notified employee **must** contact the program Principal for the student and Director of Student Services immediately. If the Principal is not available, contact the Assistant Principal, and if the Assistant Principal is not available, contact the Project Specialist. Due to the nature of this type of emergency, the staff member must speak directly to administrator or designee - email, IM, or other non-immediate communication measures are **NOT** acceptable.
2. The Principal or designee will make contact with the student's family and/or designate a specific staff member to make contact with the parent/guardian.
3. After speaking with the family, the Principal and/or designated staff will determine if local police authorities need to be contacted.
4. Principal will make the appropriate staff aware of "need to know information" and provide instructions regarding protocol for moving forward.
5. Additional support can be provided through a Student Assistance Program (SAP) referral upon the student's return home.

Death of Learning Coach and/or Immediate Family Member

When the school receives information about the death of a Learning Coach or close family member by the teacher, FSC, counselor or other PA Virtual staff member the following procedure is to be followed to ensure that the student is supported.

Procedure:

1. Phase I – Acknowledgement

- a. The following individuals should be notified: Principal and Director of Student Services, the student's teacher, FSC and Guidance Counselor. The Nurse and the Director of the Parent Ambassador program should also be contacted.
- b. The FSC should contact the family via phone to offer condolences and support.
- c. The FSC should contact the family regarding reentry process after 5 day excused absence for bereavement.

2. Phase II – Initial Reentry

- a. When the five day period concludes, the teacher and FSC should inform the Guidance Counselor and the student's program Principal.
- b. The student's teacher(s), the input from the student's Guidance Counselor, should develop plans for the student's academic reentry.
- c. The Guidance Counselor will offer support as needed/requested by the family.
- d. Additional support can be offered through the Student Assistance Program (SAP), if requested or deemed appropriate.

Death of a Student, Parent or Staff Member at PA Virtual Event

In the event that a student, parent, or staff member death occurs at a PA Virtual Event, the site coordinator/event leader will take appropriate steps to ensure the safety and well-being of staff and students on site.

Procedure:

1. The site coordinator/event leader or designated staff member will begin crisis procedures by immediately calling 911, giving location and conveying as much information as needed to communicate the urgency and need for assistance.
2. The site coordinator/event leader or designated staff member will direct other staff (if present) to secure the area and remove participants/student from the scene.
3. The site coordinator/event leader or designated staff member will contact the Program Principal and Chief Academic Officer. If Principal is unreachable:
 - a. Should this occur at a testing site, use the following contact sequence: Site Administrator, Director of Student Data and Assessment, Assistant Director of Student Data and Assessment, Project Specialist for Student Data and Assessment.
 - b. Should this occur at a school outing, use the following contact sequence: Family Support Coordinator in charge of the event, Director of Student Services, Principal for Program of person completing the report, Assistant Principal, Project Specialist.
*Direct contact **MUST** occur. Email, IM, Voicemail does **NOT** suffice in this situation.
4. The site coordinator/event leader or designated staff member will notify security or contact person at the location to apprise them of the situation and request assistance.
5. The site coordinator/event leader or designated staff member will await arrival of emergency vehicle.
6. If the deceased is a:
 - a. Staff member – Notification of the emergency contact person will be handled by the administrative office as directed by the CEO.
 - b. Student – An assigned staff member will accompany the parent to the hospital and will remain with the parent until the arrival of another family member or close friend.
 - c. Parent – The emergency contact information should be obtained by the site coordinator/event leader or designated staff member from the Emergency Contact Form, and provided to the administrative office for notification of the emergency contact person as directed by the CAO. An assigned staff member will accompany the student to the hospital to await arrival of the emergency contact person.
7. Any personal belongings of the deceased should be gathered by emergency technicians only.

8. PA Virtual staff will not remove any personal effects. They will be removed by the emergency technicians only and accompany the individual to the hospital. Items not on the person at the time, such as lunch, backpack, etc, will be secured by PA Virtual staff in the event that they are not taken by an emergency technician or family member.
9. The site coordinator/event leader or designated staff member will document the occurrence on an incident report. [See Incident Reports](#)
10. All requests for information and questions regarding the incident will be referred to a member of the CEO office so they can be addressed as appropriate and permitted by law. [See Media Procedures](#).
11. For a student, the appropriate program Principal will direct the communication to the staff that work with that student and will have the Office of Student Records remove the student from the active rolls (the communication must also ensure that absence notifications do not occur, faculty are not contacting about assignments, health screenings and OPS does not call/email immediately about reclamation of materials).

Death of a Staff Member or Student at a Non-PA Virtual Event

The death of a staff member affects the entire school community. The procedures below are intended to communicate a loss school-wide. These guidelines are not intended to provide bereavement counseling and are not intended to address personal losses that impact only one or a few members of the school community.

Death of Staff Member Procedure:

1. The CEO and the Human Resources Department should be notified directly of the death of a staff member.
2. The CEO and/or Human Resources Department, or designee, will reach out to the family.
3. The CEO, or designee, will announce the death of the staff member and the known facts of the death (if disclosure is permitted by the decedent's family) to the Leadership team.
4. The CEO, or designee, will convene departmental and staff-wide meetings as deemed appropriate, to announce the death to the staff team and share pertinent information.
5. The CEO's office in collaboration with the Human Resources Department, will address the PA Virtual community to share appropriate information about the staff member's passing. Staff members shall *not* share information about a staff member's passing with the PA Virtual community unless directly assigned to do so.
6. The school's guidance team and other support personnel will meet to determine steps for offering support to staff and students.
7. The CEO, or designee, will disseminate further communication, as deemed appropriate, to address protocol following the staff member's passing.
 - a. Staff members are encouraged to contact Human Resources for additional support and resources to assist with personal grief.
 - b. Teachers should refer to the Guidance team any student who appears to have difficulty coping with the death.

Death of Student Procedure:

1. If a teacher or staff member is notified of a student death, the staff member will immediately notify the FSC, Director of Student Services and the Principal of the student's program. The Principal will notify the Chief Academic Officer. The Chief Academic Officer will contact the CEO's office.
2. The CEO, or designee, will announce the death of the student and the known facts of the death (if disclosure is permitted by the decedent's family) to the Leadership team.
3. The Leadership Staff will inform their team of the death and make them aware of schedule

changes and/or designated events, as directed.

4. The guidance team and other support personnel will meet to determine steps for offering support to staff and students.
5. A staff meeting will be scheduled, as deemed appropriate, to discuss protocol following the student death.
 - a. Staff members are encouraged to contact Human Resources for additional support and resources to assist with personal grief.
 - b. Teachers should refer to the Guidance team any student who appears to have difficulty coping with the death.
6. The Principal will direct the communication to the staff that work with that student and will have the Office of Student Records remove the student from the active rolls (the communication must also ensure that absence notifications do not occur, faculty are not contacting about assignments, health screenings and OPS does not call/email immediately about reclamation of materials).

Suspected Child and Student Abuse

Student Abuse is different from Child Abuse and involves a different reporting process. Suspected student abuse pertains to alleged actions between a school employee and a student under the age of 18. Student abuse applies to anyone employed by a public or private school, I.U. or Vo-tech and who is functioning in the role of a school employee regardless of when and where the abuse occurs. There are two categories of student abuse: sexual abuse or exploitation and serious bodily injury.

When a school employee has reasonable cause to suspect that a student has been abused, that employee is mandated to report immediately. According to the Pennsylvania Child Protective Services Law, all school district employees are considered mandated reporters of suspected child abuse or student abuse.

Child Abuse

Procedure:

1. As soon as there is suspicion of abuse, a staff member may consult with his or her direct supervisor to confer on the requirements of mandated reporting before making the report. A staff member confident about these requirements may make the report directly but then must immediately contact his or her direct supervisor to advise him or her that the report was made.
2. In the event that the supervisor is not reached, the following contact protocols are followed: a. Principal of the student's program, Assistant Principal, Assistant Director of Guidance and Federal Programs.
3. The Principal or contact above will notify the school nurse, counselor and Chief Academic Officer.
4. The Mandated Reporter must make a report by calling ChildLine, the statewide registry at 1-800-932-0313 which is available 24 hours a day, 7 days a week.
5. Within 48 hours of making the call to ChildLine, mandated reporters must complete a form called [CY-47 form](#), which is a Report of Suspected Child Abuse. The CY-47 is sent to the local Children and Youth Office and a copy should be kept in a confidential file in a designated area of the school building. It is the responsibility of the local Children and Youth Office to investigate the abuse report.
6. A confirmation email will be provided once the online form is submitted. This confirmation must be submitted to the mandated reporter's supervisor, student's principal and CEO (within 48 hours). The Principal will notify the appropriate school staff regarding the situation.
7. DO NOT CALL PARENTS. Children and Youth workers are the ones designated to determine if abuse has occurred. It can sometimes impair their ability to get an accurate assessment of the

child's situation if parents are notified by the school in advance. Any decisions about contact with parents will be made by the CEO or designee.

8. The mandated reporter will complete an Incident Report within 24 hours of making the Childline report. [See Incident Reports.](#)

Student Abuse

Procedure:

1. Any staff member who suspects student abuse should report that information to an administrator.
2. Upon receiving that information, the administrator is mandated to make a report immediately to law enforcement and the district attorney. The administrator would also fill out a Report of Suspected Student Abuse ([CY-47 form](#)) and submit it to the local Children and Youth office. In situations, where the school employee suspects the administrator may be the abuser, the school employee must make the report directly to law enforcement.
3. Once a report has been filed, law enforcement begins the investigation to determine what, if any, criminal charges will be filed against the school employee. If law enforcement has reasonable cause to suspect that there is evidence of student abuse, they will contact Children and Youth. An incident report should be completed after referral is made. [See Incident Reports.](#)

Safe2Say Something

In 2018, the General Assembly passed Act 44 mandating the establishment and use of the “Safe2Say Something” (S2SS) anonymous reporting system by every Pennsylvania school entity by January 14, 2019. The Office of the Attorney General (OAG) has established S2SS and will manage and maintain the program. The OAG, in partnership with Sandy Hook Promise – a leader in anonymous reporting systems, has created an app, website and PA-based 24/7 Crisis Center platform.

Safe2Say Something is a safety program that teaches students, educators, and administrators how to: (1) recognize the signs and signals of individuals who may be at risk of hurting themselves or others and (2) anonymously report this information through the S2SS app, website, or PA-based 24/7 Crisis Center Hotline.

Procedure:

1. A tip is submitted via the mobile app “Safe2Say Something PA”, website <http://www.safe2saypa.org/>, or by calling the PA-based 24/7 Crisis Center at 1-844-723-2729
2. The tip is then triaged by the Crisis Center to gather enough information to act on it
3. The Crisis Center then categorizes each tip as either “life safety” or “non-life safety”
4. The tip is delivered to the Safe2Say Something team at PA Virtual via phone, text and email and, as needed, local law enforcement via 911 County Dispatch
5. The school and, as needed, local law enforcement assess and intervene with the at-risk individual
6. A Safe2Say Something team member at PA Virtual then closes out the tip and reports actions taken with the at-risk individual

Media Procedures

Media representatives may seek information regarding matters related to specific students, school events, or police/legal action. These inquiries must always be referred to the CEO's office.

Procedure:

1. All inquiries from the Media are to be directed to the CEO's Office. As soon as possible, give the CEO's office a clear and concise statement of the basic facts so he/she can prepare the official statement. Give the facts - who, what, where, when, why and how. Facts must stay consistent; if they change, update as soon as possible and explain the reason for the change.
2. The CEO, or his/her designee, is the spokesperson for PA Virtual in any emergency situation. Only one message goes out in the event of an emergency. The CEO will deliver that message.
 - a. Because the situation will determine what information may be released, no other staff member should speak to members of the media unless directed by the CEO or designee.
 - b. All information going out of the charter school must be cleared through the officials in charge of the emergency situation. The CEO's office will develop any necessary information to inform all key publics.
3. Members of the community may also want to be informed about the situation. The CEO's office will write a press release (if appropriate) to be faxed to all news stations. Extra copies of the school's statement will be available to the community.

Crisis Intervention by County

National Suicide Prevention Lifeline 1-800-273-8255

| | | |
|------------|----------------------------------|---|
| Adams | 1-866-325-0339 | True North Wellness Services - Emergency Services |
| Allegheny | 1-888-796-8226 (1-888-7-YOU CAN) | resolve Crisis Network |
| Armstrong | 1-877-333-2470 | The Open Door - Crisis Intervention |
| Beaver | 1-800-400-6180 | Beaver County Crisis Help-Line |
| Bedford | 1-866-611-6467 | Bedford-Somerset Crisis Intervention Services |
| Berks | 1-877-236-4600 | Service Access Management, Inc. Crisis Intervention |
| Blair | 1-814-889-2141 (1) | Blair County Department of Social Services |
| Bradford | 1-877-724-7142 | Crisis Intervention |
| Bucks | 1-800-499-7455 | Bucks County - Mental Health Crisis |
| Butler | 1-800-292-3866 | Center for Community Resources - Crisis Intervention |
| Cambria | 1-877-268-9463 | Cambria County - Crisis Intervention |
| Cameron | 1-800-652-0562 | Cameron and Elk County - Crisis Line |
| Carbon | 1-800-338-6467 | Carbon, Monroe and Pike Counties - Mental Health Crisis Hotline |
| Centre | 1-800-643-5432 | Centre County - Crisis Services |
| Chester | 1-877-918-2100 | Valley Creek Crisis Center |
| Clarion | 1-814-226-7223 | Service Access Management, Inc. Crisis Intervention |
| Clearfield | 1-800-341-5040 | Clearfield Jefferson - Mental Health Crisis Intervention Services |
| Clinton | 1-570-748-2262 | Lycoming-Clinton MH/ID Program |
| Columbia | 1-800-222-9016 | Columbia, Montour, Snyder and Union Counties - Crisis System |
| Crawford | 1-800-315-5721 | Crawford County Human Services - Crisis Hotline |
| Cumberland | 1-866-350-4357 | Cumberland-Perry County - Crisis Intervention |
| Dauphin | 1-888-596-4447 | Dauphin County - Crisis Intervention Services |
| Delaware | 1-855-889-7827 | Delaware County - Crisis Services |
| Elk | 1-800-652-0562 | Cameron and Elk County - Crisis Line |
| Erie | 1-800-300-9558 | Safe Harbor Behavioral Health - Crisis Center |
| Fayette | 1-724-437 1003 | Fayette County - Crisis Hotline |
| Forest | 1-814-726-8413 | Forest/Warren Human Services - Crisis Lines |
| Franklin | 1-866-918-2555 | Keystone Health Crisis Intervention Program |
| Fulton | 1-866-918-2555 | Keystone Health Crisis Intervention Program |
| Greene | 1-800-417-9460 | Greene County - Mental Health Crisis Line |
| Huntingdon | 1-800-929-9583 | Tri-County Crisis |
| Indiana | 1-877-333-2470 | The Open Door |

| | | |
|----------------|---|---|
| Jefferson | 1-800-341-5040 | Clearfield Jefferson - Mental Health Crisis Intervention Services |
| Juniata | 1-800-929-9583 | Tri-County Crisis |
| Lackawanna | 1-570-348-6100 | Scranton Counseling Center |
| Lancaster | 1-717-394-2631 | Lancaster County - Crisis Intervention |
| Lawrence | 1-724-652-9000 | Lawrence County - Mental Health Crisis Service |
| Lebanon | 1-717-274-3363 | Lebanon County - Crisis Intervention |
| Lehigh | 1-610-782-3127 | Lehigh County - Crisis Intervention |
| Luzerne | 1-888-829-1341 | Luzerne-Wyoming Counties - Help Line |
| Lycoming | 1-570-326-7895 | Lycoming-Clinton MH/ID Program |
| McKean | 1-800-459-6568 | The Guidance Center - Crisis Intervention |
| Mercer | 1-724-662-2227 | Mercer County - Crisis Intervention |
| Mifflin | 1-800-929-9583 | Tri-County Crisis |
| Monroe | 1-800-338-6467 | Carbon, Monroe and Pike Counties - Mental Health Crisis Hotline |
| Montgomery | 1-610-279-6100 | Montgomery County Emergency Services, Inc. - Crisis Intervention |
| Montour | 1-800-222-9016 | Columbia, Montour, Snyder and Union Counties - Crisis System |
| Northampton | 1-610-252-9060 | Northampton County Behavioral Health - Emergency Services |
| Northumberland | 1-855-313-4387 | Northumberland County - Crisis Line |
| Perry | 1-866-350-4357 | Cumberland-Perry County - Crisis Intervention |
| Philadelphia | 1-215-686-4420 | DBHIDS - Suicide and Crisis Intervention Hotline |
| Pike | 1-800-338-6467 | Carbon, Monroe and Pike Counties - Mental Health Crisis Hotline |
| Potter | 1-800-652-0562 | Potter County - Crisis Hotline |
| Schuylkill | 1-877-993-4357 | Schuylkill County - Crisis/ Emergency Services |
| Snyder | 1-800-222-9016 | Columbia, Montour, Snyder and Union Counties - Crisis System |
| Somerset | 1-866-611-6467 | Bedford-Somerset Crisis Intervention Services |
| Sullivan | 1-877-724-7142 | Crisis Intervention |
| Susquehanna | 1-570-348-6100 | Scranton Counseling Center |
| Tioga | 1-877-724-7142 | Tioga County - Crisis Intervention |
| Union | 1-800-222-9016 | Columbia, Montour, Snyder and Union Counties - Crisis System |
| Venango | 1-814-432-9111 (collect calls accepted) | Venango County - Emergency Contact Line |
| Warren | 1-814-726-8413 | Forest/Warren Human Services - Crisis Lines |
| Washington | 1-877-225-3567 | Washington County - Crisis Line |
| Wayne | 1-570-282-1732 ext. 1 | NHS Human Services of Northeast PA |
| Westmoreland | 1-800-836-6010 | Westmoreland Community Action - Crisis Intervention Hotline |
| Wyoming | 1-888-829-1341 | Luzerne-Wyoming Counties - Help Line |
| York | 1-717-851-5320 | York Hospital Crisis Intervention Services |

Crisis Manual

Adopted September 27, 2010 Revised March 2, 2023



PAVIRTUAL
CHARTER SCHOOL

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STUDENT HANDBOOK & CODE OF CONDUCT

This handbook and code of conduct provides information for parents and students of PA Virtual. It provides details about the school, its mission and vision, academic programs and responsibilities of parents and students enrolled in the school.

Approved: 08/21/2023

Revised: 08/09/2023

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Section I: School Information



Mission, Vision, and Values

Our Mission

To provide Pennsylvania public K-12 students a superior cyber charter option, continuously improving by using innovative technologies, well-rounded curricula, and individualized educational delivery in safe learning environments. PA Virtual seeks to equip our students with excellent academic education, social skills, and character development for their lives as productive 21st - century citizens.

Our Vision

PA Virtual strives to be a recognized leader nationwide for strategic thinking, innovation, and quality in all areas of K-12 cyber education, serving as a respected exemplar for other cyber schools.

Our Core Values

WE CARE - Student & Family-Centered Values

- **Well-Rounded Curricula** - Rigorous, well-rounded curricula that enable and inspire students to realize their potential during and after their K-12 education experience, whether this is in the workplace, military, higher education, trade school, or elsewhere.
- **Educational Partnerships** - Programs that encourage and facilitate the cultivation of educational partnerships among individual students and their parents, faculty, administration, and communities.
- **Customized Education** - Individualized and customized educational programs providing student-centered individual attention and support based upon each student's gifts and needs.
- **Academic Excellence** - Empirically measured excellence in student academic achievement.
- **Robust Technology** - Effective and efficient use of cutting-edge technology, serving as a model for others in the design and delivery of cyber education.
- **Engaging Opportunities** - Programs that provide engaging, innovative opportunities for extra-curricular activities for the cultivation of students' moral character and social, emotional, physical, and mental development.

I MATTER - Staff & Organization-Centered Values

- **Integrity** - Insistence upon both organizational and personal integrity to promote trust, respect, transparency, and honesty.
- **Making a Difference** - Commitment to the highest standards in governance and leadership development throughout the organization.
- **Accountability & Compliance** - Fiscal accountability and full legal and regulatory compliance.
- **Transparent Communications** - Open communications internally and externally with all constituencies.
- **Trust & Culture** - A workplace culture that nurtures consensus, trust, and recognition as a top employer.
- **Effective Operations** - Efficiency and effectiveness of operations.
- **Reputation** - Engaging, effective, and ethical marketing.

