

LEARNING ONLINE TOGETHER

2100 Corporate Drive 1-888-997-3352 Suite 500 F: 1-866-977-3527 Wexford, PA 15090 www.padistance.org

Appointment of officers made by the Board on May 6, 2019

John Marous	President	Until 2020
Bill Donahue	Vice-President	Until 2020
Greg Dolan	Treasurer	Until 2020
Bill Donahue	Secretary	Until 2020

Previous Appointments

Election of Trustees made by the Board on May 14, 2018

John Marous	President	Until 2019
Bill Donahue	Vice-President	Until 2019
John Marous	Treasurer	Until 2019
Bill Donahue	Secretary	Until 2019

Election of Trustees made by the Board on May 15, 2017

John Marous	President	Until 2018
Bill Donahue	Vice-President	Until 2018
John Lally	At-Large	Until 2018
Bill DiBenedetto	Secretary	Until 2018

Election of Trustees made by the Board on May 17, 2016

John Marous	President	Until 2017
Bill Donahue	Vice-President	Until 2017
John Lally	At Large	Until 2017
Bill DiBenedetto	Secretary	Until 2017

Election of Trustees made by the Board on May 11, 2015

John Marous	President	Until 2016
William Donahue	Vice President	Until 2016
John Lally	At Large	Until 2016
Bill DiBenedetto	Secretary	Until 2016

BOARD OF TRUSTEES MEETINGS 2017-2018

PENNSYLVANIA DISTANCE LEARNING CHARTER SCHOOL (PDLCS)

September 11, 2017

December 4, 2017

March 14, 2018

May 14, 2018 - Annual Meeting

June 11, 2018 - Budget Adoption

All meetings are held at 4:00 pm at PDLCS 2100 Corporate Drive, Suite 500 Wexford, PA 15090 and via Conference Line: (888) 988-2893

Access Code: 73527

BOARD OF TRUSTEES MEETINGS 2018-2019

PENNSYLVANIA DISTANCE LEARNING CHARTER SCHOOL (PDLCS)

September 10, 2018

December 3, 2018

March 4, 2019

May 6, 2019 - Annual Meeting

June 10, 2019 - Budget Adoption

All meetings are held at 4:00 pm at PDLCS 2100 Corporate Drive, Suite 500 Wexford, PA 15090 and via Conference Line: (888) 988-2893

Access Code: 73527

BOARD OF TRUSTEES MEETINGS 2019-2020

PENNSYLVANIA DISTANCE LEARNING CHARTER SCHOOL (PDLCS)

September 9, 2019

December 2, 2019

March 2, 2020

May 4, 2020 - Annual Meeting

June 8, 2020 - Budget Adoption

All meetings are held at 4:00 pm at PDLCS 2100 Corporate Drive, Suite 500 Wexford, PA 15090 and via Conference Line: (888) 988-2893

Access Code: 73527

Board of Trustees Meeting for Pennsylvania Distance Learning Charter School 2100 Corporate Dr., Suite 500 Wexford, PA 15090 Telephone: 888-997-3352 Facsimile: 866-977-3527

			Agenda		
		Date: Time: Location:	September 12, 2014:00 p.m. Pennsylvania Dist 2 nd Floor Conference and via Teleconference Phone#: 888-988-2	ance Learning nce Room e 2893	g Charter School
A.	Call to Order				
В.	Roll Call				
	John I Willia Bill D John I Other Patric Darla Jamie Shery Micha	r Attendees: ia Rossetti, CEO, Posney, Principal Desrochers, Director I Allmon, Director ael Whisman, Char	President tary urer, Advisory Trustee PDLCS ctor Special Education r Student Services	□Present	□Absent
C.	Public Comme	nt			
D.	Review of Ager	ıda			
E.	Standard Busin	iess			
	i. Meeting Mi	nutes of June 20.	, 2016 Board Meeting		
			ond:		
	Ayes:	Opp	osed:		
	Motion:		sion Minutes from Augus ond: osed:	st 15, 2016	