Executive Leadership Team

| Name | Position | Email |
|--------------------------|---|-----------------------|
| Dr. Debra Heath-Thornton | Chief Executive Officer | dheath@pavcsk12.org |
| Dr. Shaikha BuAli | Chief Academic Officer | sbuali@pavcsk12.org |
| Melissa Paris | Chief Financial Officer | mparis@pavcsk12.or |
| Sherri Tate | Chief Human Resources & Marketing Officer | state@pavcsk12.org |
| Douglas Wessels | Chief Public Relations & Accountability Officer | dwessels@pavcsk12.org |

Administrative Leadership Team

| Name | Position | Email |
|-----------------------|---|------------------------------|
| Nate Achey | Director of Technology | nachey@pavcsk12.org |
| Laura Afshari | High School Principal | lafshari@pavcsk12.org |
| Vicki Andrews-Gilmore | Director of Diversity, Equity and Inclusion | vandrewsgilmore@pavcsk12.org |
| Kinet Becker | Director of Special Education | kbecker@pavcsk12.org |
| Jennifer Brodhag | Director of Parent Education & Engagement | jbrodhag@pavcsk12.org |
| Jason Fitzpatrick | Principal of Pupil Services | jfitzpatrick@pavcsk2.org |
| Chris Gilligan | Director of Data & Assessment | cgilligan@pavcsk12.org |
| Dr. Damon Key | Director of Student Records | dkey@pavcsk12.org |
| Sheik Meah | Director of Marketing & Communications | smeah@pavcsk12.org |
| Diana Perney | Principal of Onboarding & Professional Development | dperney@pavcsk12.org |
| Steve Schutt | Elementary School Principal | sschutt@pavcsk12.org |
| Jamie Shedd | Director of Enrollment | jshed@pavcsk12.org |
| Stefanie Solimine | Director of Human Resources | ssolimine@pavcsk12.org |
| Rick Verga | Middle School Principal | rverga@pavcsk12.org |
| Maureen Weinberger | Director of Curriculum, Instruction, & Federal Programs | mweinberger@pavcsk12.org |

Elementary School Leadership & Administration

| Name | Position | Email |
|--------------------|--|-------------------------|
| Steve Schutt | Elementary School Principal | sschutt@pavcsk12.org |
| Christine Adams | Kindergarten & 1st Grade Assistant Principal | cadams@pavcsk12.org |
| Emily Sullivan | 2nd & 3rd Grade Assistant Principal | esullivan@pavcsk12.org |
| Chistine Gallagher | 4th Grade & Academic Support Assistant Principal | cgallagher@pavcsk12.org |
| Jennifer Guerra | Program Specialist | jguerra@pavcsk12.org |

Middle School Leadership & Administration

| Name | Position | Email |
|------------------|-------------------------------|-------------------------|
| Rick Verga | Middle School Principal | rverga@pavcsk12.org |
| Regina Kubica | 5th Grade Assistant Principal | rkubica@pavcsk12.org |
| Charles Tranter | 6th Grade Assistant Principal | ctranter@pavcsk12.org |
| Andrea Wallach | 8th Grade Assistant Principal | awallach@pavcsk12.org |
| Lou Rocchini | 7th Grade Assistant Principal | lrocchini@pavcsk12.org |
| Joseph Hutcheson | Instructional Coordinator | jhutcheson@pavcsk12.org |
| Joshua Allen | Instructional Coordinator | jallen@pavcsk12.org |
| Nichole Hardy | Program Specialist | nhardy@pavcsk12.org |

High School Leadership & Administration

| Name | Position | Email |
|----------------------|--|--------------------------|
| Laura Afshari | High School Principal | lafshari@pavcsk12.org |
| Anjleke Leon | 9th Grade Assistant Principal | aleon@pavcsk12.org |
| Samuel Alba | 10th Grade Assistant Principal | salba@pavcsk12.org |
| Bethany Dombach | 11th Grade Assistant Principal | bdombach@pavcsk12.org |
| Casey Wernick | 12th Grade Assistant Principal | cwernick@pavcsk12.org |
| Gabrielle Eisenhower | Field Placement and Career Services Manager | geisenhower@pavcsk12.org |
| Kathie Bell | Program Specialist | kbell@pavcsk12.org |

Section II: Notice Of Non-Discrimination

At PA Virtual, we are proud of the diversity of our students and families. We welcome students from across Pennsylvania, from many races, cultures, socio-economic backgrounds, a variety of religious perspectives, and from a range of political and secular affiliations. We celebrate the diversity that brings so much richness to our classroom learning opportunities.

In all of our interactions, emails, and correspondences, we are committed to ensuring a safe and supportive learning environment for all students. As educators, we support learning and growth. And we are being mindful to avoid anything that could be construed to isolate or alienate one or more of our students and families.

It is the policy of the PA Virtual Charter School that no person be denied admission to the school or be denied participation in, be denied benefits of, or be discriminated against in any curricular, extracurricular, student services, recreational or other program or activities, shall not be abridged or impaired because of the person's sex, race, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability.

This is in accordance with state and federal laws, including Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Sections 503 and 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975, the Americans with Disabilities Act of 1990, and the Pennsylvania Human Relations Act. Information relative to special accommodation, grievance procedure, and the designated responsible official for compliance

with Title VI, Title IX and Section 504 may be obtained by contacting Jason Fitzpatrick, Title IX Officer at jfitzpatrick@pavcsk12.org or 484-680-7729.

More information can be found on [PA Virtual's Enrollment and Discrimination Policies Webpage](#).

Section III: Definitions and Acronyms

Academic Dishonesty – forgery of papers, reports, tests, or notes or any other forms of cheating and/or copying the work of another student or plagiarism from library, publication, or internet sources; actions prohibited by the PA Virtual Charter School and subject to disciplinary action, as well as loss of academic credit.

Academic Probation Process – a process that includes several stages intended to help students improve their virtual (synchronous) class attendance.

Active Rolls – Refers to students enrolled or attending PA Virtual Charter School.

Assignment – a task or piece of work assigned to a student as part of their course of study. Assignments include any work, whether during class or after class, provided by the teacher for students to complete. Some examples include, but are not limited to, homework, tests and quizzes, written presentations, oral presentations, exit tickets, etc.

Asynchronous Instruction – also referred to as async instruction, async classes, or just async, is independent learning where students do not attend classes in real time. Students participating in asynchronous learning are not required to attend teacher-led real time classes. Instead, students in asynchronous instruction proceed with their learning in an independent manner, with teachers monitoring academic progress.

Blackboard – officially known as Blackboard Inc., is the company that developed the online learning management system and web-based conferencing system used by PA Virtual teachers to conduct synchronous instruction. Some of the platforms, developed by Blackboard Inc., and used by PA Virtual are: Blackboard Collaborate Ultra, Blackboard Learn, and Blackboard Mass Connect.

Blackboard Collaborate Ultra – is the Blackboard Inc. web-enabled platform utilized by Grades 9-12 PA Virtual teachers to conduct synchronous instruction and is simply referred to as Collaborate or Ultra.

Blackboard Learn – previously known as Blackboard Learning Management System (LMS), and simply referred to as Blackboard by PA Virtual staff, is a web based, learning course management system that keeps Learning Coaches, Students, Teachers, and Staff informed and organized.

Blackboard Mass Connect – formerly Blackboard Mass Communication, is a communication platform that allows messaging to various other third-party platforms and applications (text, social media, email, website, mobile apps, etc.) simultaneously.

Bullying – an intentional electronic, written, verbal, or physical act, or a series of acts which create a threatening environment for students, substantially disrupts the orderly operation of the school, and/or substantially interferes with a student or students' education.

Classroom Diagnostic Tool (CDT) - is a set of online assessments, divided by content areas (Literacy, Mathematics, and Science), and is designed to provide diagnostic information to guide instruction in order to support intervention and enrichment.

Class Attendance – To be present in class and actively engaged (responding to teacher prompts and classroom instructions) with teachers and classmates in a scheduled synchronous (virtual) classroom. Students must be present for more than half of the class to receive credit for attending.

Compulsory School Age – in Pennsylvania, refers to the period of a child's life from the time the child enters school (which may be no later than at the age of 6 years), until the age of 18 or graduation from a high school, whichever occurs first (22 Pa. Code § 11.13).

Cumulative – a total amount, when added together.

Cyber Charter School – a public charter school that provides most of its instruction to its students through the Internet or by some other electronic means. Students who are enrolled in a cyber-charter school do most of their schoolwork at home over the computer. Unlike students who attend traditional “bricks and mortar” schools, students in a cyber-charter school do not attend classes in a school building.

Children and Youth Services (CYS) – is a department within county departments of Human Services responsible under Pennsylvania Public Law to receive and investigate reports of child abuse and neglect, provide for the temporary care of children not able to remain with their own families, and develop community-wide social service programs that promote family stability.

Daily Attendance – the act of logging in to the school’s learning management system (Blackboard). Daily attendance is how the school accounts for daily instructional time for students who are engaged in learning asynchronously (independently). For students who attend synchronous (virtual) classes, led by a teacher at a scheduled time, daily attendance is one of two attendance requirements. The other is class attendance.

Daily/Class Attendance Equivalence – When a student is absent from four synchronous (virtual) classes, that is the equivalent of a full daily absence. The daily attendance code in Sapphire will reflect a full day absence.

Damage or Destruction of Property – includes graffiti, carving, tearing, cutting, or otherwise marking of property or rendering it useless, broken, damaged, or in need of repair. Students may not harm or destroy school property or the property of others. This includes computer hardware, software, and data of the school, or another student or person, the Internet, or other networks and includes, but is not limited to, the creation, downloading, or uploading of computer viruses. Damage of property of a severe nature is treated as an aggravated offense and could result in criminal charges and expulsion from the school.

Disruption – any action that impedes orderly classroom procedures or interferes with the orderly operation of the school.

Disruptive Language – any language that impedes orderly classroom procedures or interferes with the orderly operation of the school.

Due Date – the date given by a teacher as the date when school assignments are to be turned in.

Edgenuity - is a K-12 online curriculum and blended learning solution resource that is utilized at PA Virtual as the main curriculum for grades 9-12 and for advanced grade 8 students. Usually referred to as Edgenuity or Imagine Edgenuity.

English Learners (EL) – formerly ELL – English Language Learners or ESL – English as a Second Language.

Evaluation Report (ER) – an initial evaluation report. The acronym used to refer to a multi-disciplinary evaluation report.

Free and Appropriate Public Education (FAPE). Section 504 of the Rehabilitation Act of 1973 requires school districts to provide a “free appropriate public education” (FAPE) to each qualified person with a disability who is in the school district’s jurisdiction, regardless of the nature or severity of the person’s disability.

Family Educational Rights and Privacy Act of 1974 (FERPA) – is federal legislation in the United States that protects the privacy of students' personally identifiable information (PII). The act applies to all educational institutions that receive federal funds.

Fighting - students are expected to refrain from physical confrontations. Each willing participant shall be subject to disciplinary action, up to and including expulsion from school. Where it is determined that any student or students were not willingly involved in such fighting, only the responsible student(s) will be subject to discipline.

Family Support Coordinator (FSC) – Family Support Coordinator; school personnel assigned to each family to provide consistent one-on-one support throughout the school year. Parents or Learning Coaches may find their assigned FSC by logging in to Blackboard, navigate to and select the “Our Community” tab, then navigate to the “My Organization” section, scroll down until you find a clickable link with the individual designated as the FSC. By clicking the FSC’s name, you are then transported to a screen that includes additional contact information (name,

telephone number, email address) for that FSC. Additional responsibilities of the FSC could be found in the Family Support section of this handbook.

Harassment – electronic, written, verbal, or physical act, or a series of acts of uninvited and unwelcome verbal or physical conduct, creating an unpleasant or hostile situation.

The Individuals with Disabilities Education Act (IDEA) – (relates to Special Education) – federal law that makes available a free appropriate public education to eligible children with disabilities and supports special education and related service programming to those children and youth.

Individualized Education Plan (IEP) – (relates to Special Education) – It is the plan that describes the program of a student identified as needing special services, typically outlined in a NOREP.

Instructional Model – guidelines or sets of strategies on which the approaches to teaching by instructors are based.

Jigsaw - web-enabled platform utilized by Grades K-8 PA Virtual teachers to conduct synchronous instruction.

Late Assignment Submission – submitting an assignment after the due date.

Learning Coach (LC) - primary responsible adult at home, who assists students in meeting school requirements. Learning coaches actively participate in their student’s education by partnering with teachers and support staff to ensure daily progress and academic achievement. Each student enrolled must have a primary responsible adult to support academic achievement.

Multi-Disciplinary Evaluation Report – also known as an Evaluation Report (ER) or Re-Evaluation Report (RR), is a report that includes formal (psychological evaluation, speech & language evaluation, occupational therapy evaluation, etc.) and informal (parent and teacher input, classroom observation, teacher recommendation, classroom performance, etc.) assessments conducted to determine if a student has a disability and requires, or is in need of, specially-designed instruction. Any one of the aforementioned formal evaluations, performed individually, or in conjunction with any other formal or informal assessment, would be considered a multidisciplinary evaluation.

Notice of Recommended Educational Placement (NOREP) – (relates to Special Education) - It is the written notice that the school must provide to parents when proposing to take a certain action concerning your child or refusing to take an action requested by a parent.

Offensive Language – language, either verbal or distributed through electronic means, which includes pictures and symbols that are vulgar, obscene, inappropriate, offensive, sexually-oriented, or threatening. Offensive language would include cursing, swearing and pictures and symbols of an offensive nature, as distributed and as described above.

On-Line School (OLS) – the digitized curriculum accessed by teachers and students to lessons and academic activities.

Pennsylvania Department of Education (PDE) – The Pennsylvania Department of Education is the executive department of the state charged with publicly funded preschool, K-12 and adult educational budgeting, management and guidelines. As the state education agency, its activities are directed by the governor appointed Pennsylvania's Secretary of Education.

Pennsylvania Information Management System (PIMS) – is the Pennsylvania Department of Education's statewide longitudinal data for recording student-level data reporting requirements and providing robust decision support tools. PIMS is based on open internet standards that enable sharing among diverse, otherwise incompatible systems and includes safeguards for data quality and security.

Reckless Conduct – students are not only responsible for harmful actions they intend, but they are also responsible for the reasonably foreseeable consequences of their reckless actions, especially those that risk serious injury, death, and/or serious property damage. A student may not act in a manner which ignores the health, safety, or welfare of any member of the school community by placing them in danger of injury or pain.

Re-evaluation Report (RR) – a re-evaluation report. The acronym used to refer to a multi-disciplinary evaluation report.

Residency – refers to a place where the custodial parent maintains a residence. Residency denotes full-time occupation of a dwelling in a particular geographic area (factual place of abode), i.e. geographic boundary of a school district.

School District of Residence – According to 24 P.S. §17-1703-A of the Pennsylvania Charter School Law and 24 P.S. §13-1302 of the Pennsylvania Public School Code, which is applicable to cyber charter schools, a child shall be considered a resident of the school district in which their parent(s) or guardian resides. In interpreting Section 1302, the Pennsylvania Supreme Court defined residence as “a factual place of abode evidenced by a person’s physical presence in a particular place.”

Standards Based Educational System – a PA Department of Education (“PDE”) mandated educational system where standards specify the learning goals and targets to be met by students by the end of the academic year.

Student Assistance Program (SAP) - The Pennsylvania Student Assistance Program (SAP) is a systematic team process used to mobilize school resources to remove barriers to learning. SAP is designed to assist in identifying issues including alcohol, tobacco, other drugs, and mental health issues which pose a barrier to a student’s success.

Student Attendance Improvement Plan (SAIP) – The purpose of the SAIP is to discuss the cause(s) of truancy and to develop a mutually agreed upon plan to facilitate regular school attendance. The SAIP is developed cooperatively with involved stakeholders (student, parent, family support coordinator) through a school-family conference, which is required once a student has had three unexcused or unlawful absences.

Service Animal While we have not yet encountered this situation, federal law pursuant to 28 CFR 35.136, actually allows for miniature horses to be service animals as well if:

1. The miniature horse is individually trained to do work or perform tasks for the benefit of an individual with a disability.
2. The facility can accommodate the type, size and weight of the miniature horse.
3. The presence of the miniature horse does not compromise the safe operation of the facility.

Synchronous Instruction – also referred to as sync instruction, sync classes, or just sync, is learning in which students meet with their teachers and classmates, at a scheduled time, in a virtual classroom on the Blackboard Collaborate Ultra platform or Jigsaw. School staff typically refer to synchronous instruction as doing work in Collaborate, Ultra or Jigsaw. As opposed to asynchronous instruction, students participating in synchronous instruction are required to attend teacher-led classes online.

Technology Resource(s) – 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, 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.

Theft of Property – taking of another person’s property without that person's consent.

Virtual Education – instruction in a learning environment where teacher and students are separated by time and/or space and the teacher provides course content through Information and Communication Technologies (“ICT”) based methods such as Internet, multimedia resources, and videoconferencing.

Section IV: Rights and Responsibilities

Student Rights and Responsibilities

The following statements summarize student rights and responsibilities. They help explain the relationship between and among students at Pennsylvania Virtual Charter School. In exercising their rights, students shall not disrupt the educational process or deny others their rights.

Regarding Public Education

RIGHT: Students have the right to a public education, unimpaired because of gender, race, religion, national origin, medical condition, disability, parenthood, marital status, economic status, personal characteristics, or any reason not related to their individual capacities.

RESPONSIBILITY: Students have the responsibility to avoid actions or activities, individually or in groups, which shall interfere with a person's access to a public education.

Regarding State Testing

RIGHT: During testing, students have the right to an orderly classroom environment that will provide optimum testing conditions.

RESPONSIBILITY: Students have the responsibility to ensure that their actions do not disrupt the testing environment.

Regarding Freedom of Expression

RIGHT: Students have the right to express themselves in speech, writing, or symbolism within the boundaries of the law and policies of the school.

RESPONSIBILITY: Students have the responsibility to ensure that such expression does not disrupt the educational process, present health or safety hazards, damage public property, infringe on the rights of others, or violate the law or school policies.

Regarding Possession and Distribution of Literature

RIGHT: Students have the right to possess and distribute literature including, but not limited to, newspapers, magazines, leaflets, and pamphlets within the law and school policies.

RESPONSIBILITY: Students must ensure that distribution (or possession) of literature will not conflict with or infringe upon school activities, infringe on the rights of others, or contain religious, racial, or ethnic slurs. The material must comply with the policies of the school, which prohibits obscenity and harassment. The Chief Executive Officer shall determine the time, place, and manner of distribution.

Regarding Religion

RIGHT: Students have the right to their own religious beliefs.

RESPONSIBILITY: Students have the responsibility to ensure that in exercising their own religious freedom, they do not violate other students' constitutional rights to religious freedom.

Regarding Privacy

RIGHT: At testing, educational outings, and school related activities, students have the right to protection from unlawful searches and seizures of their personal possession(s) or their person(s) without reasonable cause.

RESPONSIBILITY: Students have the responsibility not to endanger themselves, other students, school personnel, or the general public by possessing material or objects which are potentially hazardous and/or prohibited by federal, state, or local law, or school policy.

From time to time, photographs or videos may be taken of your child for Pennsylvania Virtual Charter School public relations publications, professional development of staff, or other school related purposes. Additionally, your student's school-related work may be displayed in a school building in conjunction with displays of other students' work. These photographs, videos, and school-related work (which are not considered student records) will be used/displayed in a manner designed to ensure that confidential information about your student's educational program will not be revealed. If you object to the use of your child's photograph, the videotaping of your child for our professional development program, the posting of your child's name or image on our charter school website and/or social media, or the display of your student's work by the charter school in any manner, please contact your student's principal and inform any staff hosting outings or events that your student will be attending.

Confidentiality of Personally Identifiable Information

Pennsylvania Virtual Charter School protects the confidentiality of personally identifiable information. Parents and guardians are allowed to review their student's permanent record or other educational records upon request. **Contact:** Student Records Department

Pennsylvania Virtual Charter School Parents and Students' Privacy Rights to Student Information and Education Records

Pennsylvania Virtual Charter School is generally required to obtain parents/guardians' permission or consent before we may release any information from the student's education record. Under federal law, a student is vested with this right to approve or deny access to their education record when the student reaches the age of 18. This includes access to a student's records by others, as well as the right to deny parental access to their records. However please know that in the exception at (8) in 34 CFR sec. 99.31, it allows for parental access to student records if the student is 18 and is a dependent for tax purposes under the IRS rules.

For the most current directory information opt-out process and the complete definition of directory information, please refer to the Annual Notification of Rights under the Family Educational Rights and Privacy Act (FERPA) to Parents and Guardians Regarding the Disclosure of Student "Directory Information" form, as posted on the [PA Virtual Public Notices and Information Webpage](#).

Notification of Rights under the Protection of Pupil Rights Amendment

Federal law affords Pennsylvania Virtual Charter School students and their parents certain rights regarding our conduct of surveys, collection, use of information for marketing purposes, and certain physical exams.

Contact: Student Records Department.

Parent (Learning Coach) Rights and Responsibilities

The following statements summarize parent (learning coach) rights and responsibilities. The statements explain the relationship between parents (learning coaches) and the Pennsylvania Virtual Charter School. In exercising their rights, parents shall partner with the school to ensure their students achieve their full academic and social potential.

Regarding Enrollment

RIGHT: Parents have the right to enroll their children in the Charter School, regardless of their district within Pennsylvania, the enrollment guidelines established by the PA Virtual Board of Trustees. Enrollment may not be denied on the basis of race, sex, color, religion, sexual orientation, national origin, or disability.

RESPONSIBILITY: Parents have the responsibility to ensure that their students log in to school and attend classes regularly, on time, and for the entire school day, in accordance with state law and the policies set forth by the Board of Trustees. This means, among other things, that parents have the responsibility of obtaining and maintaining a viable internet connection. Parents also have the responsibility to ensure that their students who are enrolled at PA Virtual are residents of the Commonwealth of Pennsylvania and maintain up to date contact information for themselves and their enrolled students, including emergency contact information.

Pennsylvania Residency Requirements for Cyber-Charter School Students

Pennsylvania Virtual Charter School, in accordance with the Pennsylvania Public School Code, provides education to students who are residents of the Commonwealth of Pennsylvania. 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 their parent(s) or guardian resides. 24 P.S. §13-1302(a). In interpreting Section 1302, the Pennsylvania Supreme Court defined residence as "a factual place of abode evidenced by a person's physical presence in a particular place." In Re: Residence Hearing before the Board of School Directors, 744 A.2d 1272 (Pa. 2000). Therefore, the school district of residence of a student attending a cyber-charter school is the school district in the Commonwealth where the student's parents or guardians have a factual place of abode, evidenced by their physical presence at that particular place. When a parent/guardian with a school-aged child or children enrolls a student in Pennsylvania Virtual Charter School, the parent/guardian must provide proof of residency. Examples of documents acceptable as proof of residency include:

1. Utility Bill (all pages, with service address, most recent - within 1 month)
2. Full Lease (all pages, with dates and signatures)
3. Property Deed; Full Mortgage; Mortgage Statement; Current Real Estate Tax Bill (for Property Address)
4. PA Driver's License or PA State ID; Address Change Card with License/ID itself

5. Vehicle Registration with current insurance card

Pennsylvania Virtual Charter School requires parents/guardians to notify their assigned family support coordinator immediately if there is any change in residency or if their family is experiencing a housing hardship.

Change of Address

The Pennsylvania Department of Education (“PDE”) requires that Pennsylvania Virtual Charter School maintains a current Charter School Student Enrollment Notification Form and proof of residency for all students. Completion of a new form is required if the family’s address information changes. This form must be submitted by Pennsylvania Virtual Charter School to the family’s local school district within 15 days of the address change. Once the Change of Address Notification Form is completed and returned, along with the corresponding proof of residency, the family’s address change will be considered complete.

- If you have moved or have changed your physical or mailing address, please contact your Family Support Coordinator to acquire a Charter School Student Change of Address Notification Form.

Documents can be faxed to 1-866-700-7140 or scanned and emailed to coa@pavcsk12.org. Contact the Finance Department with any questions at 484-243-0000. Failure to submit the Charter School Student Change of Address Notification Form and required documentation will result in a delay of Internet Service Provider (“ISP”) reimbursement. In the event where PA residency cannot be verified, your student(s) could be removed from PA Virtual’s active rolls for not meeting state and school residency and enrollment requirements.

Demographic Data and Emergency Form

Parents have a responsibility to ensure that all demographic information (names, addresses, phone numbers, learning coaches, etc.) and emergency contact information is accurate and up-to-date. Please contact your Family Support Coordinator (FSC) for help with updating your demographic information and emergency contacts. Maintaining updated demographic and emergency information makes it easy for school personnel to contact the appropriate individuals in case of an emergency.

Updated Health Documents

Parents have a responsibility to ensure that they provide PA Virtual with grade mandated forms including dental records, health physicals, health screenings and updated immunization records. All Pennsylvania school students must be fully compliant with immunizations within the first five days of school or risk exclusion (unable to attend) until compliant with immunizations.

Registration Intent for the Upcoming School Year

Parents have a responsibility to ensure that they provide PA Virtual with their students’ registration intent for the upcoming school year. Toward the end of each school year PA Virtual will send parents a communication informing them of the start date and deadline for the re-registration process. Parents must indicate whether their child(ren) will be returning or withdrawing for the upcoming school year. If the re-registration process is not completed prior to the deadline for a student, they are withdrawn once the current school year commences.

Regarding Student Academic Progress

RIGHT: Parents have the right to receive regular official reports of their student’s academic progress through both written and oral communication.

RESPONSIBILITY: Parents have the responsibility to assist the School and their students in achieving their academic potential, including serving as learning coach, or appointing a responsible adult to fulfill learning coach obligations, ensuring two-way communication with the school, planning a time and place for completing homework, ensuring the completion of assignments, and providing the necessary supervision while their students complete 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 means. As such, parents are required to secure and maintain reliable, high-speed, internet service for the duration of their student’s enrollment at PA Virtual.

Regarding Student Attendance

Parents/guardians have the responsibility to ensure that their students are in attendance, according to their schedules, each school day. In most cases, parents/guardians serve as the learning coach. If they are not the learning coach, then it is the parent’s responsibility to appoint a responsible adult to fulfill learning coach obligations. Learning Coaches actively participate in their student’s education by partnering with teachers and support staff to ensure daily progress and academic achievement. Since learning coaches are with the students during the school day, they are a foundational element of the school’s academic model and the student’s academic success.

The Learning Coach is responsible for ensuring that:

1. Students log-in daily to the Learning Management System (“LMS”), commonly referred to as Blackboard. Logging in to Blackboard is considered Daily Attendance;
2. Students attend virtual classes (synchronous instruction). Attending virtual classes is considered Class Attendance;
3. Students log-in to the assigned curriculum provider and complete academic work as instructed (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 Family Support Coordinators (FSCs), as needed;
7. Learning Coaches attend teacher conferences, as needed;
8. Learning Coaches maintain contact with the instructional team (teacher, Assistant Principal, Principal) and Family Support Coordinators (FSCs) by communicating any issues or concerns and responding in a timely manner to any phone or email contact;
9. School-issued instructional materials, including laptops and textbooks, are used properly and returned in good condition, as directed by school administrators, as appropriate.

Attendance Monitoring Responsibilities

Parents/Learning Coaches are responsible for ensuring that students are present and attending school on a daily basis. To be considered “in attendance,” at PA Virtual, parents and learning coaches must ensure two things occur:

1. Students log-in daily to Blackboard (daily attendance); logging in to Blackboard denotes that the student was present in school.

2. In addition, students scheduled for synchronous classes also have to attend their scheduled, teacher-led instructional classes (class attendance); attending synchronous class denotes that the student was present in class.

Additional information about the responsibilities regarding monitoring attendance can be found in the Academic Programs section of the Student Handbook below.

Daily Attendance

Learning coaches/Parents/legal guardians are responsible for monitoring the student's daily attendance, which is recorded by logging into the Learning Management System (Backboard).

Class Attendance

Students who are scheduled for synchronous instruction (real time, online teaching and learning) meet with their teachers and classmates in the virtual classroom called Collaborate Ultra or Jigsaw. These students will receive a class schedule and are expected to follow that schedule. Teachers and students interact by using emoticons, microphones, webcams, and other online tools. Parents ensure students have logged-in appropriately, attend synchronous classes as required, are engaged in learning, complete all academic assignments, and collaborate with teachers as necessary. When a student is absent from a synchronous class, the parent must notify the teacher of the class via the [Absence Form](#) or by email for the missed class within 3 school days. If a parent fails to notify the teacher of an absence within 3 school days, the absence will be recorded as unexcused.

Regarding State Testing

All Parents/Learning Coaches are required to ensure that their students 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 the times assigned.

Regarding Communication with Pennsylvania Virtual Charter School

Pennsylvania Virtual Charter School supplies every parent one email account for the express purpose of facilitating two-way communication between the Parent/Guardian and the school. If the parent/guardian is not the Learning Coach, the parent must ensure that the Learning Coach has access to this account. Pennsylvania Virtual Charter School staff will communicate important information to this email account. The Learning Coach must agree to utilize this account to communicate with Pennsylvania Virtual Charter School staff.

Regarding Language Preference

RIGHT: Parents have the right to receive any oral and written communication from the School in the language used by the family in the home. This right includes the right to have an interpreter present at any disciplinary proceedings that may involve their child or at an IEP Team Meeting or Section 504 Plan Meeting.

RESPONSIBILITY: Parents have the responsibility to inform the School when they need to receive oral and written communications in a language other than English. This responsibility includes the responsibility to notify the School if an interpreter will be necessary at any disciplinary proceedings commenced that may involve their child.

Regarding Enforcement of Policies and Procedures by PA Virtual

RIGHT: Parents have the right to ensure that the provisions of this Code are applied reasonably and fairly with respect to their child.

RESPONSIBILITY: Parents have the responsibility to understand the rules set forth in this Code and to discuss expected behavior with their children, as well as to inform school administration and/or the Board of Trustees about their concerns regarding the application of this Code to their children.

PA Virtual Rights and Responsibilities

The following statements summarize the school's rights and responsibilities. The statements help explain the relationship between students, parents (learning coaches), and the Pennsylvania Virtual Charter School. In exercising its rights, PA Virtual shall partner with students and parents (learning coaches) in their journey to fulfilling their students' full academic and social potential.

Regarding Public Education

RIGHT: PA Virtual has the right to expect students and parents (learning coaches) to follow school policies intended to allow students to participate in a public education and achieve their full academic potential.

RESPONSIBILITY: It is PA Virtuals' responsibility to provide enrolled students a public education, as prescribed by the laws of the Commonwealth of Pennsylvania and policies of the Board of Trustees, unimpaired because of gender, race, religion, national origin, medical condition, disability, parenthood, marital status, economic status, personal characteristics, or any reason not related to their individual capacities.

Regarding Student Privacy

RIGHT: PA Virtual has the right to collect student data necessary to further student education and educational goals.

RESPONSIBILITY: It is PA Virtuals' responsibility to guard student data in accordance with the Family Educational Rights and Privacy Act ("FERPA"), laws of the Commonwealth of Pennsylvania related to student privacy, and all relevant Board of Trustees policies.

Regarding Child Abuse Reporting

All Pennsylvania Virtual Charter School employees are mandated by the Commonwealth of Pennsylvania to report suspected child abuse. They are required to make a report when they have reason to suspect that a student is being physically abused, emotionally abused, neglected, or sexually abused. When teachers suspect child abuse, they are required to make reports of suspected abuse to the State Child Abuse Hotline ("ChildLine"). There is no law requiring parental notification of reports of suspected child abuse. All school staff members are mandated to keep confidential any discussions regarding suspected child abuse.

Regarding Enforcement of School Policies and Procedures

RIGHT: PA Virtual has the right to enforce federal and state educational laws and Board of Trustee policies intended to provide students a Free and Appropriate Public Education (“FAPE”).

RESPONSIBILITY: It is PA Virtuals’ responsibility to enforce provisions of the law and school policy in a reasonable and fair manner.

Section V: Academic Programs

Standards Based Educational System

The PA Department of Education (“PDE”) has mandated a standards based educational system, for public schools operating in the Commonwealth of Pennsylvania. Standards are specific learning goals applied to all students which contain consistent targets for students to meet by the end of the year. They are the general categories that organize knowledge within a content area. Each local school district in Pennsylvania develops curriculum aligned to the PA Standards. At PA Virtual Charter School, the local curriculum meets or exceeds these standards in all areas. Both the PA standards and the district curriculum are reflected on the report cards.

Instructional Model

The PA Virtual instructional model is designed to assist each student in reaching academic success. It approaches teaching and learning for each student by partnering with parents and students to determine how to best meet the needs of each and every student. The school’s academic program supports each student’s unique academic needs by combining the structure and flexibility they need with the support of PA-certified teachers, in age-appropriate learning communities.

The school incorporates three learning communities also known as schools: the elementary school, the middle school, and the high school. Each school community is led by a principal and multiple assistant principals. The school principals are the instructional leaders of their respective learning communities and ensure that the teachers in their charge partner with parents (learning coaches) to provide instruction to students.

Students access learning in one of two ways: by asynchronous or synchronous instructional method. Students in asynchronous classes have a customized schedule and learn in a self-directed environment, supervised by teachers, and supported by parents (learning coaches). Students in synchronous classes attend live classes directed by teachers. They join other students, across the Commonwealth, in a virtual classroom.

The virtual classroom is organized in an electronic platform, in Elementary and Middle School it is known as Jigsaw, while in High School it is known as Class. In synchronous classes, teachers and students interact by using emoticons, microphones, instant messaging, webcams, and other online tools.

The Learning Coach is expected to help monitor and support the academic progress of the student in the home learning environment, whether students participate in asynchronous or synchronous instruction. The Learning Coaches ensure students have logged-in appropriately to the online school, attend synchronous classes as required, are engaged in learning, complete all academic assignments, and collaborate with teachers as necessary.

The involvement and support of the Learning Coach varies based on the age and the need of the student and relies heavily on open lines of communication. Communication is essential for student success and occurs via phone calls, emails, podcasts, and videos. For open communication to occur, the communication loop needs to be kept open so Teachers communicate with Parents (Learning Coaches), Parents (Learning Coaches) with Teachers, Teachers with Students, and Students with Teachers.

Due Date Policy (Late Assignment and Assessment Submission)

PA Virtual endeavors to have all students submit timely assignments and assessments as measures of growth and achievement on course standards and goals. Students are expected to submit assignments and assessments on or before teacher-directed due dates.

Assignments and assessments submitted **after** teacher-directed due dates:

- May, **at the teacher's discretion**, incur a 10% deduction in score after the assignment or assessment has been scored for accuracy.
- Will earn a zero (grade) if not submitted within 30 calendar days of the due date, **or** by the end of the quarter or semester, **whichever is earlier**.

PA Virtual recognizes that extenuating circumstances may result in students being unable to meet teacher-directed due dates. If students discover that they will be late in submitting an assignment or assessment, they should **request an extension of time** (assignment extension), **before** the due date, in order to avoid the possibility of incurring a 10% deduction in score. Assignment extensions are granted on a case-by-case basis at the discretion of the teacher or when applicable, the IEP or Section 504 Plan.

To request an assignment extension, students must:

- Complete a specific Google form, provided by the grade or subject teacher(s), prior to the assignment or assessment due date.
- Submit the late assignment or assessment within 30 calendar days of the original due date or by the end of the quarter or semester, whichever is earlier.

Please Note: Late assignments or assessments that are not submitted within 30 calendar days of the original due date (or by the end of the quarter or semester) will incur a permanent grade of zero for each of the assignments or assessments not submitted. This includes assignments or assessments that were granted extensions.

Attendance Policy

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 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).

Daily Attendance

Daily attendance at Pennsylvania Virtual Charter School is required. Parents/legal guardians are to ensure that the attendance of the student(s) is recorded daily and that absences are communicated to the Family Support Coordinator (FSC) within three days of the absence. Three or more unexcused absences will result in the student being placed on an attendance improvement plan. Students are required to log into Blackboard daily for attendance and attend their synchronous class schedule (if applicable). The Learning Coach and Pennsylvania Virtual Charter School are responsible for ensuring that each student completes the mandated 900 hours of instruction for Kindergarten through sixth grade, and 990 hours of instruction for grades seven through twelve, per school year.

| Compulsory Attendance | | | |
|-----------------------|-------------|---------------|---------------------|
| Grade Level | School Days | Hours per day | Instructional Hours |
| Kindergarten–Sixth | 180 | 5 | 900 |
| Seventh–Twelfth | 180 | 5.5 | 990 |

Change of Location for Daily Instruction

We understand that throughout the course of the school year, families may need to travel outside of their resident school district for a variety of reasons. If the location of the daily instruction will change for more than five consecutive school days due to vacation, admission to a hospital, or other circumstances, the Learning Coach must notify the student’s Family Support Coordinator by phone or through their parent email account.

Virtual Class Attendance

To be marked present in a class, students who are required to be in a virtual (synchronous) class session are required to be present and engaged for the entire class period, in an active and participatory manner. Students who are late to class will be marked as tardy, students who leave class prior to teacher dismissal will be marked as an early out, and students who do not attend at least half of the class will be marked as unexcused. All virtual classes are recorded and can be viewed anytime by the student or parent to review content or confirm student behavior. Students who accumulate unexcused class absences will participate in the school’s Academic Probation Process. The Academic Probation Process is intended to help students improve their class attendance as well as address any other issues related to academic non-compliance. If the provisions of the Academic Probation Process are not met, the student could face disciplinary action as outlined in this handbook (see the Academic Probation section of this handbook).

Daily/Class Attendance Equivalence

As stated previously, to be considered “in attendance” at PA Virtual, a student is required to log in to Blackboard (daily attendance) on a daily basis. In addition, students who attend classes synchronously

(virtual) have the added requirement of attending and participating in scheduled virtual (synchronous) classes. Because students who attend virtual (synchronous) classes have the added requirement of logging in to their scheduled virtual (synchronous) class, to be considered “in attendance,” these students have to meet both requirements. Students who log in to Blackboard but neglect to attend their scheduled virtual (synchronous) class(es) will be in violation of the school’s daily attendance and truancy policy. Missing four (4) virtual (synchronous) classes on a school day will be equivalent to one (1) unexcused absence for daily attendance purposes.

Student Engagement in Synchronous Classes

To be marked present in a class, students who are required to be in a virtual (synchronous) class session are required to be present and engaged for the entire class period, in an active and participatory manner. Students are responsible for coming to class ready to learn and engage in the learning process, meaning the students need to be actively engaged during class time. Students show active engagement by being ready for class, responding to their teacher when called upon, collaborating with their peers and completing all assigned school work during the entire duration of their synchronous classes. Students who are unresponsive to the classroom teacher will be prompted by the teacher in the following specific ways:

- The teachers will verbally prompt the student for a response. If no response, then,
- The teacher will request a student response through a personal chat. If no response, then,
- The teacher will move the student to a small group room and the teacher will post an announcement that instructs the student to move themselves back to the main group once they return to class.

Students will be provided a wait time to provide a response to the steps listed above. If a student does not respond to the prompts listed above, the teacher will mark the student as **unexcused** for that class period. Students who accumulate unexcused class absences will participate in the school’s Academic Probation Process. The Academic Probation Process is intended to help students improve their class attendance. If the provisions of the Academic Probation Process are not met, the student could face disciplinary action as outlined in this handbook (see the Academic Probation section of this handbook).

Process for Attendance Monitoring (Daily Attendance)

Students are required to follow the school calendar, which includes at least 180 school days. Attendance only occurs on “school days” as listed on the school calendar. A student will need to log in to Blackboard each school day to be counted present. In addition, students attending synchronous classes have the additional responsibility of having to attend those classes to be counted as present.

Absence Notification

If a student is ill and unable to log-in to Blackboard to attend school (also known as daily attendance), the parent or guardian must notify the Family Support Coordinator (FSC) or complete the [absence excuse form](#) located on the attendance website by no later than 8:30 AM. If a phone call has not been received, Pennsylvania Virtual Charter School will notify the parent or guardian at 10:30 am and then again at 2:30 pm if an absence excuse has not been received. The Absence notification will come in the form of an automated call, a personal telephone call, a text message, and an email. If the student is ill with a communicable disease (e.g., chickenpox, measles), the parent or guardian must notify the school nurse.

Excused Absences

When a student misses school, the parent/guardian/learning coach needs to submit the absence excuse form. In cases where the parent/guardian/learning coach is unable to complete and submit this form, the parent/guardian/learning coach must notify their Family Support Coordinator (FSC) within three (3) school days. If a parent/guardian/learning coach fails to provide a valid excuse for the absence, the absence will be recorded as unexcused or unlawful. Pennsylvania Virtual Charter School recognizes the following as valid excuses for absence of a student from school, provided satisfactory evidence or documentation for the excuse is provided to the student's Family Support Coordinator (FSC) or absence notification form, which can be found via the link below:

Valid excuses for student absences are:

- *Death in the Immediate Family:* An absence resulting from the death of a member of the student's immediate family is excused. The immediate family of a student includes, but is not necessarily limited to, parent(s), grandparent(s), brother(s) and sister(s).
- *Medical or Dental Appointments:* An absence resulting from a medical or dental appointment that cannot be scheduled outside of regularly scheduled school hours. **Notice should be given to the Family Support Coordinator (FSC) prior to the absence**, except in the case of emergency.
- *Illness or Injury:* An absence resulting from illness or injury which prevents the student from being physically able to attend school is excused. Any student missing three or more consecutive school days requires a note from a physician.
- *Quarantine:* An absence that is ordered by the local health office or by the State Board of Health is excused.
- *Family emergency-* family emergencies shall be strictly construed and do not permit irregular attendance.
- *Court or Administrative Proceedings:* An absence resulting from the attendance of a student at the proceedings of a court or an administrative tribunal if the student is a party to the action or under subpoena as a witness is excused.
- *Observance of a Religious Holiday:* An absence may be considered excused if the tenets of a religion, to which a student or their parent adhere, require observance of a religious event. The excusal shall be limited to a total of not more than 36 hours per school year.
- *Educational Opportunities or Family Educational Trips:* An absence may be excused when it is demonstrated that the purpose of the absence is to take advantage of a valid educational opportunity. **Approval for such an absence must be granted prior to the absence** in accordance with the Student Educational Leave of Absence policy.
- Recovery from an accident.
- College or postsecondary institution visit, with prior approval from building principal or assistant principal/designee.

Please Note:

- A maximum of ten (10) days of absences verified by parental notification may be permitted during a school year. All absences beyond ten (10) cumulative days may require an excuse from a physician.
- If a student is absent for three (3) or more consecutive days due to illness, a physician's note is required.
- Students who are absent due to school-issued computer technical issues must contact Technical Support at (877) 883-3653 and troubleshoot the issue to receive a technical ticket number. The ticket number must be provided when submitting the excuse.

In the case of lost electricity or internet, if you cannot log into Blackboard by visiting a local library or borrowing a friend or family member's computer you must call your Family Support Coordinator (FSC) on that day and each day that you are unable to log in to capture your student's attendance. Your Family Support Coordinator (FSC) will contact the teachers and lessons will be provided offline. Not doing so will result in an unexcused or unlawful absence if the absence is not reported within three (3) days.

Educational Trips

Students may be excused for educational trips not sponsored by the school according to 22 PA Code sec. 11.26. It shall be the applicant(s) responsibility to contact the appropriate building project manager to determine what obligations must be met as a result of this proposed absence ***prior to the trip.***

A student may receive approval to take two (2) educational trips per school year, with their parents/guardians, not to exceed a total of ten (10) school days. These trips must be *pre-approved* by the academic program principal. As used in this policy, the term “educational trip” shall refer to a trip in which the student is under the guidance and supervision of parents and/or guardians. In order to qualify as being educational, the trip must include activities in which the student is involved in learning experiences. Such activities include, but are not limited to: visiting museums, historical sites, zoos, galleries, laboratories, state or national parks, libraries, place of business, or an agricultural exhibit etc.