Board of Trustees Meeting for Pennsylvania Distance Learning Charter School 2100 Corporate Dr., Suite 500 Wexford, PA 15090 Telephone: 888-997-3352 Facsimile: 866-977-3527 Website: www.padistance.org

	ii.	State of the		
		Motion:	Second:	
		Ayes:	Opposed:	
	iii.	Financial Re	ort	
		Motion:	Second:	
		Ayes:	Second:Opposed:	
F.	New	Business		
	i.	Charter Cho	ces Contract Renewal	
		Motion:	Second:	
		Ayes:	Opposed:	
	ii.		20 Comprehensive Plan for public input	
		Motion:	Second:	
		Ayes:	Opposed:	
			Recommendations Update andards Act and Family Medical Leave Act	
G.	Ren	ninder of Ne	at Board Meeting	
		mber 5, 2016 onference.	4:00 p.m. to be held at the Pennsylvania Distance Learning Charter Scho	ol and by
Η.	Exe	cutive Sessi	on a second seco	
I.	Adi	ournment		
	500		Second:	
		Ayes:	Opposed:	
		Park March 2000.	Over the American Control of the Con	

Board of Trustees Meeting for Pennsylvania Distance Learning Charter School 2100 Corporate Dr., Suite 500 Wexford, PA 15090

Telephone: 888-997-3352 Facsimile: 866-977-3527

Website: www.padistance.org

Agenda

		October 17, 2016 11:00 am Pennsylvania Dist 2 nd Floor Conference and via Teleconference Phone#: 888-988-2 Access Code: 7352	nce Room e 2893	Charter School
SEED SATISFACE	to Order			
B. Roll	Call			
	Trustee Attendance: John Marous, President William Donahue, Vice Pr Bill DiBenedetto, Secretar		□Present □Present □Present	□Absent □Absent □Absent
	John Lally, CPA, Treasure		□Present	□Absent
	Other Attendees: Patricia Rossetti, CEO, PD Darla Posney, Principal Jamie Desrochers, Director Sheryl Allmon, Director S Michael Whisman, Charter Nicholas Kocuba, Director	r Special Education tudent Services r Choices	□Present □Present □Present □Present □Present □Present	□Absent □Absent □Absent □Absent □Absent □Absent
C. Publ	ic Comment			
D. Revi	ew of Agenda			
E. Stan	dard Business			
i.	Meeting Minutes of Septemb	er 12, 2016 Board Me	eting	
	Motion: Second Ayes: Oppose			
ii.	Financial Report			
	Motion: Second	1.		

Ayes: ____Opposed: ____

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New Business

- i. Draft Audit and Financial Statements
- ii. 2016-17 Budget
- iii. Fund Balance Recommendations
- iv. 2015-16 School Performance Profile

F. Reminder of Next Board Meeting

December 5, 2016 at 4:00 p.m. to be held at the Pennsylvania Distance Learning Charter School and by teleconference.

H. Executive Session

I.	Adjournment		
	Motion:	Second:	
	Ayes:	Opposed:	

Board of Trustees Meeting for

Pennsylvania Distance Learning Charter School 2100 Corporate Dr., Suite 500 Wexford, PA 15090 Telephone: 888-997-3352 Facsimile: 866-977-3527