Educational trips will not be approved for the first and/or last ten (10) days of school, and during scheduled testing times (for state-mandated assessments – PSSA exams, Keystone exams; final exams). Educational trips will not be approved for students who are failing their subjects or have unexcused absences. Shopping trips and similar activities will not be approved as educational trips.

School Attendance Improvement Plan (SAIP) and School-Family Conference

The purpose of the School Attendance Improvement Plan (SAIP) is to discuss the cause(s) of truancy and to develop a mutually agreed upon plan to facilitate regular school attendance. The SAIP is developed cooperatively with involved stakeholders (student, parent, school personnel) through a school-family conference, which is required once a student has had three (3) unexcused or unlawful absences. Once three (3) unexcused or unlawful absences have accumulated, parents/guardians will be notified of the need to attend an SAIP conference. At this conference, issues limiting a student’s ability to attend school will be discussed. Also discussed will be the appropriateness of the virtual model of education given the issues limiting a student’s ability to attend school. At the end of the conference, a comprehensive SAIP will be developed and implemented, even if a parent/guardian refuses to attend the SAIP meeting.

Academic Probation

As previously stated, in the Academic Model section of this handbook, PA Virtual’s mission is to provide a system and structure for students to reach their full academic and social potential. This system is based on active student participation and active parent engagement. School attendance, and class attendance for students attending synchronous classes, is the first step of active student engagement. As noted in the Parent (Learning Coach) Rights and Responsibilities section of this handbook, parents and learning coaches have a responsibility to ensure that their children who are enrolled in the Charter School log in to school and attend classes regularly, on time, and for the entire school day in accordance with state law and the policies set forth

by the Board of Trustees of PA Virtual. Students who violate the school's class attendance policies will be subject to the academic probation corrective actions outlined below.

Students who incur 1 – 3 unexcused class absences may face the following corrective actions:

- Class absence notification to parent email account.
- Teacher-parent conference.
- Teacher created weekly class attendance goals for student(s).
- Refer newly enrolled students to the new student orientation team for training and review of school and class attendance procedures and expectations.
- Refer re-enrolling students to their Family Support Coordinator (FSC) for review of school and class attendance expectations.
- Late penalties on assignments due on the day of an unexcused class absence.

Students who incur four (4) or more unexcused class absences may face the following corrective actions:

- Notice of academic probation status and implementation of academic probation improvement plan, which include all of the following interventions:
 - Weekly conference with family support coordinator
 - Reassignment from async classes to sync classes, or vice versa, in an effort to help student improve class attendance
 - Multiple Friday detention(s)
 - Home visit
 - Children and Youth Services referral
 - Multiple mandatory Friday academic remediation sessions
 - Informal hearing with program administration representative and guidance counselor
 - Formal hearing to determine educational placement of student
 - Adjudication under Student Code of Conduct section of this handbook
- Students must demonstrate attendance improvement to successfully complete and exit their academic probationary period.

Truancy

Act 138 of the Pennsylvania School Code stipulates that a child of compulsory school age is considered **truant** when the child has three (3) unexcused or unlawful absences during the school year. It is important to note that non-consecutive absences count. In other words, any three (3) unexcused absences, whether they happen consecutively or not, count for purposes of truancy. Each time a student is absent without excuse, the student's parent or guardian will receive a written notice of the unexcused absence. After three (3) unexcused or unlawful absences, PA Virtual will notify the parent or guardian in writing that the student is considered truant and will inform parents of the potential consequences if the student becomes habitually truant. The Family Support Coordinator assigned to the family will invite the parent and student to participate in a School Attendance Improvement Plan (SAIP) conference. The SAIP will be created regardless of parent participation, but the best outcomes can be achieved when the family and school work together and collaboratively.

Act 138 of Pennsylvania law states that a child of compulsory school age is considered **habitually truant** when the student has six (6) unexcused or unlawful absences during the school year. For purposes of truancy, unlawful absences, whether they happen consecutively or not, count towards

such total. Once a student has been found to be habitually truant, PA Virtual will issue Friday detention to the student and Pennsylvania law requires the school to inform the student's local county children and youth services of the student's habitually truant status or refer the student to a school-based or community-based attendance improvement program. If referred, the local county and youth services (CYS) agency will conduct an investigation of the habitual truancy and will work with the family to re-engage the student in school. If the CYS case closes and unexcused or unlawful absences continue to occur, Act 138 allows PA Virtual to report the habitually truant student and/or student's parent to the student's resident magistrate. The magistrate may take the following actions:

Court Penalties may include:

- Every parent, guardian, or person in parental relation, having control or charge of any child or children of compulsory school age, or the child of compulsory school age him/herself above 15 years of age who shall fail to comply with the provisions of Act 138 regarding compulsory attendance, shall on summary conviction thereof, be sentenced to pay a fine, not exceeding three hundred dollars (\$300) for a first offense and to pay court costs or be sentenced to complete a parenting education program offered and operated by a local school district, and, in default of the payment of such fine and costs or completion of the parenting program by the person so offending, shall be sentenced to the county jail for a period not exceeding three (3) days.
- In lieu of or in addition to any other sentence imposed under this section, the district justice may order the parent, guardian, or person in parental relation to perform community service.
- Driving Privileges: If a child is convicted of a violation of the compulsory school attendance requirements, the court may send the Department of Transportation a certified record of the conviction.
 - The Department of Transportation shall suspend for ninety (90) days the operating privilege of a child upon receiving a certified record that the child was convicted of a summary offense under the compulsory school attendance requirements of this article. If the Department of Transportation receives a certified record of a second or subsequent conviction of a child pursuant to this section, the department shall suspend the child's operating privilege for six (6) months.
 - A child whose record is received by the Department of Transportation under this section and who does not have a driver's license shall be ineligible to apply for a driver's license for the time period specified in section A. If the child is under sixteen (16) years of age when convicted, suspension of operating privileges shall commence for the time specified in paragraph (A).

A student who acquires ten (10) consecutive unexcused/unlawful daily absences will be withdrawn from PA Virtual, except in the case of exceptions as stated in 22 Pa Code §11.24. If the student is within the compulsory age, PA Virtual will open a case with the student's local county children and youth services. Act 138 requires unexcused and unlawful absences to be reported directly to the Pennsylvania Department of Education through Pennsylvania's Information Management System (PIMS).

Elementary School Program Overview (Grades K-4)

The elementary school establishes the educational foundation for young learners. At this stage of their educational journey, students begin to learn how to think critically, problem - solve, and manage their

learning time; all skills that will help foster future academic success. Students attending grades Kindergarten through 4th grade are scheduled to take the following subjects:

- **English Language Arts** – organized to provide grade and age-appropriate skill in reading comprehension, critical reading and analysis, composition, vocabulary, grammar, usage, and mechanics. Students will experience a broad range of instructional approaches that are part of a comprehensive literacy framework. The components include reading and writing aloud, shared reading and writing, guided reading and writing, independent reading and writing, and word study.
- **Math** – organized to provide grade and age-appropriate skill in computational fluency, conceptual understanding, and mathematical problem-solving.
- **Science** – organized to provide grade and age-appropriate scientific reasoning skills, students learn to observe and analyze through hands-on experiments, and gain further insight into how science helps us understand our world.
- **History** – organized to provide grade and age-appropriate skill in the study of past human events, students learn about the Stone Age through to the Space Age and everything in between.
- **Art** – organized to provide grade and age-appropriate skill in great works of art from different cultures and eras, while engaging students in creative artistic activity. Students learn the elements of art; study important paintings, sculpture, and architecture.
- **Music** – organized to provide grade and age-appropriate music skill, students learn concepts related to music appreciation, music history, music culture, music theory, improvisational skills, compositional skills, ear training, and performance.
- **Physical Education** – organized to provide grade and age-appropriate skill in the development and care of the body.
- **Career Education** – organized to provide grade and age-appropriate skill development in career pathways and exploration.

Elementary School Student Progress and the Curriculum

- Grades are available in the Sapphire Community Portal and in the Blackboard course module.
- Individual assignment details can be found in Blackboard.
- Progress reports are provided two (2) times per year for all students.
- Parent-teacher conferences take place, minimally, two (2) times per year for all students.
Additional conferences may be requested at the teacher's or parent discretion.
- Grade level standards, prescribed by the Pennsylvania Department of Education, can be found at www.pdesas.org.
- Teacher Blackboard Learn pages provide additional resources and links.
 - PA Virtual staff and teachers present various ways parents can work with students at home to meet or exceed academic standards.

Elementary School Grading and Promotion

Parents are provided a list of skills related to grade level standards that students will strive to accomplish to show academic progress for the school year. Student academic progress will be communicated to parents two (2) times per year (once, per semester). For all elementary students, report cards focus on skill acquisition in Language Arts and Math, Science, History, Art, Music and Physical Education. Letter grades indicate mastery of those skills and are shared in January.

Elementary School Enrichment and Support

PA Virtual students have the opportunity to move through the curriculum at a pace that is challenging and motivating, based upon the students' abilities. Together, the student, parent, and teacher(s) create a learning path that stretches the student's academic abilities with flexible, individualized learning approaches and engaging enrichment opportunities that may be obtained from optional lessons in the OLS. Learners are provided with a broad selection of rigorous coursework in various subject areas. Students may be provided with additional support to close the gap between their academic performance and potential. To accomplish this, teachers work with students to address their literacy and/or math skills. Daily math and reading academic sessions are provided synchronously for students who qualify.

Elementary School Grading Scale

For each reporting period, students are evaluated in language arts, mathematics, science, history, art, music, and physical education.

Report cards for Elementary School students include a list of the courses taken, in language arts, mathematics, science, and history, the grade for that course following the scale below:

| Grade | Percent | Grade | Percent |
|-------|---------|-------|---------|
| A | 100-95 | C+ | 79-77 |
| A- | 94-90 | C | 76-73 |
| B+ | 89-87 | C- | 72-70 |
| B | 86-83 | D | 69-65 |
| B- | 82-80 | F | 64-0 |

For each reporting period, when students are evaluated in art, music, career, and physical education, they receive a grade following the scale below:

| Grade | Percent |
|-------|---------|
| P | 100-65 |
| F | 64-0 |

Parents/learning coaches/guardians should contact the Elementary School's principal with any questions they may have or additional details they would like regarding the Elementary School's curriculum, grading procedures, promotion, and academic support.

Elementary School Leadership & Administration

| Name | Position | Email |
|-----------------|---|----------------------|
| Steve Schutt | Elementary School Principal | sschutt@pavcsk12.org |
| Christine Adams | Kindergarten & 1st Grade Assistant Principal | cadams@pavcsk12.org |

| | | |
|--------------------|---|-------------------------|
| Emily Sullivan | 2nd & 3rd Grade Assistant Principal | esullivan@pavcsk12.org |
| Chistine Gallagher | 4th Grade & Academic Support Assistant Principal | cgallagher@pavcsk12.org |
| Jennifer Guerra | Program Specialist | jguerra@pavcsk12.org |

Middle School Program Overview (Grades 5-8)

The middle school continues to build on the educational foundation of students. At this stage of their educational journey, students continue to hone their critical thinking and problem-solving skills. It is at this stage when students become more independent and begin to actively manage their learning time, skills that will support future academic success. Students attending grades 5 through 8 are scheduled to take the following subjects:

- **English Language Arts** – organized to provide grade and age-appropriate skill in the essential building blocks of self-expression (students’ own ideas) in formal English. Students engage in literary analysis of short stories, poetry, drama, novels, and nonfiction.
- **Math** – organized to provide grade and age-appropriate skill in computational fluency, conceptual understanding, and mathematical problem-solving. It expands more deeply into concepts of geometry, algebra, and statistics, including an understanding of operations with rational numbers, and skills needed to solve equations and perform manipulations with numbers, variables, equations, and inequalities.
- **Science** – organized to provide grade and age-appropriate scientific reasoning skills, as related to the study of earth, life, and the physical sciences. Students learn about geological history, landforms around the globe, the nature of the sea and air, and the newest discoveries about our universe. They also learn to investigate the world of living things and the fundamentals of physics and chemistry.
- **American & World History** – organized to provide grade and age-appropriate skill in the study of the United States, from the westward movement of the late 1800s to the present, and the study of human past from the period before written records, through 1917 and the beginning of World War I.
- **American & World Art** – organized to provide grade and age-appropriate skill in the artists, cultures, and great works of art and architecture of North America, from the end of the Civil War through modern times. It also introduces students to the artists, cultures, and great works of world art from ancient times, through the Renaissance, all the way up to modern times.
- **Music** – organized to provide grade and age-appropriate music skill, students learn concepts related to singing, dancing, virtual instruments, listening maps, authentic sound recordings, and playing the recorder.
- **Health & Physical Education** – organized to provide grade and age-appropriate skill in the development and care of the body.
- **Career Education** – organized to provide grade and age-appropriate skill development in career pathways and exploration, as required by Chapter 4 of the PA School Code.
- **Applied Classes** – organized to provide grade and age-appropriate skill development through the review of eligible content concepts covered in core academic courses.

Middle School Grading and Promotion

For each reporting period, students are evaluated in language arts, mathematics, science, history, art, music and physical education. Report cards for Middle School students include a list of the courses taken and for each course they receive a grade following the scale below.

| Grade | Percent | Grade | Percent |
|-------|---------|-------|---------|
| A | 100-95 | C+ | 79-77 |
| A- | 94-90 | C | 76-73 |
| B+ | 89-87 | C- | 72-70 |
| B | 86-83 | D | 69-65 |
| B- | 82-80 | F | 64-0 |

Middle School Academic Support & Enrichment

PA Virtual students have the opportunity to move through the curriculum at a pace that is challenging and motivating. Together, the student, parent/learning coach, and teachers create a learning plan which is designed to engage and challenge students in their approach to problem-solving and provide academic enrichment opportunities. Students may be provided with additional support to close the gap between their academic performance and potential. To accomplish this, teachers work with students to address their literacy and/or math skills. Daily math and reading academic sessions are provided synchronously for students who qualify.

Middle School Academic Honors Program

The Middle School Honors Program is designed to encourage and support outstanding students who display exceptional academic ability and desire rigorous learning opportunities. While all PA Virtual courses meet PA Core eligible content and standards, the courses are designed to prepare students for higher education. The Honors Program courses in Science, Math, History, and ELA, delve deeper into the content at a more rapid pace and have elevated expectations for both quality and quantity of student work. These courses are more rigorous and stretch student learning above and beyond what is typically expected at grade-level. Students participating in the Middle School Honors Program may be required to complete additional reading, research, writing, and individual/collaborative projects. Teachers deliver instruction and curriculum at a faster pace and in greater detail while incorporating more complex analysis and additional resources.

All Honors courses are taught with the Edgenuity curriculum. Students enrolled in the Honors program do not have access to the K12 Online School. Students enrolled in the Honors program must take all Honors courses for their core subjects – Math, ELA, Science, and History.

Eligibility:

- Current PA Virtual Students
 - Must demonstrate high academic achievement in the prior courses for which they request/are recommended honors.
 - Must have a score of 90% or above in the previous year's courses
 - Must be recommended for the honors program by the previous year's teacher(s)
 - Must demonstrate measurable success on Study Island/Plato Diagnostic Exam

- Incoming students from other educational placements may be enrolled in honors courses based on the following:
 - o A score of 90% or above in the previous year’s courses.
 - o Learning coach request supported by transcript documentation, as outlined above.

Junior National Honor Society

The National Junior Honor Society chapter at Pennsylvania Virtual establishes rules for membership that are based upon a student’s outstanding performance in the areas of scholarship, service, leadership, citizenship, and character. These five criteria for selection form the foundation upon which the organization and its activities are built. Students in grades seven and eight who meet the outlined criteria are encouraged to apply during the application period.

Parents/learning coaches/guardians should contact the Middle School’s principal with any questions or for additional details regarding the Middle School’s curriculum, grading procedures, promotion, and academic support.

High School Program Overview (Grades 9-12)

The high school continues the development of students in preparation for their journey to employment and post-secondary education. In grades 9 through 12, students utilize the Edgenuity curriculum, supplemented by teacher-created plans, Edmentum, Study Island, and more to learn advanced academic material and gain experience in subjects of interest by selecting from a list of available elective courses. The academic year runs on a traditional year-long schedule separated into two (2) semesters, each lasting approximately eighteen (18) weeks. Semesters are further divided into quarters, lasting approximately nine (9) weeks. Throughout the year, students and learning coaches have continuous access to updated course averages via Sapphire’s Community Portal. To graduate, students must fulfill the PA Department of Education’s Act 158 Graduation Requirements, which includes taking the Keystone Exams (Algebra, Language Arts, Biology). For students graduating in 2023 and beyond, four (4) pathways exist for meeting state high school graduation requirements, the most direct being taking and passing the three required Keystone exams. PA Virtual graduate candidates must also complete and present a Capstone Graduation Project to a panel of PA Virtual staff. The list below reflects the minimum number of credits to be achieved in the subject as required for graduation.

| English | Math | History / Social Studies | Science | Career | Humanities / Fine Arts | Physical Education | Health | Electives / Enrichment |
|---------|------|--------------------------|---------|--------|------------------------|--------------------|--------|------------------------|
| 4 | 4 | 3 | 3 | 1 | 2 | 1 | .5 | 2.5 |

Grading and Promotion

The grade scale, below, reflects a weighted GPA for regular courses as well as Honors and AP courses:

| Grade | Number Range | Regular Courses (4.0 scale) | AP/ Honors Courses (5.0 scale) |
|-------|--------------|-----------------------------|--------------------------------|
| A | 100-95 | 4 | 5 |
| A- | 94-90 | 3.67 | 4.67 |
| B+ | 89-87 | 3.33 | 4.33 |
| B | 86-83 | 3 | 4 |
| B- | 82-80 | 2.67 | 3.67 |
| C+ | 79-77 | 2.33 | 3.33 |
| C | 76-73 | 2 | 3 |
| C- | 72-70 | 1.67 | 2.67 |
| D | 69-65 | 1 | 2 |
| F | 64-0 | 0 | 0 |

High School Enrichment and Support

High School students begin their 9th-grade year with a schedule of core courses designed to suit their academic needs. Based on CDT results (which are diagnostic tests developed by the PA Department of Education), 8th-grade achievement, and parent/teacher recommendations, School Counselors create individualized learning paths designed to engage and challenge students in both core subject areas and electives. Students are provided with remediation and support as needed within synchronous English, Math, and Science courses, Keystone preparation courses, and individual or group academic support sessions. Additionally, Keystone trigger courses (Algebra 1B, English 10, and Biology) are supported by pre-trigger courses, Algebra 1A, Literacy Skills, and Environmental Science, in which students practice crucial skills required to be successful in the courses leading to the Keystone exams.

Special Academic Programs

High School Honors Program

The High School Program is designed to encourage and support outstanding students who display exceptional academic ability and desire advanced learning opportunities. While all PA Virtual courses meet PA Core Standards/Eligible Content and are designed to prepare students for higher education, Honors Program courses in Science, Math, History, and ELA delve deeper into the content at a more rapid pace and have elevated expectations for both quality and quantity of student work. These courses are more rigorous and stretch student learning above and beyond grade-level. Students participating in the High School Honors Program may be required to complete additional reading, research, writing, and individual/collaborative projects. Teachers deliver instruction and curriculum at a faster pace and in greater detail while incorporating more complex analysis and additional resources.

Eligibility:

Current PA Virtual Students:

- Must demonstrate high academic achievement in the prior course for which they request/are recommended honors, scoring a 90% or above.

- Must be recommended by the prior course teacher.
- Must demonstrate measurable success on diagnostic tests.

Incoming students from other educational placements may be enrolled in honors courses based on the following:

- A score of 90% or above in the previous year's course.
- Learning coach request supported by transcript documentation.

PA Virtual's Honors Program is augmented by the establishment of subject-specific, local chapters of the following National Honors Societies:

- National English Honor Society <https://www.nehs.us/about/constitution.shtml#1>
- Science National Honor Society <https://www.sciencenhs.org/faq>
- Rho Kappa National Social Studies Honor Society
<https://www.socialstudies.org/rho-kappa-chapter-advisor-handbook/selecting-student-members>
- Mu Alpha Theta National Math Honor Society
https://mualphatheta.org/virtual_high_school

These honor societies all require students to be enrolled in an accelerated course within the specific subject, to maintain a certain average in the course, and to maintain a certain minimum overall GPA within the course. Each honor society chapter has varied and specific requirements unique to the subject, which can be found on the provided web links above. Teacher advisors are responsible for maintaining and renewing PA Virtual's local chapters and monitoring student compliance with national and charter/chapter bylaws.

Qualifying students in honors courses are invited by advisors to apply to the local chapters of the subject-specific national honor societies, based on each society's specific standards. Accepted members attend chapter meetings, hold elections for student leadership teams, discuss national bylaws and create original bylaws of the local chapter, set goals for implementation of upcoming service and enrichment opportunities, and engage in a variety of school and community-based initiatives.

For more information about the High School Honors Program contact the High School Administrative Team or a School Counselor.

National Honor Society

Students in grades ten (10) through twelve (12) who have a 3.5 minimum GPA will be contacted by the PA Virtual NHS sponsor with details about applying to join the National Honor Society ("NHS"). Students in the NHS are expected to display excellence in the areas of scholarship, leadership, service, and character. To find out more about the National Honor Society, go to www.NHS.us.