Website: www.padistance.org

Agenda

		Agenda		
	Date: Time: Location:	December 5, 2016 4:00 pm Pennsylvania Dist 4th Floor Confere and via Teleconferenc Phone#: 888-988-7 Access Code: 7352	ance Learning nce Room e 2893	g Charter Schoo
A. Call to O	rder			
B. Roll Call				
	Trustee Attendance: John Marous, President William Donahue, Vice Bill DiBenedetto, Secre		□Present □Present	□Absent □Absent
	John Lally, CPA, Treasi		□Present	□Absent
	Other Attendees:	A STATE OF THE STA	<u> </u>	SEV BI
	Patricia Rossetti, CEO,		Present	□Absent □Absent
	Darla Posney, Principal Jamie Desrochers, Direc		□Present □Present	□Absent
	Sheryl Allmon, Director		□Present	□Absent
	Michael Whisman, Char		□Present	□Absent
	Nicholas Kocuba, Direc	tor of Technology	□Present	□Absent
C. Public Co	omment			
D. Review o	f Agenda			
E. Standard	Business			
i. Me	eeting Minutes of Octob	er 17, 2016 Board Meeti	ng	
Mo	otion: Seco	ond:		
	res: Opp	osed:		
ii. State	of the School Report			
Ma	otion: Seco	ond:		
V10		osed:		

Board of Trustees Meeting for Pennsylvania Distance Learning Charter School 2100 Corporate Dr., Suite 500 Wexford, PA 15090 Telephone: 888-997-3352 Facsimile: 866-977-3527

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	Motion:Ayes:	Second:Opposed:
F.	New Business	
	i. Legal: Abington Case	
G.	Reminder of Next Board	Meeting
	March 6, 2017 4:00 p m. to be he teleconference.	eld at the Pennsylvania Distance Learning Charter School and by
Н.	Executive Session	
I.	Adjournment	
	Motion: Ayes:	Second:Opposed:
	Ayes.	Opposed

iii. Financial Report

Board of Trustees Meeting for

Pennsylvania Distance Learning Charter School 2100 Corporate Dr., Suite 500 Wexford, PA 15090 Telephone: 888-997-3352 Facsimile: 866-977-3527

	Time: Location:	March 6, 2017 4:00 pm Pennsylvania Dist 4th Floor Confere and via Teleconference Phone#: 888-988-2 Access Code: 7352	nce Room e 2893	g Charter Schoo
A. Call to	Order			
B. Roll Ca	ıll			
	Trustee Attendance: John Marous, President William Donahue, Vice Bill DiBenedetto, Secret John Lally, CPA, Treasu Other Attendees: Patricia Rossetti, CEO, I Darla Posney, Principal	ary urer, Advisory Trustee	□Present □Present □Present □Present □Present	□Absent □Absent □Absent □Absent □Absent
	Jamie Desrochers, Direc Sheryl Allmon, Director Michael Whisman, Char Nicholas Kocuba, Direc	Student Services ter Choices	□Present □Present □Present □Present	□Absent □Absent □Absent □Absent
C. Pledge	of Allegiance			
D. Public	Comment			
E. Review	of Agenda			
F. Standa	rd Business			
i.	Meeting Minutes of Decem	ber 5, 2016 Board Meeti	ing	
	Motion: Secondary Secondar	ond:osed:		
ii. St	ate of the School Report			
	Motion: Seco	ond:		

Board of Trustees Meeting for Pennsylvania Distance Learning Charter School 2100 Corporate Dr., Suite 500 Wexford, PA 15090 Telephone: 888-997-3352 Facsimile: 866-977-3527

		Ayes:	Opposed	d:					
	iii.	Financial Repo	rt						
		Motion:	Second						
		Ayes:	Second: Opposed	d:					
G.	i. ii. iii. iv. v.	Business Employee Handstudent HandbomOU Alleghent Foster Care Transless Policy Draft 2017-18 S	ook y County CYF ansportation y Revision chool Calendar						
Η.	Rem	inder of Next	Board Meetin	ıg					
	To be 2017.		ylvania Distance	Learning Ch	narter Schoo	ol and by te	leconference	ce on May	15,
Η.	Exe	cutive Session							
I.	Adj	Ournment Motion: _ Ayes: _	SecOpp	cond: posed:	5.f				