High School Advanced Placement (AP) Courses

Students have an opportunity to explore college-level curricula through the high school's Advanced Placement course offerings. AP courses, offered at the high school level, include English, Math, Science, and History. In order to qualify to take an AP course, students must have a grade of 90% or higher in the relevant subject course and a teacher recommendation. One of the benefits of taking AP courses for students who

qualify is the ability to earn college level credit. For more information about the AP program, contact the High School Administrative Team or a School Counselor.

Honor Roll

Students are recognized at the end of each school year for strong academic performance in all of their scheduled courses.

- **Distinguished Honor Roll:** To be recognized for the Distinguished Honor Roll, a student must have a GPA at or above 4.0 or higher.
- **Principal's Honor Roll:** To be recognized for the Principal Honor Roll, a student must have a GPA of 3.5 or above.
- **Honor Roll:** To be recognized for the Honor Roll, a student must have a GPA of 3.0 or above.

Career Exploration

PA Virtual's Career Exploration program provides students with access to enhanced career exploration activities under the supervision of Career Educators. Students begin in 9th grade with the Digital Citizenship and Career Exploration course, which lays the foundation for students to begin exploring their career and college-related options and interests. In 10th grade, students are enrolled in the Reaching Your Academic Potential course. Among other things, this course introduces students to goal setting necessary for college and career success and serves as a practical transition to the 11th grade course, College and Career Goals. Here, students' career exploration is greatly expanded. Students are able to learn more about military and public service career options, participate in a virtual career day, and engage in job search processes that could potentially lead to an internship, apprenticeship, or outright job placement. Alternatively, students may engage in a job-related, independent study program. The Career Exploration program concludes with the 12th-grade Capstone Graduation Project, which is the culminating activity that enables students to reflect on and document their high school career exploration journey.

Independent Study

The Independent Study Program is designed for seniors or other graduation candidates who have exhausted available course offerings or who demonstrate a specific need for Independent Study.

It allows eligible students to select and study a topic to strengthen a college application, prepare for a future job, delve into a strong personal interest that is aligned to appropriate/relevant academic standard(s) as identified in the program application and final reflection, or leverage gainful employment as a learning opportunity. Independent Study allows students to emphasize their interests, aptitudes, and abilities via compliance with the Board of Trustees policies and permits students to learn in diverse educational settings.

The successful completion of an Independent Study results in credit toward graduation. However, as Pennsylvania law dictates, Independent Study alone does not qualify a student for full-time enrollment status. In other words, independent study programs in Pennsylvania are not a full-time option, nor do such programs override compulsory attendance requirements. The number of credits assigned to an independent study course is determined by PA Virtual Administration and is based on the nature and scope of the planned work.

The ideal applicant is a self-directed learner who expects to meet all stated outcomes with limited supervision.

Additional eligibility requirements include:

- Students must be enrolled in PA Virtual for a minimum of one semester prior to beginning the Independent Study.
- Students must maintain their status as full-time students at PA Virtual while completing the Independent Study.
- Students will not be considered for the Independent Study program if they are on Academic Probation.

Interested students may complete the Independent Study Application form with assistance from their Guidance Counselor. In addition to an On-Site Supervisor for Independent Study, a credentialed PA Virtual staff member will be assigned as a teacher mentor to support the student with regular advising meetings. Students engaged in independent study have access to the existing services, resources, and academic rights and privileges, similar to other students.

High School Early Graduation

The Early Graduation program allows current high-performing students to pursue a high school diploma in three (3) years. This pathway of early graduation must satisfy the requirements set forth by the Pennsylvania Department of Education under Act 158 and PA Virtual requirements.

To qualify, a student:

- Must remain in good standing in all PA Virtual courses and maintain a cumulative GPA of 3.0 or higher.
- Must have completed a minimum of 14 credits by the end of 10th grade.
- Must score Advanced or Proficient on the Literature, Algebra, and Biology Keystone Exams by the end of the 2nd semester of their junior year.
- Must submit a written statement that clearly outlines postsecondary plans and the steps taken to achieve them. Each proposal may have additional criteria required for approval. For example, college-bound applicants must present evidence of SAT/ACT registration and prospective college searches.
- Must obtain two (2) academic recommendations, preferably in English and Math.
- Must submit 11th-grade mandated physician physical examination to the Pupil Health Department by January 1st of their graduation year.
- Must submit a parent and student signature on the early graduation application.
- Must meet High School College and Career requirements, including completing the Capstone Graduation Project.

Students interested in early graduation should contact their School Counselor for application details.

Parents/learning coaches/guardians should contact the High School's Administrative Team with questions or for additional details regarding the High School's course catalog, curriculum, grading procedures, promotion, and academic support.

Special Education - Grades K-12

Pennsylvania Virtual Charter School is committed to ensuring a passion for lifelong learning one student at a time, regardless of a student's innate abilities.

PA Virtual believes that all students can and must have an opportunity to reach their potential. It is our intent to take the necessary measures including specialized programming, services, and supports to help students achieve their academic potential, with respect to their ability. Certified special education staff, counselors, related service providers, and psychologists will provide ongoing support to students identified as requiring special education services. The PA Virtual special education program complies with federal and state special education laws.

Child Find

Child Find is the continuous process of identifying and evaluating all children with disabilities who are in need of special education and related services, as required by the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA"). Pennsylvania Virtual Charter School will ensure that children with disabilities, regardless of the severity of their disabilities, who are enrolled at Pennsylvania Virtual Charter School and in need of special education and related services, are located, identified, and evaluated. Child Find ensures that children who are thought to be eligible to receive special education services and related services are appropriately evaluated, identified, and offered appropriate educational services and programs.

Pennsylvania Virtual Charter School is responsible for publicly notifying parents, other caregivers, and the community at large of their rights, including the types of disabilities that might qualify a child for special education, the special education programs and services available, the process by which Pennsylvania Virtual Charter School screens and evaluates students for eligibility, the special rights that pertain to such children and their parents or legal guardians, and the confidentiality rights pertaining to student information. To fulfill its duties, Pennsylvania Virtual Charter School publishes its Annual Public Notice of Special Education Services and Programs and Rights for Students with Disabilities and Notification of Rights under the Family Educational Rights and Privacy Act and The Child Find Notice.

IDEA Statement

The Individuals with Disabilities Education Act ("IDEA") is the federal law that makes available a free appropriate public education to eligible children with disabilities and supports special education and related service programming to those children and youth.

Pennsylvania Virtual shall provide an eligible child and their parent/guardian with safeguards, as required by applicable law which can be reviewed at this link:

<https://www.pattan.net/Publications/Parents-Rights-Understanding-the-Procedural-Safegu>

PA Virtual believes students with Individualized Education Plans ("IEPs") can achieve successes based on high standards when provided the necessary supports as outlined in their IEPs. Any child suspected of having a disability and in need of special education should be referred to the school's Principal or Special Education Department.

Identification for Special Education Services

PA Virtual identifies and refers students who may be eligible for Special Education Services for evaluation. Screening and referral processes are integrated into our Multi-Tier System of Supports (“MTSS”), which include academic placement tests, standardized reading and mathematics assessments, classroom performance, and benchmark examinations. If you think that your student may be eligible for Special Education Services, please contact your principal or the school’s Special Education department to discuss your concerns. PA Virtual Charter School must obtain written consent from a parent or guardian before such an evaluation may be conducted. Please note, if you consent to the evaluation of your student, you are agreeing to an evaluation of your student’s eligibility for services, which is not a guarantee that your student will be deemed eligible to receive special education services.

In order to determine if a student is in need of special education, a student undergoes a multidisciplinary evaluation. A multi-disciplinary evaluation is only conducted if a parent provides consent also known as Permission to Evaluate (PTE). The multi-disciplinary evaluation will occur within sixty (60) calendar days after PA Virtual receives the signed PTE and culminates in a multidisciplinary evaluation report (ER). However, there is an exception for the summer break during which time the sixty calendar day period does not apply. Once the ER is completed, if a student is found eligible for special education, that student’s parent/guardian will be contacted to discuss the results of the evaluation and will be invited to attend a meeting to develop an IEP.

If a student is identified to require special education, PA Virtual will provide programming and services based upon the student’s disability and need for special education and related services, as specified in the IEP. Students are eligible for special education and/or related services if they are in need of specially designed instruction and satisfy the criteria for one of the following disability categories as defined under IDEA:

- Autism
- Deaf-Blindness
- Deafness
- Emotional Disturbance
- Hearing Impaired
- Intellectual Disability
- Multiple Disabilities
- Orthopedic Impairment
- Other Health Impaired
- Specific Learning Disability
- Speech or Language Impairment
- Traumatic Brain Injury
- Visual Impairment, including Blindness

Individualized Education Plan (IEP)

If your student is identified to require Special Education Services, you will be invited to attend a meeting to assist in developing an IEP for your student. The IEP meeting will take place within thirty (30) calendar days of dissemination of the evaluation report (ER). The IEP will detail the special education, related services, specially designed instruction, accommodations or modifications, and other supports your student needs to achieve academic, social and behavior progress. The IEP is a living document and can be amended at any time in order to consistently reflect the needs of the student. Either a parent or the school staff can initiate the process for reconvening the IEP team.

Parents and guardians are important and valued members of the IEP team. Your input allows the team to develop an IEP that will meet your student’s individual academic and/or social-emotional needs. When your student turns fourteen (14) years of age within an IEP term, they will be invited to the IEP meeting to discuss post-secondary goals and transition needs.

After the IEP meeting, parents and/or guardians will be sent the Notice of Recommended Educational Placement/Prior Written Notice (NOREP/PWN). By signing this document, you indicate your approval of the proposed program and services. A Procedural Safeguards Notice will be provided at least once annually to the parent(s)/guardian(s) of the eligible student.

Special Education Services

After the NOREP is signed indicating approval of proposed services, your student will begin receiving the services as outlined in the IEP. Pennsylvania Virtual Charter School uses data to monitor the academic growth of students with IEPs and to track each student’s progress towards meeting IEP goals.

Transition Planning

Students identified with a disability who have an IEP receive transition planning commencing at the age of fourteen (14). Pennsylvania Virtual Charter School provides transition planning services to all special education students at the age of fourteen. Transition planning involves identifying the student’s post-secondary goals in the areas of post-secondary training, employment, and independent living. Such transition planning may include linking students to outside agencies and supporting students and families with the identification of post-secondary opportunities.

Specialized Programs Overview (Grades K-12)

New Student Onboarding & Orientation

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 a 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, parents 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. The two weeks of orientation require both the student and the learning coach attendance. The sessions for both weeks are synchronous (real-time in a virtual classroom).

English Learners (ELs)

Pennsylvania Virtual Charter School will provide students who are English Learners (ELs) with English language instruction by a qualified ESL Education Teacher. The goal of the EL program is the attainment of English language proficiency so that students will be successful in their classes.

Families who are new to Pennsylvania Virtual Charter School will be asked to complete a Home Language Survey as part of the application process. Information from the survey along with a family interview and previous school records will be used as a preliminary screening tool to determine whether a student should

take a language proficiency assessment. The results of this assessment will be used to determine a student's eligibility for EL services. In addition to providing EL services to students, Pennsylvania Virtual Charter School, through local Intermediate Unit support, can provide interpreters for parent/teacher conferences and other school-related activities. For more information on Pennsylvania Virtual Charter School's EL program, please contact your principal. You can review Pennsylvania Virtual Charter School's EL policy on our website and/or request a copy from your Principal.

The Student Assistance Program (SAP)

The Student Assistance Program (SAP) is one of the available supports Pennsylvania Virtual Charter School provides to students. SAP is designed to assist school personnel in identifying student needs such as mental health issues, alcohol, tobacco, or other drug use, which may pose barriers to a student's success. The primary goal of SAP is to link students with the help they need in order to overcome barriers so that they can remain in school, succeed academically, and work towards graduation and post-secondary success. SAP team members do not diagnose or treat students. However, SAP teams may make referrals to outside or community agencies and may also refer students for an assessment for treatment to the SAP Assessor (who works for a community agency). These types of referrals take place when the team believes that the supports needed by the student are beyond the scope of services that Pennsylvania Virtual provides. It is the parents or guardians' right to be involved in the SAP process.

Section 504

Section 504 of the Rehabilitation Act of 1973 was established to provide accommodations for students who have been determined to have a disability which substantially limits a major life activity. A student may be found eligible for a 504 Accommodation Plan if the disability poses a barrier to academic progress. To determine eligibility for Section 504 services and protections, the 504 team convenes a meeting with the parent/guardian to review medical and academic documentation and assess the impact the disability has on the student's academic progress. Evaluations are conducted when needed to assist the 504 Plan team with appropriate next steps and programming recommendations.

Student Clubs and Activities

PA Virtual offers opportunities for all students to participate in the activities of their choice as an integral part of their total school program. Club experiences are designed to help satisfy the recreational, social, and extended academic needs and interests of all students.

PA Virtual believes that the opportunity for participation in a variety of student-selected activities is a vital part of the students' educational experience. Such participation is a privilege that carries with it responsibilities to the school, activity, student body, community, and students themselves. For more information on joining or starting a club, please visit the [website](#).

Extracurricular Activities

The Pennsylvania Charter School law, known as Act 22 of 1997, and specifically 24 P.S. § 17-1719-A (14) of the Charter School Law mandates that students be permitted to participate in extracurricular activities offered by their home school district, provided that they are not offered by Pa Virtual. Students must comply with the policies and meet the specific eligibility criteria set forth by the home school district. Student athletes must also satisfy eligibility requirements established by the Pennsylvania Interscholastic Athletic Association. Students who are members of a sports team with their home school district must continue to satisfy grade requirements to be part of the team. Coaches seeking academic information from PA Virtual must make a request in writing to the Director of

Student Services and provide their email address. PA Virtual will only notify the home district when grades fall below a “C.”

Section VI: PSSA and Keystone Exam Overview

As a public cyber charter school, PA Virtual is mandated to comply with administration of assessments and the reporting associated with the results of those assessments. Pennsylvania assessments include the Pennsylvania System of School Assessment (PSSA), the Pennsylvania Alternate System of Assessment (PASA), and the Keystone Exams.

To comply with the mandates for the PSSA, PA Virtual contracts with a variety of sites around the state to accommodate the statewide, geographic dispersion of our students and families. As such, efforts are made to locate testing sites within an hours’ drive from our students’ residences. In certain cases, it may be necessary to travel longer than an hour. Such tests are administered over a one- to four-day period, depending on the student’s grade level and state testing requirements. Testing dates and locations are published prior to any particular testing time-window.

PSSA Testing

The PSSA is a state-mandated assessment aligned to the Pennsylvania Core Standards in English Language Arts and Mathematics and to the Pennsylvania Academic Standards for Science, Technology, Environment, and Ecology. PSSA tests reveal cumulative and individual scores that attempt to quantify student performance. In Pennsylvania, all public schools are required to administer the English Language Arts and Mathematics PSSA assessments to students enrolled in grades 3 through 8 and the Science PSSA assessment to students enrolled in grades 4 and 8.

Keystone Exams

Keystone Exams are end-of-course assessments in designated content areas. The Keystone Exams serve two purposes: (1) high-school accountability assessments for federal and state purposes, and (2) high-school graduation requirements for students as defined by state law. The Algebra I and Literature Keystone Exams are aligned to the Pennsylvania Core Standards in Mathematics and English Language Arts. The Biology Keystone Exam is aligned to the enhanced Pennsylvania Academic Standards for Science. In order to satisfy federal accountability requirements, all public schools in Pennsylvania are required to administer the Keystone Exams in Algebra I, Biology, and Literature, at least once, by spring of a student’s 11th grade year.

A student is permitted to retake any Keystone Exam in which the student did not score proficient or above at the next available testing date, as long as the student has participated, in a satisfactory manner, in supplemental instruction and is not in 12th grade. A student who has achieved a score of proficient or advanced on a Keystone Exam is not permitted to retake the exam.

Attendance Policy at PSSA and Keystone Exam Testing

PA Virtual, a Pennsylvania public school, must abide by the procedures established by the Pennsylvania Department of Education regarding PSSA and Keystone exams. The state assessments require travel to and from the selected testing site. Travel to PSSA and Keystone testing locations is the responsibility of the guardian. Parents who wish to opt their student out of state testing can submit a request to their student’s Principal to review the assessments to determine if the assessment conflicts with the parents’/guardians’ religious beliefs. Parent/Guardian requests must be submitted at least two weeks prior to the administration

of the state assessment. During the on-site review, PA Virtual will protect the validity and integrity of the state assessments. If, after review, the parent/guardian finds the assessment to be in conflict with their religious beliefs, they have the right to submit a written request to the CEO for exemption, stating their objection.

Absence from Testing:

- Parents/guardians must contact their site coordinator to inform the school of the absence and provide the valid excuse. Site coordinators work with families to accommodate the situation.
- If a student is absent from their testing site and the parent has not provided a legal excuse for the absence from the testing site, the student is expected to follow their schedule and be in attendance according to the daily and class attendance policies listed in the Student Handbook and Code of Conduct.
- For High School students who do not partake in Keystone testing, an [alternative pathway to graduation](#) must be submitted to the High School administration for approval. .

Medical Exemptions from Testing:

- According to PDE, a medical emergency “applies to rare circumstances in which a student cannot take or finish taking the assessment during the entire testing window, including make-up dates, due to a recent significant medical emergency.”
- A medical emergency can only be approved by the academic program Principal. If the medical emergency is not approved by the academic program Principal, it must be logged as an unexcused absence.

Section VII: School Operation Overview

Technology

One of Pennsylvania Virtual Charter School’s core values is that “technology can be leveraged to be a powerful tool to support an effective 21st century education.” Pennsylvania Virtual provides each student a laptop and printer to support the learning process as well as internet reimbursement to offset the cost of internet services in the home.

REMINDER: The school-issued laptop is school property and must be returned when the student graduates or is expelled from or in any other way is no longer enrolled in Pennsylvania Virtual Charter School.

Digital/Electronic Usage (Acceptable Use & Internet Safety Policy)

Students are expected to respect the technology resource privileges given to them. The computers and computer accounts, components of the technology resources provided to Users (parents, learning coaches, students, employees, etc.) are to assist them in the performance of PA Virtual related functions. Users shall not have an expectation of privacy in anything they create, store, send, or access on the computer system. The Computer Resources belong to Pennsylvania Virtual Charter School and must be used primarily for Pennsylvania Virtual Charter School’s business. All students must keep their passwords confidential. Using another person’s passwords or accounts is a violation of this rule. It is also a violation of this rule to break into (hack) other files or systems, to download copyrighted material, or to conduct a personal business enterprise using the school computer network. Students are prohibited from entering any sites on the Internet which contain sexually explicit material. Entering progress hours on the OnLine School for work that has not been completed is considered a form of Academic Dishonesty. Additional rules on computer use are

listed in the School's Acceptable Use Policy. Parents, guardians, and Learning Coaches interested in reviewing the Acceptable Use Policy should contact the CEO's office.

Software

Each school-issued laptop comes pre-installed with the programs necessary to complete school assignments. PA Virtual recognizes the need to install additional software based on a student's grade level, course load, and special education requirements. This software, although not preinstalled, can be installed by the families with a call to the Technology Helpline (1-877-8833653). Information technology technicians will be able to help you install any approved software based on the child's needs. NOTE: All ISP software and/or drivers are considered "approved". If you need to install software to connect to the Internet, you should call the Technology Helpline (1877-883-3653).

Computer Security

Users shall not attempt to circumvent Pennsylvania Virtual Charter School technology protection measures or uncover security loopholes or bugs. Users shall not gain or attempt to gain unauthorized access to restricted areas or files on the computer system. Users shall not tamper with any software protections or restrictions placed on computer applications, files, or directories. Users who engage in this type of activity shall be subject to loss of computer privileges, disciplinary action up to and including expulsion, as well as civil and criminal liability.

Passwords

Users shall be responsible for safeguarding their passwords for access to the Computer Resources. Individual passwords shall not be printed, stored online, or given to others without express consent of the Chief Executive Officer. Users are responsible for all transactions made using their passwords. No User shall access or attempt to access the Computer Resources with another User's password or account. Users shall be required to log off the Computer Resources when usage time is completed. The Use of passwords to gain access to the Computer 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 the Computer Resources. Pennsylvania Virtual Charter School retains access to all material stored on its Computer Resources, regardless of whether that material has been encoded with a particular User's password.

Internet, Email and Chat Room Etiquette

- Pennsylvania Virtual Charter School students shall ensure that all communication through Pennsylvania Virtual Charter School's technology is conducted in a courteous manner. The use of suggestive, vulgar, or obscene language is prohibited.
- Pennsylvania Virtual Charter School students shall not reveal private or personal information of their own, other Pennsylvania Virtual Charter School students, or their families through school email or technology without clear and specific approval from their school.
- Students should share messages and documents only with those students with a specific need to know. The transmission of email to large groups, through the use of e-mail distribution lists, or sending of messages with large file attachments (attachments larger than 5.0 Mb) should be avoided.
- E-mail and document privacy cannot be guaranteed. For security reasons, messages and documents transmitted through the Pennsylvania Virtual Charter School system or network infrastructure are the property of Pennsylvania Virtual Charter School and are subject to inspection. Students should

also be aware that deleted messages and documents can and will be inspected, if deemed appropriate.

Computer, Device, and Internet Use

- Pennsylvania Virtual Charter School students who identify or perceive an actual or suspected security problem shall immediately alert the school, by contacting the Helpline (877-883-3653), Family Support Coordinator (FSC), Assistant Principal, or Principal.
- Pennsylvania Virtual Charter School students shall change their account passwords upon receipt of equipment. Students shall not reveal their account passwords to others or allow any other person to use their accounts. Similarly, students shall not use other students' accounts.
- Any and all use of technology assets is subject to monitoring by Pennsylvania Virtual Charter School, and access to the Pennsylvania Virtual Charter School network shall be revoked for any student with a history of security problems.
- All terms and conditions as stated in this document are applicable to all students of Pennsylvania Virtual Charter School. Any student violating these policies or applicable local, state, or federal laws while using the Pennsylvania Virtual Charter School network shall be subject to loss of network privileges and other disciplinary actions deemed appropriate.

School Email System

To create a solid avenue for communication, each student and Parent/Learning Coach is provided with a secure school email account that functions as the communication highway with the School. All Blackboard accounts will be associated with the Pennsylvania Virtual Charter School – issued email address, so any email message sent through Blackboard will go to the School-provided email address. We utilize this means of communication for a number of reasons:

- *Consistency in Communication:* Learning Coaches will not have to notify Pennsylvania Virtual Charter School of changes to e-mail addresses or worry that an old email account address exists in a profile somewhere and messages are not being received.
- *Spam Filters:* Since Pennsylvania Virtual Charter School controls the e-mail account, you will not have to worry that your ISP has blocked Pennsylvania Virtual Charter School e-mail as spam.
- *Separate School Activity from Personal Activity:* With a separate Pennsylvania Virtual Charter School-issued email account, there are no worries of deleting or missing an important School email. The Pennsylvania Virtual Charter School-issued email account should be used for school-related correspondence only.

All Pennsylvania Virtual Charter School policies related to the Student Code of Conduct also apply to usage of the Pennsylvania Virtual Charter School issued email account.

Technical Support

In the event that the computer equipment or printer supplied by Pennsylvania Virtual Charter School is in need of support or repairs the end user should either contact their Family Support Coordinator or contact the Technology Helpline directly at 1-877-883-3653. Such contact serves as the initial support mechanism for Pennsylvania Virtual computer and printer equipment.

Defective Equipment

A defective laptop must be returned to PA Virtual in 3 Days to avoid unexcused absence accrual and so a replacement can be quickly shipped back to the student. A replacement laptop will not be shipped until the defective laptop has been received. Please contact your Family Support Coordinator (FSC) if your student is without a laptop. If you no longer need to send the laptop back for repair, please contact our Technology Support Team at (484) 243-0000 or Returns@pavcs.us to cancel the trouble ticket and avoid future contact or correspondence. A defective laptop that is not returned in a timely manner could result in a hold on your Internet Rebate check or deactivation of your Blackboard account. The laptop should be returned in the original packaging along with the provided power cord. You do not have to return the supplied printer, headset, or school laptop bag, as these items are considered “consumables” and are yours to keep. An unused printer may be returned and any used printer that you do not wish to keep may be dropped off to any retailer that recycles electronic equipment.

Damaged, Lost or Stolen Equipment

Users shall be responsible for damage to Technology Resources, equipment, systems, and/or software. Any and 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 Computer, Printer, Monitor, and/or Other School Property Policy.

Reporting Damage to Technology Resources

1. Contact your Family Support Coordinator (FSC), or
2. Contact the Technology Helpline directly at 1-877-883-3653

Reporting a Missing or Stolen Technology Resource

When a parent or student believes that a school-issued Technology Resource is missing (missing equipment is considered stolen for purposes of recovery and insurance claims) or stolen, they should:

1. Immediately file a true and accurate report with the local police department and/or law enforcement agency;
2. Notify the student's Family Support Coordinator (FSC) immediately;
3. Submit a copy of the report via email, fax, or US Mail to the Director of Technology of the Pennsylvania Virtual Charter School; and
4. Cooperate with PA Virtual and/or authorities in any and all legal efforts/actions taken to retrieve the stolen property.

Social Media

While safe and appropriate use of social media are useful in education programming, unsafe and inappropriate use of social media both inside and outside of PA Virtual is prohibited and subject to School discipline, as well as reporting to local, state and/or federal law enforcement, local and state child welfare agencies and to other governmental agencies in accordance with applicable law.

Communications which may not be posted through social media include but are not limited to:

- 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 perpetuates 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;

All students are required to acknowledge and consent to the Social Media and Networking Guidelines Procedures & Consent Form.

Internet Reimbursement/Travel Reimbursement

Pennsylvania Virtual Charter School reimburses families \$35 per each month school is in session (ten months total) regarding the use of the Internet. Parents do not have to provide a receipt to receive the reimbursement. Internet reimbursement checks are sent out twice a year on December 15th and July 15th. The reimbursement is meant to help subsidize monthly fees for internet service paid for by Pennsylvania Virtual Charter School families. Please note that Pennsylvania Virtual Charter School will not reimburse Internet Service Provider (ISP) charges until receipt of the following outstanding items: Change of Address Notification Form, Health Forms, signatures on Special Education documents, etc.

Travel Reimbursement-PA Virtual Health Screening Site

Upon completion of the required health screening at the PA Virtual health screening location, attendance information will be securely sent to our main office. Subsequently, a reimbursement of \$20 for travel expenses will be issued to you in the same manner as you receive your Internet Service Provider (ISP) reimbursement. There is no further action required on your part.

Travel Reimbursement-PA Virtual State Testing Site

For each attended day of assigned state testing, we will securely send the attendance details to our main office. Following this, a reimbursement of \$20 to cover travel expenses will be processed in the same manner as your ISP reimbursement. You do not need to take any additional steps.

Instructional Property

The books, curriculum, supplies, and equipment provided by PA Virtual cannot be sold or transferred and are to be used solely by the student in their studies. When a student is no longer attending PA Virtual, such items are to be returned within 5 days of the student's last educational day. Instructions for return of books, curriculum, supplies, and equipment will be provided after the student withdrawal is processed. Questions regarding equipment returns should be directed to the Technology Support Team at [\(484\) 243-0000](tel:484-243-0000) or [Returns@pavcs.us](mailto>Returns@pavcs.us). Questions regarding curriculum returns should be directed to your Family Support Coordinator (FSC) or your program Project Manager.

Section VIII: Student Services Overview

PA Virtual believes the responsibility of educating your student is based on a team approach (Diamond Model of Education). From rigorous academics, health services, and student engagement in the online classroom to parent involvement through workshops and face-to-face meetings, PA Virtual provides the tools and services students need to succeed – inside the classroom and outside in the greater community.

Family Support Department

Family Support Coordinators (FSCs) are assigned to each family to provide consistent one-on-one support throughout the school year. The role of the Family Support Coordinator (FSC) is to be a primary contact for students and families and to provide regular support by removing barriers that may prevent learning. The Family Support Coordinator (FSC) does this through the following actions:

- Serving as a family's first point of contact;
- Responding to family concerns and providing continuous support;
- Conducting home visits as needed and/or required;
- Assisting student and parents with school systems and programs;
- Monitoring student attendance and developing School Attendance Improvement Plans (SAIPs);
- Motivating students to achieve and engage in class; and,
- Ensuring compliance with all school policies including testing requirements and health services.

Parent Education and Engagement

Parental involvement is at the core of PA Virtual. Our school is designed to support parents as Learning Coaches for their students. We help parents achieve their academic and social goals for their students by offering opportunities for parent education and engagement. We enhance our parents' knowledge and education by providing resources, weekly online sessions for parents, parent certificate programs, and an optional parent mentor program.

Live Parent Learning Sessions are presented weekly via Blackboard Collaborate Ultra. They contain valuable information for Learning Coaches and include communication tips, how to develop an effective learning environment, and ideas for organization and time management. These sessions are also recorded and can be viewed at parents' convenience. The recorded sessions are located in the Parent Organization within the "Our Community" tab in Blackboard.

The Parent Ambassador Mentor Program offers a unique one-on-one mentoring relationship between Learning Coaches. Families in this program are matched with a current PA Virtual family to provide yearlong guidance and support through email and phone contact.

Title I: Parental Involvement Requirements

PA Virtual Charter School parent and family engagement activities include, but are not limited to, the following:

1. Involvement of parents in the development of the Title I, II, and IV plans, the Parent Involvement policy and the process of school review and improvement.
2. Provision of technical assistance, coordination, and support to the school community in their efforts to enable effective parent involvement for the purpose of improving student academic achievement and performance.
3. Development of school and parent capacity for strong and meaningful parent involvement with the goal of improving the academic quality of the school.

4. Coordination and integration of parental involvement under Every Student Succeeds Act (ESSA) with parental involvement programs through our Family Support Department and teachers.
5. Support of parents in conducting an annual evaluation of the content and effectiveness of parental and family involvement in order to improve the academic quality of the school.
6. Involvement of parents in the activities of the school in order to adequately represent the needs of the school community.

Pupil Health

School health services are available to all enrolled students to support their health, wellness, academic growth, and achievement. The PA Virtual Pupil Health team includes certified school nurses, support nurses, and the administrative team, in partnership with healthcare providers, families and school faculty across the Commonwealth. The PA Virtual Health Services and Policies have been developed and maintained in accordance with the School Health Laws of the Commonwealth of Pennsylvania, and with the goal to support all children physically, mentally, and emotionally throughout their education.

The School Nurse

The school nurse maintains health records on every student. This includes physicals, health screenings, dental exams, and immunizations. The school nurse performs health screenings, develops care plans for students with ongoing conditions, attends IEP and 504 meetings for students with medical concerns, and consults with teachers and school administration regarding student care.

- ✓ Reducing the occurrence and spread of preventable disease by tracking and enforcing immunization requirements.
- ✓ Serving students with disabilities or complex medical needs who require feeding tubes, breathing treatments, blood glucose monitoring, insulin injections, seizure management.
- ✓ Serving as health advocates and care coordinators to connect students and their families with school and community-based resources to get the services they need.
- ✓ Identifying medical issues in students who require further evaluation.
- ✓ Sometimes serving as the only health care professional to which students have access.
- ✓ Often being the first professionals to identify and refer students the psychosomatic symptoms of a child struggling with mental health issues.
- ✓ Developing and implementing Section 504 plans, the health portion of Special Education Individual Education Programs (IEP's) and Individualized Health Care plans

School Administration of Medication

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.

PA Virtual understands 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.

Student Health Mandates

| Student Health Mandate Summary | | | | | | | | | | | | | | |
|---|----|----|---|---|---|---|---|---|---|---|----|----|----|-----------|
| Mandate | K* | 1* | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Enrolling |
| Immunization Compliance | x | x | x | x | x | x | x | x | x | x | x | x | x | x |
| Physician Physical Examination** | x | | | | | | x | | | | | | x | x |
| Dental Examination** | x | | | x | | | | x | | | | | | x |
| Growth Screening (Height, Weight & Body Mass Index) | x | x | x | x | x | x | x | x | x | x | x | x | x | |
| Vision Screening (Near and Far) | x | x | x | x | x | x | x | x | x | x | x | x | x | |
| Other Vision Screening: Color, Stereo/Depth Perception (3-D), Convex) | | x | | | | | | | | | | | | |
| Hearing Screening | x | x | x | x | | | | x | | | | x | | |
| Scoliosis Screening | | | | | | | x | x | | | | | | |

***If a student does not attend Kindergarten, Physical & Dental Examinations are mandated for First Grade (1).**

Physical Examinations

Physical Examinations are mandated for students entering kindergarten (or first grade if skipped in kindergarten), sixth grade, eleventh grade, and students of any grade who are newly enrolled to the school.

Dental Examinations

Dental Examinations are mandated for students entering kindergarten (or first grade if skipped kindergarten), third grade, seventh grade, and students of any grade who are newly enrolled to the school.

Please note: Dental examinations and Physical examinations performed during the school year prior to the mandated grade are acceptable. For example, you may turn in a physical completed after July 1st of the student's fifth grade year to satisfy the student's sixth grade physical.

Health Screening Examinations

Health Screenings are mandated for every student, of every grade, every year. The breakdown of which particular screenings are due for which grades is as follows:

| Health Screenings are due each school year by June 14th, as follows: | |
|---|--|
| Screenings | Grade Mandated |
| Height & Weight | Kindergarten through Twelfth grade |
| Body Mass Index | Kindergarten through Twelfth grade |
| Vision (Far & Near) | Kindergarten through Twelfth grade |
| Color vision, stereo/depth perception, convex lens tests | First (or any grade if never performed) |
| Hearing | Kindergarten through Third, Seventh & Eleventh |
| Scoliosis | Sixth and Seventh grade |

Student Health Screenings may be performed in any of the following ways:

- A private physician may record results of any screening performed as part of a physical or health screening on the school form or provide a print out from the office; or,
- Attend a free **PA Virtual Health Screen** site during the school year.

Immunization Records & Requirements

Immunizations are mandated for enrollment and entry into new grade levels. All Pennsylvania school students must be fully compliant with immunizations or risk exclusion. Your child may be required to receive further immunizations. An ongoing audit may alert you to noncompliant immunizations. It is possible that the immunization record PA virtual possesses on file is incomplete or inaccurate. Please share the updated chart below with your physician to be sure student immunizations are current and remember to forward an

updated immunization record to Pennsylvania Virtual Charter School’s Pupil Health Department anytime your student receives additional immunizations.

| Pennsylvania School Immunization Requirements | |
|--|---|
| Diphtheria Tetanus, and Pertussis (DTaP and DTP) | Grades K-12: Four (4) properly spaced doses with one dose on or after the 4th birthday. |
| Tetanus, diphtheria, acellular pertussis (Tdap) | Grade 7: One (1) dose before the first day of school and after the age of 10 |
| Polio | Grades K-12: Four (4) properly spaced doses with one dose on or after the 4th birthday. |
| Measles, Mumps, Rubella* (given as MMR) | Grades K-12: Two (2) doses after 1st Birthday |
| Hepatitis B | Grades K-12: Three (3) properly spaced doses |
| Varicella* | Grades K-12: Two (2) doses after 1st birthday. Parent statement of chickenpox disease (month/year) is also accepted. |
| Meningococcal conjugate (MCV4) | Grade 7: One (1) dose before the first day of school. Grade 12: Two (2) doses, with the second dose given on or after the 16th birthday. |
| *Please note: The MMR and Varicella vaccines are live virus vaccines. This means the vaccines must be given on the same day or at least 28 days apart. | |

If your student does not receive the required vaccinations due to a medical or religious/ethical/moral exemption, please contact a PA Virtual School Nurse to complete an Immunization Exemption Certificate. Pennsylvania's school immunization requirements can be found at: 28 PA Code CH.23 (School Immunization). Contact your healthcare provider or call 1-877-PA-HEALTH for more information.

All medical forms can be sent to:

- **Online form upload:**
<https://sites.google.com/pavcs.us/pupilhealth/forms/upload-forms?authuser=0>
- OR
- **Fax line:** 1-866-871-9956 (secure nurse fax line)

Reportable Diseases

Local, state, and national agencies (i.e., the Centers for Disease Control and Prevention) require certain diseases be reported because they are considered to be of great public health importance. The latest

addition to this list was varicella, or the chicken pox disease. Health-care providers, including School Nurses, are mandated by Chapter 27 of the Pennsylvania Administrative Code to report cases of “reportable diseases” to the PA Department of Health. Please notify a Pennsylvania Virtual Charter School Nurse if your child/children are diagnosed this school year with any of the diseases referenced in the below Department of Health Website List. This data is important because it allows agencies to identify trends in disease occurrence.

Pennsylvania Department of Health List of Reportable Diseases (PA Code, Title 28, Chapter 27)

Link to Department of Health Website List of Reportable Diseases:

<https://www.health.pa.gov/topics/Reporting-Registries/Pages/Reportable-Diseases.aspx>

Section IX: Student Code of Conduct

Student Conduct Philosophy

The school experience should be both exciting and satisfying to students and staff. The discipline guidelines of PA Virtual emphasize the importance of a culture where diversity and individualism are celebrated in an atmosphere of mutual respect. All parents, guardians, learning coaches, staff members, and the larger PA Virtual community share the responsibility for teaching our students the art of making good choices. In order for a student to reach their potential, the school environment should be safe, orderly, and encourage the fullest possible educational development of each student. PA Virtual will not tolerate any actions from students that in any way interferes with the delivery of educational services, jeopardizes the health, safety, and well-being of any member of the school community, or threatens the integrity and stability of the school itself. These rules shall apply to any conduct:

1. On School Property or in a School Setting (including but not limited to the on-line school and at any testing sites, alternative schools or programs, school-sponsored discussion groups or other school-sponsored activities or programs) at any time.
2. Off School Property at any school activity, function or event (including but not limited to educational outings and extracurricular activities);
3. Off School Property when the conduct may reasonably be expected to:
 - a. Undermine the proper disciplinary authority of the school;
 - b. Endanger the safety of members of the School Community;
 - c. Disrupt the school; or,
 - d. Interfere with the educational process or program in the school, as allowed by law or to undermine the disciplinary authority of the school the safety of students or staff, or to cause disruption within the School or School Setting.
4. While traveling to and from School or School events, functions, or activities, including but not limited to actions on any school bus, van, or public transportation.

Disciplinary Action Schedule

Discipline at PA Virtual follows a Disciplinary Action Schedule. The schedule below describes two levels of discipline; Level I and Level II. The schedule provides examples, but is not a comprehensive list, of student behavior subject to sanctions.

Level I Offenses

- Disruption
- Failure to follow school rules and policies
- Logging attendance hours when student has not completed lessons
- Skipping required coursework or class
- Disruptive and/or Offensive Use of Language
- Damage, Destruction, or Theft of School or Private Property
- Fighting
- Reckless Conduct
- Possessing, distributing, and/or Tobacco Products and Paraphernalia
- Possessing, distributing, and/or drugs or alcohol
- Academic Dishonesty/Abuse of Computer or Internet

Level II Offenses

- Harassment including Sexual Harassment/Bullying
- Indecent Assault or Indecent Exposure
- Assault on school personnel, students or other persons lawfully on school premises or at school-sponsored events or required state testing sites, outings or health screening sites.
- Possession of a Weapon
- Aggravated Offenses
- Arson,
- Possession/sale of pornography
- Hazing,
- Robbery
- Terroristic threats, whether written, verbal, or cyber in nature

Approved Interventions/Sanctions for Level I Violations

For any violation of a Level I offense, a student may face one or more the following corrective actions:

- Written notice to parents informing them of the student's behavior;
- Meeting between the teacher, the parent, and student to discuss the student's behavior and expectations for improving their behavior;
- Meeting between the parent, student, and Assistant Principal or Principal;
- Notice to parents informing them of the student's behavior;
- Supervised mediation between the students involved;
- Meeting with a case worker or a probation officer, where applicable and appropriate;
- Suspension;
- Late penalties for assignments due on the day of an unexcused class absence;
- Friday detention; and/or
- Friday In-School Suspension
- Childline Referral (if applicable to the specific situation)

Approved Interventions/Sanctions for Level II Violations

For any violation of a Level II offense, a student may face one or more the following corrective actions:

- Placement of the student in an alternative education program;
- Placement in an alternative education program, including a remedial disciplinary program;
- Meeting with case worker or probation officer, where applicable and appropriate;
- Friday detention(s);
- Friday in-school suspension (FISS);
- Out of school suspension;
- Expulsion from the School; and/or
- County Children and Youth Referral
- Report to PA Virtual Title IX officer for sexual harassment or Title IX investigation

Due Process: Discipline

The Board of Trustees has the authority to make reasonable and necessary rules regarding the conduct of students. Such rules must be fair and reasonable, which is defined as using a rational means to accomplish a legitimate school purpose. PA Virtual must publish and distribute the Code of Conduct to students and parents and make copies of the Code of Conduct available on the School's website. Student discipline must be based on applicable provisions within the Student Code of Conduct.

Complaint Procedure

Step 1—Reporting

Students who believe they have been subject to conduct that constitutes a violation of this policy are encouraged to immediately report the incident to the Principal or if the complaint involves conduct based on sex, it may be reported to the School's Title IX Officer. For all further Steps in a complaint involving potential Title IX issues, please see a copy of the Title IX Board Policy on School's website at (CITE) or a copy of same is available at the Main Office at the Charter School building.

If the Principal or the Title IX Officer is the subject of a complaint, the student shall report the incident directly to the CEO. If the CEO is the subject of a complaint, the student shall report the incident directly to the Board of Directors.

Step 2 —Investigation

Upon receiving a complaint of unlawful harassment, the Principal or designee shall immediately investigate the complaint, unless the Principal is the subject of the complaint or is unable to conduct the investigation.

The investigation may consist of individual interviews with the complainant, the accused, and others with knowledge relative to the incident. The investigator may also evaluate any other information and materials relevant to the investigation.

The obligation to conduct this investigation shall not be negated by the fact that a criminal investigation of the incident is pending or has been concluded.

Step 3—Investigative Report

The Principal or designee shall prepare a written report within fifteen (15) days, unless additional time to complete the investigation is required. The report shall include a summary of the investigation, a determination of whether the complaint has been substantiated as factual and whether it is a violation of this policy, and a recommended disposition of the complaint.

The findings of the investigation shall be provided to the Parent(s)/Guardian(s) of the complainant, the accused, and also to the CEO.

Step 4 —School Action

If the investigation results in a finding that the complaint is factual and constitutes a violation of this policy, PFPCS shall take prompt, corrective action to ensure that such conduct ceases and will not recur.