2100 Corporate Dr., Suite 500 Wexford, PA 15090 Telephone: 888-997-3352 Facsimile: 866-977-3527

Website: www.padistance.org

Agenda

Date: May 15, 2017 Time: 4:00 pm

Location: Pennsylvania Distance Learning Charter School

4th Floor Conference Room

and

via Teleconference Phone#: 888-988-2893 Access Code: 73527

- A. Call to Order
- B. Roll Call

Trustee Attendance:		
John Marous, President	□Present	□Absent
William Donahue, Vice President	□Present	□Absent
Bill DiBenedetto, Secretary	□Present	□Absent
John Lally, CPA, Treasurer, Advisory Trustee	□Present	□Absent
Other Attendees:		
Patricia Rossetti, CEO, PDLCS	□Present	□Absent
Darla Posney, Principal	□Present	□Absent
Jamie Desrochers, Director Special Education	□Present	□Absent
Sheryl Allmon, Director Student Services	□Present	□Absent
Michael Whisman, Charter Choices	□Present	□Absent
Nicholas Kocuba, Director of Technology	□Present	□Absent
Kevin Corcoran, Charter Choices	□Present	□Absent

- C. Pledge of Allegiance
- D. Public Comment
- E. Review of Agenda
- F. Standard Business
 - i. Meeting Minutes of March 6, 2017 Board Meeting

Motion:	Second:	
Ayes:	Opposed:	

Board of Trustees Meeting for

Pennsylvania Distance Learning Charter School 2100 Corporate Dr., Suite 500 Wexford, PA 15090 Telephone: 888-997-3352 Facsimile: 866-977-3527

Website: www.padistance.org

	ii. State of	f the School Report
	Motio	on: Second:
	Ayes:	Opposed:
	iii. Financi	
		on: Second:
	Ayes:	Opposed:
G.	New Busine	ess
	i. F	Board Appointments 2017-2018
		Board Meeting Dates 2017-2018
		School Improvement Plan
		Fund Balance Proposals
		PADIE Grant Oraft 2017-18 Budget
Н.		of Next Board Meeting
	To be held at t 2017.	he Pennsylvania Distance Learning Charter School and by teleconference on June 19,
H.	Executive S	Session
I.	Adjournme	ent
and:	N	Motion: Second:
	A	Ayes:Opposed:

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Website: www.padistance.org

Agenda

Date:	June 23, 2017
Time:	11:00 am

Location: Pennsylvania Distance Learning Charter School

4th Floor Conference Room

and

via Teleconference Phone#: 888-988-2893 Access Code: 73527

- A. Call to Order
- B. Roll Call

Trustee Attendance:		
John Marous, President	□ Present	□Absent
William Donahue, Vice President	□ Present	□Absent
Bill DiBenedetto, Secretary	□Present	□Absent
John Lally, CPA, Treasurer, Advisory Trustee	□Present	□Absent
Other Attendees:		
Patricia Rossetti, CEO, PDLCS	□Present	□Absent
Darla Posney, Principal	□ Present	□Absent
Jamie Desrochers, Director Special Education	□Present	□Absent
Sheryl Allmon, Director Student Services	□Present	□Absent
Michael Whisman, Charter Choices	□Present	□Absent
Nicholas Kocuba, Director of Technology	□Present	□Absent
Kevin Corcoran, Charter Choices	□Present	□Absent

- C. Pledge of Allegiance
- D. Public Comment
- E. Review of Agenda
- F. Standard Business
 - i. Budget Approval

Motion:	Second:	
Ayes:	Opposed:	

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Website: www.padistance.org

G. New Business

- i. Pension Reform Update
- ii. PNC Bank Account
- iii. Fund Balance Allocations

H. Reminder of Next Board Meeting

To be held at the Pennsylvania Distance Learning Charter School and by teleconference on September 11, 2017.