Disciplinary actions shall be consistent with the Student-Parent Handbook, Board policies and school procedures, and local, state and federal laws.

If it is determined during or after the investigation by the persons conducting the investigation that a student has knowingly made a false complaint under this policy, such student shall be subject to disciplinary action as stated above in Leveled Offenses.

Cooperation with Legal Authorities

Pennsylvania Virtual Charter School will cooperate as required with any local, state, or federal investigators or law enforcement officers who may contact the School in the course of any criminal investigation in accordance with the School's Memorandum of Understanding. All investigators and law enforcement officers must present proper identification prior to obtaining any information from the

School. All investigators or law enforcement officials must identify themselves to the CEO/principal or CEO/ principal's designee upon contact with the School.

Whenever an investigator or law enforcement officer comes on school property or testing site or outing location with the appropriate legal authority to request records and information, that person will be provided with access to these records. Appropriate legal authority typically involves a court subpoena specifying the documents and information to be reviewed under Family Education Rights and Privacy Act (FERPA) or if it is determined by the Chief Executive Officer (CEO) that a health and safety emergency exists which is an exception to FERPA's requirement of obtaining consent from a student's parent/guardian before disclosing requested information to law enforcement. Except in cases involving abuse at home, the CEO/principal will contact the parent(s)/guardian(s) of a student with whom the law enforcement person wishes to speak. In the former case, the CEO/principal will request permission to call the parent(s)/guardian(s), but will follow the decision of the investigative officer. The CEO/principal or designee shall select a Pennsylvania Virtual Charter School administrator or appropriate staff person to be present at any meeting between a student and an investigator or law enforcement officer that occurs on School grounds. In cases involving abuse at home, the CEO/principal will request permission for a School representative to be present at the meeting or within the line of sight of such a meeting, but will follow the decision of the investigative officer.

Search and Seizure

Pennsylvania Virtual Charter School acknowledges the need for safe storage of books, clothing, school materials, and other personal property when at a test site or school sponsored activity. Lockers, shelves, or cabinets provided for student use remain the property of Pennsylvania Virtual Charter School. Pennsylvania Virtual Charter School reserves the right to inspect a student's storage space when there is reasonable suspicion to believe that the storage space is improperly used for the storage of contraband, a substance or object the possession of which is illegal, or any material which poses a hazard to the health, safety, or welfare of any member of the school community.

Procedures of Disciplinary Expulsion of Children with Disabilities

There are special rules in Pennsylvania for excluding students with disabilities for disciplinary reasons:

Authority of School Personnel (34 CFR §300.530)

1. **Case-by-case determination** School 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 student with a disability who violates a school code of student conduct.
2. **General** To the extent that they also take such action for students without disabilities, school personnel may, for not more than **ten (10) consecutive school days**, remove a student with a disability (other than a student with an 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 student of not more than **ten (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* for the definition, below) or exceed fifteen (15) cumulative school days in a school year. Once a student with a disability has been removed from their current placement for a total of **ten (10) school days** in the same school year, the

charter school must, during any subsequent days of removal in that school year, provide services to the extent required below under the subheading *Services*.

3. **Additional authority** If the behavior that violated the student code of conduct was not a manifestation of the student's disability (see *Manifestation determination*, below) and the disciplinary change of placement would exceed **ten (10) consecutive school days**, school personnel may apply the disciplinary procedures to that student with a disability in the same manner and for the same duration as it would to students without disabilities, except that the school must provide services to that student as described below under *Services*. The student's IEP Team determines the interim alternative educational setting for such services. Under PA special education regulations, a disciplinary exclusion of a student with a disability for more than fifteen (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). The cyber charter school is required to issue a Notice of Recommended Educational Placement (NOREP)/Prior Written Notice to parents prior to a removal that constitutes a change in placement (removal for more than ten (10) consecutive days or fifteen (15) cumulative days).
4. **Services** The services that must be provided to a student with a disability who has been removed from the student's current placement may be provided to an interim alternative educational setting. A cyber charter school is only required to provide services to a student with a disability who has been removed from their current placement for **ten (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 their cyber charter school. A child with a disability who is removed from the child's current placement for more than **10 consecutive school days must:**
 - a. 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**
 - b. 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 their 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.

5. **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)**, the cyber charter school, the parent, and relevant members of the IEP Team (as determined by the parent and the cyber charter school) 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:

- a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; **or**
- b. If the conduct in question was the direct result of the cyber charter school's failure to implement the child's IEP.

If the cyber charter school, the parent, and relevant members of the child's IEP Team determine that either of those conditions was met, the conduct must be determined to be a manifestation of the child's disability.

If the cyber charter school, the parent, and relevant members of the child's IEP Team determine that the conduct in question was the direct result of the charter school's failure to implement the IEP, the charter school must take immediate action to remedy those deficiencies.

- 6. **Determination that behavior was a manifestation of the child's disability** If the cyber charter school, 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:
 - a. Conduct a functional behavioral assessment, unless the cyber charter school had conducted a functional behavioral assessment before the behavior that resulted in the change of placement occurred, and implement a behavioral intervention plan for the child; **or**
 - b. If a behavioral intervention plan already has been developed, review the behavioral intervention plan, and modify it, as necessary, to address the behavior. Except as described below under the subheading **Special circumstances**, the cyber charter school must return the child to the placement from which the child was removed, unless the parent and the school agree to a change of placement as part of the modification of the behavioral intervention plan.
- 7. **Special circumstances** Whether or not 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:
 - a. 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 the cyber charter school;
 - b. 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 the cyber charter school; **or**
 - c. 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 the State Educational Agency or a cyber charter school.
- 8. **Definitions**
 - a. *Controlled substance* means 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)).
 - b. *Illegal drug* means 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.
 - c. *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.
 - d. *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.
- 9. **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, the cyber charter school must notify the parents of that decision, and provide the parents with a procedural safeguards notice.

Change of Placement Because of Disciplinary Removals (34 CFR §300.536)

A removal of a child with a disability from the child's current educational placement is a **change of placement** requiring a NOREP/prior written notice 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**

Whether a pattern of removals constitutes a change of placement is determined on a case-by-case basis by the cyber charter school and, if challenged, is subject to review through due process and judicial proceedings.

Determination of Setting (34 CFR §300.531)

The IEP 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.

1. **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:
 - a. Any decision regarding placement made under these discipline provisions; **or**
 - b. The manifestation determination described above.

The cyber charter school 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.

2. **Authority of hearing officer** - A hearing officer that meets the requirements described under the subheading *Impartial Hearing Officer* must conduct the due process hearing and make a decision. The hearing officer may:
 - a. 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
 - b. 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 the cyber charter school 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 a cyber charter school 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 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 the cyber charter school 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 cyber charter school has filed a due process complaint related to disciplinary matters, the child must (unless the parent and the State Educational Agency or cyber charter school 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.

Special Rules for Students with an Intellectual Disability

If a discipline problem involving a student eligible for special education with an intellectual disability is immediate or so severe as to warrant immediate action, the LEA must first contact the parents/guardians to see if they will agree to the change in educational placement. If the parents/guardians agree, the LEA issues notice to the parents/guardians. If there is no agreement, the LEA may contact the Pennsylvania Department of Education's (PDE) Bureau of Special Education at 717-783-6134 to request permission to impose a disciplinary exclusion which would be a change in educational placement. When PDE approves the change in educational placement, the LEA must issue notice to the parents/guardians. PDE cannot approve requests for a change in placement which would continue beyond 10 consecutive school days. When PDE does not approve the change in educational placement, the parents/guardians may request a due process hearing and then the pendency requirements under 34 C.F.R. § 300.518 apply.

Protections For Children Not Eligible For Special Education and Related Services (34 CFR §300.534)

1. **General** If a child has not been determined eligible for special education and related services and violates a code of student conduct, but the cyber charter school 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.
2. **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:
 - a. 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 of appropriate educational agency, or a teacher of the child;
 - b. The parent request an evaluation related to eligibility for special education and related services under Part B of the IDEA; **or**
 - c. The child's teacher, or other cyber charter school personnel expressed specific concerns about a pattern of behavior demonstrated by the child directly to the cyber charter school's director of special education or to other supervisory personnel of the cyber charter school.
3. **Exception** A charter school would not be deemed to have such knowledge if:
 - a. The child's parent has not allowed an evaluation of the child or refused special education services; **or**
 - b. The child has been evaluated and determined to not be a child with a disability under Part B of the IDEA.
4. **Conditions that apply if there is no basis of knowledge** If prior to taking disciplinary measures against the child, a cyber charter school 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, the evaluation must be conducted in an expedited manner. Until the evaluation is completed, the child remains 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, taking into consideration information from the evaluation conducted by the cyber charter school, and information provided by the parents, the charter school must provide special education and related services in accordance with Part B of the IDEA, including the disciplinary requirements described above.

Referral to and Action By Law Enforcement and Judicial Authorities (34 CFR §300.535)

1. **The state and federal regulations do not:**
 - a. Prohibit an agency from reporting a crime committed by a child with a disability to appropriate authorities; or
 - b. 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.
 - c. Subsequent to a referral to law enforcement, an updated functional behavior assessment and positive behavior support plan are required.
2. **Transmittal of records** If a cyber charter school reports a crime committed by a child with a disability, the cyber charter school: must 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 may transmit copies of the child’s special education and disciplinary records only to the extent permitted by FERPA.

Section X: Annual Notice of Rights Regarding Student Records

Consent for Disclosure of Personally Identifiable Information (34 CFR §300.622)

Unless the information is contained in education records, and the disclosure is authorized without parental consent under FERPA, your consent must be obtained before personally identifiable information is disclosed to parties other than officials of participating agencies. Except under the circumstances specified below, your consent is not required before personally identifiable information is released to officials of participating agencies for purposes of meeting a requirement of Part B of the IDEA. Your 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.

Access to Confidential Information Related to Student (34 CFR §300.611)

1. **Related to the confidentiality of information, the following definitions apply:**
 - a. **Destruction** means physical destruction or removal of personal identifiers from information so that the information is no longer personally identifiable.

- b. **Education records** means the type of records covered under the definition of “education records” in 34 CFR Part 99 (the regulations implementing the Family Educational Rights and Privacy Act of 1974, 20 U.S.C. 1232g (“FERPA”).
 - c. **Participating agency** means any charter school, agency, or institution that collects, maintains, or uses personally identifiable information, or from which information is obtained, under Part B of the IDEA.
 - d. **Personally identifiable** (34 CFR §300.32) means information that has:
 - i. Your child’s name, your name as the parent, or the name of another family member;
 - ii. Your child’s address;
 - iii. A personal identifier, such as your child’s social security number or student number; or
 - iv. A list of personal characteristics or other information that would make it possible to identify your child with reasonable certainty.
2. **Access Rights (34 CFR §300.613)**
- a. **Parent Access** The cyber charter school must permit you to inspect and review any education records relating to your child that are collected, maintained, or used by the cyber charter school under Part B of the IDEA. The cyber charter school must comply with your request to inspect and review any education records on your child without unnecessary delay or before any meeting regarding an IEP, or any impartial due process hearing (including a resolution meeting or a hearing regarding discipline), and in no case more than 45 calendar days after you have made a request.
 - i. Your right to inspect and review education records includes:
 - ii. Your right to a response from the cyber charter school to your reasonable requests for explanations and interpretations of the records;
 - iii. Your right to request that the charter school provide copies of the records if you cannot effectively inspect and review the records unless you receive those copies; **and**
 - iv. Your right to have your representative inspect and review the records.
 - 1. The cyber charter school may presume that you have authority to inspect and review records relating to your child unless advised that you do not have the authority under applicable State law governing such matters as guardianship, or separation and divorce.
 - 2. If any education record includes information on more than one child, the parents of those children have the right to inspect and review only the information relating to their child or to be informed of that specific information.
 - 3. On request, each cyber charter school must provide you with a list of the types and locations of education records collected, maintained, or used by the cyber charter school.
 - b. **Other Authorized Access (34 CFR §300.614)** The cyber charter school must keep a record of parties obtaining access to education records collected, maintained, or used under Part B of the IDEA (except access by parents and authorized employees of the participating agency), including the name of the party, the date access was given, and the purpose for which the party is authorized to use the records.
3. **Fees** The cyber charter school may charge a fee for copies of records (34 CFR §300.617) that are made for you under Part B of the IDEA, if the fee does not effectively prevent you from exercising your right to inspect and review those records. The cyber charter school may not charge a fee to search for or to retrieve information under Part B of the IDEA.
4. **Amendment of Records at Parent’s Request (34 CFR §300.618)** If you believe that information in the education records regarding your child collected, maintained, or used under Part B of the IDEA is inaccurate, misleading, or violates the privacy or other rights of your child, you may request the cyber charter school that maintains the information to change the information. The cyber charter school must decide whether to change the information in accordance with your request within a reasonable

period of time of receipt of your request. If the cyber charter school refuses to change the information in accordance with your request, it must inform you of the refusal and advise you of the right to a hearing for this purpose.

5. **Opportunity for a Records Hearing (34 CFR §300.619)** The cyber charter school must, on request, provide you an opportunity for a hearing to challenge information in education records regarding your child to ensure that it is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of your child.
 - a. **Hearing Procedures (34 CFR §300.621)** A hearing to challenge information in education records must be conducted according to the following procedures for such hearings under the Family Educational Rights and Privacy Act of 1974, 20 U.S.C. Section 1233g (“FERPA”):
 - i. The educational agency or institution shall hold the hearing within a reasonable time after it has received the request for the hearing from the parent or eligible student.
 - ii. The educational agency or institution shall give the parent or eligible student notice of the date, time, and place, reasonably in advance of the hearing.
 - iii. The hearing may be conducted by any individual, including an official of the educational agency or institution who does not have a direct interest in the outcome of the hearing.
 - iv. The educational agency or institution shall provide the parent or eligible student a full and fair opportunity to present evidence to challenge the content of the student’s education records on the grounds that the information contained in the education records is inaccurate, misleading, or in violation of the privacy rights of the student. The parent or eligible student may, at their own expense, be assisted or represented by one or more individuals of their own choice, including an attorney.
 - v. The educational agency or institution shall determine its decision and reduce that decision to a writing within a reasonable period of time after the hearing.
 - vi. The decision must be based solely on the evidence presented at the hearing, and must include a summary of the evidence and the reasons for the decision.
 - c. **Result of Hearing (34 CFR §300.620)** If, as a result of the hearing, the cyber charter school decides that the information is inaccurate, misleading, or otherwise in violation of the privacy or other rights of the child, it must change the information accordingly and inform you in writing. If, as a result of the hearing, the cyber charter school decides that the information is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of your child, you may place in the records that it maintains on your child a statement commenting on the information or providing any reasons you disagree with the decision of the participating agency. Such an explanation placed in the records of your child must:
 - i. Be maintained by the cyber charter school as part of the records of your child as long as the record or con-tested portion is maintained by the participating agency; and
 - ii. If the cyber charter school discloses the records of your child or the challenged portion to any party, the explanation must also be disclosed to that party.
 - d. **Safeguards (34 CFR §300.623)** Each charter school must protect the confidentiality of personally identifiable information at collection, storage, disclosure, and destruction stages. One official at each charter school must assume responsibility for ensuring the confidentiality of any personally identifiable information. All persons collecting or using personally identifiable information must receive training or instruction regarding your State’s policies and procedures regarding confidentiality under Part B of the IDEA and FERPA. Each cyber charter school must maintain, for public inspection, a current listing of the names and positions of those employees within the agency who have access to personally identifiable information.

- e. **Destruction of Information (34 CFR §300.624)** The charter school must inform you when personally identifiable information collected, maintained, or used is no longer needed to provide educational services to your child, and the information must be destroyed at your request.

However, a permanent record of your child's name, address, and phone number, their grades, attendance record, classes attended, grade level completed, and year completed may be maintained without time limitation.

Public Awareness

The CEO or designee shall ensure that the following public awareness activities occur concerning programs and services for children with disabilities who are applying for enrollment at PA Virtual or who attend PA Virtual. PA Virtual shall publish annually a written notice in means accessible to the PA Virtual families, including, in this Handbook and on the PA Virtual website. The Notice must also be made available in means accessible to the public, such as: at the PA Virtual main office, in the PA Virtual special education office, in a newspaper of general circulation, through local Intermediate Units and/or through other generally accessible print and electronic media, and with the Board meeting minutes a description of: child identification activities, of PA Virtual's special education services and programs, of the manner in which to request services and programs, and of the procedures followed by PA Virtual to ensure the confidentiality of student information pertaining to students with disabilities pursuant to state and federal law.

For the most current information please refer to the Annual Notification of Rights under Family Educational Rights and Privacy Act ("FERPA") to Parents and Guardians Regarding the Disclosure of Student "Directory Information" form as posted on the PA Virtual website.

Outreach Activities

The CEO or designee shall ensure that the following outreach activities occur concerning programs and services for children with disabilities who attend PA Virtual:

- Offer parents and family (including foster and surrogate parents) information regarding training activities and publicize the availability of such activities to all parents (trainings in the areas of behavior support, response to intervention, inclusive practices, transition, assistive technology, autism, and interagency coordination are important and parents may also be directed to PaTTAN training opportunities). Parent input is to be sought to determine what parent trainings are needed/desired.
- Provide to interested health and mental health professionals, daycare providers, county agency personnel and other interested professionals, including: professionals and agencies who work with homeless and migrant or other highly mobile youth, wards of the state, as well as to students attending private schools (where applicable), information concerning the types of special education programs and services available in and through PA Virtual and information regarding the manner in which parents can request and access those services.
- Provide or obtain periodic training for PA Virtual's regular education staff and special education staff concerning the identification and evaluation of, and provision of special education programs and services to students with disabilities.
- PA Virtual staff members will work together to identify and support homeless children as per the McKinney-Vento Homeless Assistance Act. This process includes ensuring students receive the services they need, educating parents/guardians about a student's educational rights, and providing assistance to health/mental health professionals and county agency personnel.
- PA Virtual shall conduct child find activities to inform the public of its special education services and programs and the manner in which to request them.

- PA Virtual's child find effort must include information regarding potential signs of developmental delays and other risk factors that could indicate disabilities.
- Efforts must be made to identify applicants and enrolled students who have a native language other than English and to ensure that notices and other outreach efforts are available to them in their native language as required by law and unless it is clearly and absolutely not feasible to do so.

Screening

The CEO or designee shall establish a system of screening in order to:

- Identify and provide screening for students prior to referral for an initial special education multidisciplinary team evaluation;
- Provide peer support for teachers and other staff members to assist them in working effectively with students in the general education curriculum;
- Conduct hearing and vision screening in accordance with the Public School Code of 1949 for the purpose of identifying students with hearing or vision difficulty so that they can be referred for assistance or recommended for evaluation for special education if necessary;
- Identify students who may need special education services and programs.
- Maintain the confidentiality of information in accordance with applicable state and federal regulations.

Pre-Evaluation Screening

The pre-evaluation screening process shall include:

- For students with academic concerns, an assessment of the student's functioning in the curriculum including curriculum-based or performance-based assessments;
- For students with behavioral concerns, a systematic observation of the student's behavior in the classroom or area in which the student is displaying difficulty ("FBA" or functional behavior assessment);
- An intervention based on the results of the assessments conducted;
- An assessment of the student's response to the intervention;
- A determination of whether or not the assessed difficulties of the student are the result of a lack of instruction or limited English proficiency;
- A determination of whether or not the student's needs exceed the functional capacity of the regular education program, without special education programs and services, to maintain the student at an instructional level appropriate to the level and pace of instruction provided in that program;
- Activities designed to gain the participation of parents;
- Controls to ensure that if screening activities have produced little or no improvement within the specified time frame after initiation, the student shall be referred for a multidisciplinary team evaluation.
- The screening activities shall not serve as a bar to the right of a parent to request a multidisciplinary team evaluation at any time. When the completion of screening activities prior to referral for a multi-disciplinary team evaluation will result in serious mental or physical harm, or significant educational regression, to the student or others, PA Virtual may initiate a multidisciplinary team reevaluation without completion of the screening process. Whenever an evaluation is conducted without a pre-evaluation screening, the activities described shall be completed as part of that evaluation whenever possible. PA Virtual will also provide 504 Plans for students who have disabilities or impairments within the meaning of Section 504 that substantially limits the students learning or other major life activity. PA Virtual will utilize the definition of "substantially limits" as provided by the EEOC regulations under the ADA on the basis of individual inquiry for each student. This includes whether the individual student is (a) unable to perform a major life activity that the average person in the general population can perform or (b) significantly restricted as to the

condition, manner, or duration under which the person can perform, in comparison with the average person in the general population. The definition of a physical or mental impairment and of a major life activity may be found at the Section 504 regulation at 34 C.F.R. 104.3(j)(2)(i) and (ii) respectively. Students may be considered to be disabled even though they do not require services pursuant to the Individuals with Disabilities Education Act (2004).

- Parents who think their child may have a disability or may be eligible for special education may request, at any time, that PA Virtual conduct a Multi-Disciplinary Evaluation. **Requests for a Multi-Disciplinary Evaluation must be made in writing to the CEO of PA Virtual.**

Section XI: Acknowledgements and Agreements

The completion and submission of the form, found at the link below, is affirming agreement with the policies and procedures set forth. I/we acknowledge that I/we have read, understood, and fully comply with the content, requirements, and expectations of the Student Handbook and Code of Conduct. I/we agree to abide by the Student Handbook and Code of Conduct as a condition of my child's admission with PA Virtual Charter School and for the duration of my child's enrollment with PA Virtual Charter School. I further affirm and:

- Release the School and its personnel from any and all claims and damages of any nature arising from my child's use of, or inability to use, the school network or the Internet, but not limited to claims that may arise from the unauthorized use of the system to purchase products or services.
- Understand that from time-to-time the school may wish to publish examples of student projects, photographs of students, and other work on an Internet accessible worldwide web server. I also understand that I may rescind this release, at any time, and for any reason, by contacting my assigned Family Support Coordinator (FSC), via email and providing such a request in writing.
- Give permission for [(student name)] to access, produce, and communicate information on the Internet. I understand and agree that the misuse of this privilege by my child will terminate their access to the School network and the Internet.