H. Executive Session

I.	Adjournment		
	Motion:	Second:	
	Ayes:	Opposed:	

Board of Trustees Meeting for Pennsylvania Distance Learning Charter School 2100 Corporate Dr., Suite 500 Wexford, PA 15090

Telephone: 888-997-3352 Facsimile: 866-977-3527

Website: www.padistance.org

			Date: Time: Location:	Agenda September 11, 201 4:00 pm Pennsylvania Dist 4th Floor Confere and via Teleconference Phone#: 888-988-2 Access Code: 7352	ance Learning nce Room	Charter School
A.	Call to O	rder				
В.	Roll Call					
		John Ma William Bill Die John La Other A Patricia Darla Po Jamie D Sheryl A Michael	Attendees: Rossetti, CEO, Pi osney, Principal	DLCS or Special Education Student Services er Choices	□Present	□Absent
C.	Pledge of	Allegia	nce			
D.	Public Co	omment	n			
E.	Review o	f Agend	la			
F.	Standard	l Busine	rss			
	i. N	Meeting M	Iinutes of May 1	5, 2017 Board Meeting		
		otion:	Secon Oppos	nd: sed:		

Board of Trustees Meeting for Pennsylvania Distance Learning Charter School 2100 Corporate Dr., Suite 500 Wexford, PA 15090 Telephone: 888-997-3352 Facsimile: 866-977-3527

	ii. Meeting Minu	es of June 23, 2017 Board Meeting
	Motion:	Second:
	Ayes:	Second:Opposed:
G.	State of the School R	eport
	Motion:	Second: Opposed:
	Ayes:	Opposed:
Н.	Financial Report Motion: Ayes:	Second: Opposed:
I.	ii. Visitation Po	gnature approval for Mrs. Rossetti in eGrants licy ing date for October for audit review
J.	Reminder of Nex	Board Meeting
	To be held at the Peni December 4, 2017.	sylvania Distance Learning Charter School and by teleconference on
Η.	Executive Sessio	
I.	Adjournment	
		Second:
	Ayes:	Opposed:

Board of Trustees Meeting for

Pennsylvania Distance Learning Charter School 2100 Corporate Dr., Suite 500 Wexford, PA 15090 Telephone: 888-997-3352 Facsimile: 866-977-3527

Website: www.padistance.org

Agenda

	Date: Time: Location:	October 23, 2017 4:00 pm Pennsylvania Dist 4th Floor Confere and via Teleconference Phone#: 888-988-2 Access Code: 7352	nce Room e 2893	g Charter Schoo
A. Call to Or	der			
B. Roll Call				
	Trustee Attendance: John Marous, President William Donahue, Vice Bill DiBenedetto, Secre John Lally, CPA, Treasu	tary	□Present □Present □Present □Present	□Absent □Absent □Absent □Absent
	Other Attendees: Patricia Rossetti, CEO, Darla Posney, Principal Jamie Desrochers, Direc Sheryl Allmon, Director Michael Whisman, Char Nicholas Kocuba, Direc	etor Special Education Student Services rter Choices	□Present □Present □Present □Present □Present □Present	□Absent □Absent □Absent □Absent □Absent □Absent
C. Pledge of	Allegiance			
D. Public Co	mment			
E. Review of	Agenda			
F. Standard	Business			
i. M	eeting Minutes of Septe	ember 11, 2017 Board M	eeting	
Mot	tion: Seco	4.		

Ayes: ____Opposed: _

Board of Trustees Meeting for Pennsylvania Distance Learning Charter School 2100 Corporate Dr., Suite 500 Wexford, PA 15090 Telephone: 888-997-3352 Facsimile: 866-977-3527

G.	Financial Report		
	Motion:	Second:	
		Opposed:	
Н.	Audit Review		
	Motion:	Second:	
	Ayes:	Second:Opposed:	
I.	New Business		
J.	Reminder of Next B	oard Meeting	
	To be held at the Pennsyl December 4, 2017.	vania Distance Learning Charter School and by teleconfer	ence on
Н.	Executive Session		
I.	Adjournment		
	Motion:	Second:	
	Ayes:	Opposed:	

Board of Trustees Meeting for

Pennsylvania Distance Learning Charter School 2100 Corporate Dr., Suite 500 Wexford, PA 15090 Telephone: 888-997-3352 Facsimile: 866-977-3527