I/we understand that if I/we have questions, at any time, regarding the Student Handbook and Student Code of Conduct, I/we will consult a member of the PA Virtual Enrollment team or my student's academic program Principal. If a student is 18 years old, they may sign the handbook on their own behalf.

Name of Parent/Learning Coach: _____

Date: _____

As an alternative to physically signing ("wet signing"), typing names on the linked form below will be an efficient way to submit the requested acknowledgement. Completing the linked form below will have the same effect and authority as signing a paper document.

<https://goo.gl/forms/5ww6P8rZ4pvjBOfk1>



2024 -2029 Charter Renewal Application

Act 4 Background Check



Act 4 Background Checks Protocols

All employees at PA Virtual must comply with state and federal requirements such as, but not limited to, the list below. Employees must possess at the time of hire, and actively maintain throughout the term of employment, the following:

- FBI/Fingerprinting Clearance
- Child Abuse Clearance
- PA State Criminal Record Clearance

The chart below is used by PA Virtual's Human Resources team to ensure compliance with Act 4 clearance timelines and procedures.

| | |
|---|--|
| Clearance Type | <ol style="list-style-type: none">1. FBI Federal Criminal History Clearance2. PA State Police Criminal History Clearance3. PA Child Abuse History Clearance |
| New Employee Clearance Report Submissions | <p>As per PA Virtual policy, all prospective employees, volunteers, student teachers, temporary agency employees; regardless of level of contact with students, must submit completed clearance reports to Human Resources prior to date of hire or assignment start date.</p> <p>PA Virtual prefers to receive clearance reports dated within one (1) year of hire date. However, we will accept clearance reports dated within the past five (5) years/sixty (60) months. This is contingent upon PA Virtual being able to locate original clearances on the applicable web systems.</p> |
| Current Employee Clearance Report Renewals | All employees must renew clearances every five (5) years. Clearances can be renewed sooner, but the five year timeframe will start as of the date of the most recent reports. |
| Questions | See the link from PDE below for further guidance: https://www.education.pa.gov/Educators/Clearances/Pages/default.aspx |



2024 -2029 Charter Renewal Application

Act 126 Child Abuse



Act 126 Child Abuse Protocols

All employees at PA Virtual must comply with state and federal requirements such as, but not limited to, the list below. Employees must possess at the time of hire, and actively maintain throughout the term of employment, the following:

- Act 126 Mandated Reporter Training

The chart below is used by PA Virtual’s Human Resources team to ensure compliance with Act 126 requirements.

| | |
|--|---|
| Type | Child Abuse Recognition & Reporting Act (Mandated Reporter Training) |
| Training Offered | As per PA Virtual policy, all prospective employees, employees, student teachers, temporary agency employees; regardless of level of contact with students, have access to the approved provider training course from the University of Pittsburgh. www.reportabusepa.pitt.edu Individuals must register for an account to complete the training. This training lasts approximately 3-6 hours and is conducted online. |
| Training Requirements – New Employees | All new employees, etc. must complete an approved Act 126 training program within the first week of employment/assignment or within five (5) years of date of hire. PA Virtual will accept proof of a completed and approved Act 126 provider course dated within the past five (5) years/sixty (60) months. Otherwise, new employees must complete the course within their first week of employment. Human Resources will include this training time, if applicable, as part of their new hire orientation plan. |
| Training Requirements - Current Employees | All employees must complete this training every five (5) years while employed at the School. Training dates are logged and certificates are uploaded into electronic employee files by the Human Resources department and reports are pulled annually to identify employees due for training renewal. |
| Questions | See the link from DHS below for further guidance: https://www.dhs.pa.gov/KeepKidsSafe/Pages/Trainings.aspx |



2024 -2029 Charter Renewal Application

Act 168 Employment History



Act 168 Employment History Protocols

The chart below is used by PA Virtual’s Human Resources team to ensure compliance with Act 168 requirements.

| Type | Employment History screening |
|---------------------|---|
| Requirements | <p>All prospective employees, independent contractors and temporary agency employees; regardless of level of contact with students, are required to complete the Sexual Misconduct & Abuse Disclosure Form.</p> <p>All prospective employees, independent contractors and temporary agency employees must complete the Sexual Misconduct & Abuse Disclosure Form prior to being offered employment or placed on assignment. The form should be completed for each current employer, previous school employer or employer where the applicant had direct contact with children. The forms, completed by the applicant, are reviewed against the employment application/resume and will be sent to the appropriate entity/employer directly from the PA Virtual Charter School Human Resources department.</p> <p>Once completed forms are returned, the HR team will review and escalate as appropriate based on form response.</p> <p>As per PDE guidelines, PA Virtual ensures that employees are hired on a provisional basis, not to exceed ninety (90) days, and are not permitted alone with children until the completed forms are returned and reviewed by the Human Resources Department.</p> |
| Questions | See the link from PDE below for the complete form and further guidance: https://www.education.pa.gov/Policy-Funding/BECS/Purdons/Pages/Act168FAQ.aspx |



2024 -2029 Charter Renewal Application

Act 82 Lifetime Bans



Act 82 Lifetime Bans Protocols

The chart below is used by PA Virtual's Human Resources team to ensure compliance with Act 82 requirements.

| | |
|------------------|---|
| Type | Certain Criminal Convictions |
| Procedure | As per PA Virtual policy, the Human Resources department personnel will communicate with the Chief Executive Officer directly of any employee, student teacher, temporary agency employee, volunteer, etc. that has a documented and known conviction or offense. Various methods for identifying these convictions/offenses would be through the Arrest/Conviction Form, clearance report reviews and through a PDE TIMS educator certification review. These discussions will be escalated as appropriate to PDE or the Board of Trustees and action will be handled appropriately and in accordance with Act 82. |
| Questions | See the link from PDE below for further guidance: https://www.education.pa.gov/Educators/Clearances/Laws/Pages/Act82.aspx |



2024 -2029 Charter Renewal Application

Act 24 Reporting Arrest



Act 24 Reporting Arrests Protocols

The chart below is used by PA Virtual's Human Resources team to ensure compliance with Act 24 requirements.

| Type | Arrests & Convictions |
|------------------|--|
| Procedure | <p>All prospective employees must complete the PDE Arrest/Conviction Report & Certification Form at time of hire. Additionally, an active employee with an arrest or conviction of an offense listed on the form in Section 111(e) must also complete this form within seventy-two (72) hours.</p> <p>As per PA Virtual policy, the Human Resources department personnel will communicate with the Chief Executive Officer directly of any employee that has a documented and known conviction or offense from Section 111(e).</p> <p>These discussions will be escalated as appropriate to PDE or the Board of Trustees and action will be handled appropriately and in accordance with Act 24.</p> |
| Questions | <p>See the link from PDE below for further guidance: https://www.education.pa.gov/Educators/Clearances/Laws/Pages/Act24.aspx</p> |



2024 -2029 Charter Renewal Application

Act 71 Youth Suicide Awareness
and Prevention Policy



| | |
|---------------------|---|
| 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



2024 -2029 Charter Renewal Application

Act 71 Youth Suicide Awareness
and Prevention Plan



| | |
|---------------------|---|
| Book | BOT Policies |
| Section | 2000 Teaching, Learning, & Family Support |
| Title | Youth Suicide Awareness & Prevention Policy |
| Code | 2007 |
| Status | Active |
| Adopted | August 26, 2019 |
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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.
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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



2024 -2029 Charter Renewal Application

Health and Safety

Health and Safety Plan Summary: PA Virtual Charter School

Initial Effective Date: July 30, 2021

Date of Last Review: July 21, 2023

Date of Last Revision: March 1, 2022

Pandemic Coordinator/Team

| Individual(s) | Stakeholder Group Represented | Pandemic Team Roles and Responsibilities (Options Above) |
|---------------------------------|---|--|
| Rich Costa | School Safety/Security Coordinator & Facility Manager | Pandemic Coordinator, Health and Safety Plan Development & Pandemic Crisis Response Team |
| Nate Achey | Director of Information Technology | Health and Safety Plan Development & Pandemic Crisis Response Team |
| Dr. Debra Heath-Thornton | Chief Executive Officer | Health and Safety Plan Development & Pandemic Crisis Response Team |
| Dr. Shaikha BuAli | Chief Academic Officer | Pandemic Crisis Response Team |
| Jason Fitzpatrick | Principal, Pupil Services | Health and Safety Plan Development & Pandemic Crisis Response Team |
| Guidance Department | Assistant Director of Guidance and Federal Programs | Health and Safety Plan Development & Pandemic Crisis Response Team |

| | | |
|------------------------------|--|--|
| Christina Woltjen | School Nurse-West | Health and Safety Plan Development & Pandemic Crisis Response Team |
| Victoria Roache-Lelli | School Nurse- East | Pandemic Crisis Response Team |
| Kris York | Manager of Pupil Health Services | Health and Safety Plan Development & Pandemic Crisis Response Team |
| Kinet Becker | Director of Special Education | Health and Safety Plan Development & Pandemic Crisis Response Team |
| Kiel Parker | Assistant Director of Special Education Support Services & Compliance Monitoring | Health and Safety Plan Development & Pandemic Crisis Response Team |
| Laura Afshari | High School Principal | Pandemic Crisis Response Team |
| Steven Schutt | Elementary School Principal | Pandemic Crisis Response Team |
| Richard Verga | Middle School Principal | Pandemic Crisis Response Team |
| Sherri Tate | Chief Human Resources & Marketing Officer | Pandemic Crisis Response Team |

Summary

PA Virtual shall follow CDC guidelines as well as applicable state and federal recommendations for all staff that physically return to work in the King of Prussia administration building. The health and safety of all PA Virtual's students, families, staff and independent contractors remains the top priority of PA Virtual. [CDC K12 School Guidance](#).

Forehead temperature reading kiosks have been deployed at each entrance of the facility. All staff members or guests that enter the office are required to use the kiosks before leaving the foyers and entering the main building space. If the kiosk identifies an elevated forehead temperature, that individual is required to leave the building immediately and contact their supervisor. There are additional hand held thermal forehead readers at the front desk if the first layer of safety should fail for any reason.

Effective February 25, 2022, CDC is exercising its enforcement discretion to not require that people wear masks on buses or vans operated by public or private school systems, including early care and education/child care programs. CDC is making this change to align with updated guidance ([Covid 19 Community Levels](#)) that no longer recommends universal indoor mask wearing in K-12 schools and early education settings in areas with a **low** or **medium** COVID-19 Community Level Transmission. ([COVID-19 by County](#)) School systems at their discretion may choose to require that people wear masks on buses or vans.

The CDC has changed recommendations to only require mask wearing in areas that are considered High COVID transmission. Areas of Low or Medium transmission are mask optional for indoor. For all outings the PA Virtual employee in charge of that outing will check the transmission rate for the county the outing will take place in and communicate to the attendees if masks are mandatory or optional.

The school will continue to follow CDC and DOH recommended practices for social distancing within the facility. An office request form was developed and deployed to allow any staff member that resides and works out of a cubicle could request accommodations to obtain a physical office to work in. We will continue to monitor and follow CDC guidance on social distancing within a K-12 school.

A hired cleaning staff will clean and disinfect high touch areas, along with normal duties, nightly throughout the business week. The facility will be electrostatically disinfected when a staff member reports having symptoms of Covid-19 and if heavier staff, student, parent, vendor and contractor traffic is observed. Staff will also be provided with disinfectant and encouraged to wipe down their personal space frequently.

There will be disinfectant wipes and hand sanitizer at locations near workstations for staff to wipe down any surfaces in their work area and practice hand hygiene. There are multiple hand sanitizer stations located throughout the building in the common areas.

The Facility Manager will ensure that all HVAC units are operating at optimal levels for proper ventilation and air filters are changed on a regular preventive maintenance quarterly schedule. Filters have been upgraded and air purifiers were added to all nine HVAC units for improved air quality.

PA Virtual participated in the Montgomery County Intermediate Unit (MCIU) state J&J vaccination staff deployment program, has provided links to additional vaccination and booster opportunities in their region and will continue to provide pertinent vaccine information to all staff through the pandemic coordinator. (*Find a COVID-19 Vaccine: Search [vaccines.gov](#), text your ZIP code to 438829, or call 1-800-232-0233 to find locations near you in the U.S.*)

School Community

Overall, for the majority of our students, instructional delivery and most services are able to be provided virtually. PA Virtual will resume hosting in-person school events. If pandemic conditions change, such as cessation of in-person events and state testing, email communication will go out to the entire school community and will be updated as new information becomes available. PA Virtual follows recommended CDC, PDE and local guidelines to host safe in-person community events. All in attendance at in-person school community events or home visits, health screenings, in-person related services etc. (two years of age or older) must adhere to the transmission level mask requirements for Low, Medium, and High transmission rates. During High levels of community transmission, students will be required to wear a face mask/covering, unless they have a medical or mental health condition or disability that precludes the wearing of a face covering when receiving in-person services. Protocols for students with disabilities will be addressed on a case-by-case basis and appropriate accommodations will be considered to fully support their safety and learning to the extent consistent with this Health and Safety Plan and applicable laws and applicable health and safety guidelines.

American Rescue Plan (ARP) Elementary and Secondary School Emergency Relief (ESSER) Fund

PA Virtual is evaluating the ARP/ESSER grant funding eligible parameters to ensure the safety of staff, students, parents, contractors, vendors and guests.

- 1. How will the LEA, to the greatest extent practicable, support prevention and mitigation policies in line with the most up-to-date guidance from the CDC for the reopening and operation of school facilities in order to continuously and safely open and operate schools for in-person learning?**

For the majority of our students, all instructional delivery and services are able to be provided virtually. Protocols for students who are high risk or have disabilities will be addressed on a case-by-case basis and appropriate accommodations will be considered to fully support their safety and learning to the extent consistent with this Health and Safety Plan and applicable laws and applicable health and safety guidelines. Each school implements a class coverage plan for staff who are absent and when substitute teachers are unavailable.

Decisions regarding in-person services for students with a disability shall be made on an individual basis by each student's IEP/504 plan. In-person services shall be permitted, however, unless the health and safety guidelines of this plan together with applicable state and federal mandates regarding health and safety are followed during the provision of any in-person services.

All students, siblings and adults must adhere to CDC guidelines conducting home visits, attending outings or providing related services.

- 2. How will the LEA ensure continuity of services, including but not limited to services to address the students' academic needs, and students' and staff members' social, emotional, mental health, and other needs, which may include student health and food services?**

For the majority of our students, all instructional delivery and services are able to be provided virtually. Protocols for students with disabilities are addressed on a case-by-case basis and appropriate accommodations will be considered to fully support their safety and learning to the extent consistent with this Health and Safety Plan and applicable laws and applicable health

and safety guidelines. PA Virtual provides all support services to students and staff through our online model of education. Virtual support sessions for both students and staff, mental health clubs, tutoring, mentoring, counseling, and virtual teacher office hours for families will continue to address and proactively support our student and staff population.

PA Virtual employs approximately 300 staff, the majority are remote employees. Limited staff, 8 or less, report to the King of Prussia office on a weekly basis. If any of the limited staff who report to the office are at higher risk of serious illness from COVID-19, he/she should contact their Supervisor and Chief Human Resources & Marketing Officer and arrangements may be made for continuing telework. Employees with face to face or main office responsibilities that demonstrate symptoms and/or history of exposure to COVID-19, they should contact their supervisor and plan to telework. All employees should make arrangements to be tested for COVID-19 and follow the isolation and quarantine recommendations of the CDC regardless of vaccination or booster status. [CDC Isolation & Quarantine](#). They should continue to practice all necessary and appropriate Department of Health recommended safety precautions listed on the school guidance page of the Montgomery county website: [Montgomery County School Guidance](#).

3. **Use the table below to explain how the LEA will maintain the health and safety of students, educators, and other staff and the extent to which it has adopted policies, and a description of any such policy on each of the following safety recommendations established by the CDC.**

| ARP ESSER Requirement | Strategies, Policies, and Procedures |
|--|---|
| <p>a. Universal and correct wearing of masks;</p> | <p>The CDC has changed recommendations to only require mask wearing in areas that are considered High COVID transmission. Areas of Low or Medium transmission are mask optional for indoor. For all outings the PA Virtual employee in charge of that outing will check the transmission rate for the county the outing will take place in and communicate to the attendees if masks are mandatory or optional.</p> |
| <p>b. Modifying facilities to allow for physical distancing (e.g., use of cohorts/podding);</p> | <p>The school will continue to follow CDC and DOH recommended practices for social distancing within the facility. An office request form was developed and deployed to allow any staff member that resides and works out of a cubicle could request accommodations to obtain a physical office to work in. We will continue to monitor and follow CDC guidance on social distancing within a K-12 school.</p> |

| | |
|---|---|
| <p>c. Handwashing and respiratory etiquette;</p> | <p>Staff is also encouraged to practice healthy hand hygiene by continually washing their hands and using the provided PPEs to assist with disinfection of high touch areas.</p> |
| <p>d. Cleaning and maintaining healthy facilities, including improving ventilation;</p> | <p>Cleaning - A hired cleaning staff will clean and disinfect high touch areas, along with normal duties, nightly throughout the business week. The facility will be electrostatically disinfected when a staff member reports having symptoms of Covid-19 and if heavier traffic is observed for staff, student, parent, vendor and contractor. Staff will also be provided with disinfectant and encouraged to wipe down their personal space frequently.</p> <p>Ventilation – The Facility Manager will ensure that all HVAC units are operating at optimal levels for proper ventilation and air filters are changed on a regular preventive maintenance quarterly schedule. Filters have been upgraded and air purifiers were added to all nine HVAC units for improved air quality.</p> |
| <p>e. CDC Isolation & Quarantine, in collaboration with the State and local health departments;</p> | <p>Any staff member that reports to the office and reported testing positive for Covid-19 will be mandated to follow CDC and Local County Health Department recommendations for isolation and quarantine.</p> |
| <p>f. Diagnostic and screening testing;</p> | <p>Forehead temperature reading kiosks have been deployed at each entrance of the facility. All staff members and guests that enter the office are required to use the kiosks before leaving the foyers and entering the main building space. If the kiosk identifies an elevated forehead temperature, that individual is required to leave the building immediately and contact their supervisor. There are additional hand held thermal forehead readers at the front desk if the first layer of safety should fail for any reason.</p> |
| <p>g. Efforts to provide vaccinations to school communities;</p> | <p>PA Virtual participated in the statewide intermediate unit J&J vaccination deployment program. PA Virtual continues to provide links to additional vaccination</p> |

| | |
|--|---|
| | <p>and booster opportunities in the local regions of the PA Virtual staff. <i>(Find a COVID-19 Vaccine: Search vaccines.gov, text your ZIP code to 438829, or call 1-800-232-0233 to find locations near you in the U.S.)</i></p> |
| <p>h. Appropriate accommodations for students with disabilities with respect to health and safety policies; and</p> | <p>Decisions regarding appropriate accommodations for students with disabilities shall be made on an individual basis, collectively agreed to by each student's IEP/504 team.</p> |
| <p>i. Coordination with state and local health officials.</p> | <p>Any student or staff who reports testing positive for Covid-19 will be mandated to follow CDC and their Local County Health Department recommendations for isolation and quarantine especially if the student or staff member was present at a recent face to face school event. In the case of a student or staff member testing positive after a school event, PA Virtual will follow best practices recommended by the CDC and local county health department guidance.</p> |

Health and Safety Plan Governing Body Affirmation Statement

The Board of Directors/Trustees for **PA Virtual Charter School** reviewed and approved the Health and Safety Plan on **March 7, 2022**.

The plan was approved by a vote of:

 5 Yes

 0 No

Affirmed on: **March 7, 2022**

By:



(Signature of Chair, Board of Trustees)*

Bonnie M. Schaefer

(Print Name of Chair, Board of Trustees)

*Electronic signatures on this document are acceptable using one of the two methods detailed below.

Option A: The use of actual signatures is encouraged whenever possible. This method requires that the document be printed, signed, scanned, and then submitted.

Option B: If printing and scanning are not possible, add an electronic signature using the resident Microsoft Office product signature option, which is free to everyone, no installation or purchase needed.

PA Virtual Charter School



630 Park Avenue King of Prussia, PA 19406
866-728-2751

The purpose of this document is for the President and Secretary of the Board of Trustees to affirm that the Cyber Charter School Renewal application is accurate.

Cyber Charter School Renewal Affirmation

We, the undersigned, have reviewed and approve the submission of this Cyber Charter School Renewal Application to the Pennsylvania Department of Education.

Affirmed on this 25th day of Sept., 2023

By: Bonnie M. Schaefer (Signature of Board of Trustee Chair)

Ms. Bonnie M. Schaefer (Print Name)

PA Virtual Charter School Board of Trustees

Affirmed on this 25th day of Sept., 2023

By: Sophia Lewis (Signature of Board of Trustee Secretary)

Sophia Lewis (Print Name)

PA Virtual Charter School Board of Trustees