Website: www.padistance.org

Agenda

A. Call to O	Date: Time: Location:	December 5, 2017 4:00 pm Pennsylvania Dist 4th Floor Confere and via Teleconference Phone#: 888-988-2 Access Code: 7352	nce Room	g Charter Schoo
B. Roll Call	idei			
b. Ron Can				
	Trustee Attendance:			
	John Marous, President		□Present	□Absent
	William Donahue, Vice		Present	□Absent
	Bill DiBenedetto, Secre		□Present	□Absent
	John Lally, CPA, Treas	ırer, Advisory Trustee	□Present	□Absent
	Other Attendees:			
	Patricia Rossetti, CEO,		□Present	□Absent
	Darla Posney, Principal		□Present	□Absent
	Jamie Desrochers, Direc		□Present	□Absent
	Sheryl Allmon, Director		□Present	□Absent
	Michael Whisman, Char		□Present	□Absent
	Nicholas Kocuba, Direc	tor of Technology	□Present	□Absent
C. Pledge of	Allegiance			
D. Public Co	omment			
E. Review of	f Agenda			
F. Standard	Business			
i. N	Ieeting Minutes of Septe	mber 11, 2017 Board M	eeting	
Mo	otion:Seco	ond:		
Ay	es: Opp	osed:		

Board of Trustees Meeting for

Pennsylvania Distance Learning Charter School 2100 Corporate Dr., Suite 500 Wexford, PA 15090 Telephone: 888-997-3352 Facsimile: 866-977-3527

G.	State of the School Report
	Motion: Second:
	Motion: Second: Opposed: Opposed:
H.	Financial Report
	Motion: Second:
	Ayes: Opposed:
1.	 i. Electronic signature resolution ii. 2017-18 Budget iii. 2018-2021 Comprehensive Plan for review iv. SIS and Technical Services RFP recommendation
J.	Reminder of Next Board Meeting
	To be held at the Pennsylvania Distance Learning Charter School and by teleconference on March 14, 2018.
Η.	Executive Session
I	Adjournment
1.	Motion: Second:
	Ayes: Opposed:

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Board Meeting March 12, 2018

Date: March 12, 20 **Time:** 4:00 pm

Location: Pennsylvania Distance Learning Charter School

and via Teleconference

				AGENDA				
	MEETI	NG TYPE:	🗷 Regular	☐ Special	☐ Prop	osed	\square Ap	proved
A.	Call to	Order						
В.	Roll C	Call						
		John Willia John Other Attende	ees:	e President Advisory Board M		□Present □Present □Present	phone	□Absent
		Darla Jamie Shery Mich Nicho Kelly	Posney, Principal Desrochers, Dire d Allmon, Directo ael Whisman, Cha blas Kocuba, Direc Crooks, Curriculu	ctor SE, PDLCS r of Student Servi	ces PDLCS y PDLCS PDLCS	□Present □Present □Present □Present □Present □Present □Present □Present □Present		□Absent □Absent □Absent □Absent □Absent □Absent □Absent □Absent □Absent
C.	Pledge	e of Allegiance						
D.	Public	Comment						
E.	Reviev	w of Agenda						
F.	Standa	ard Business						
	i.	Meeting Minu	ites of December	5, 2017 Board M	leeting			
		Motion:		Support:	: :			
		J		F F				

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	ii. State of School Report	
	Motion:	Support:
	Ayes:	Opposed:
	iii. Financial Report	
		Support:
	Ayes:	Opposed:
G.	NEW BUSINESS	
i.	2018-2019 Employment Hand	book Revisions
	Motion:	Support:
	Ayes:	Opposed:
ii.		andbook RevisionsSupport: Opposed:
iii.	Fixed Asset Board Policy Revi	ision
		Support:
	Ayes:	Opposed:
iv.	English as a Second Language	Revision
		Support:
	Ayes:	Opposed:
	Reminder of Next Board Meeti To be held at the Pennsylvania I 2018.	i ng Distance Learning Charter School and by teleconference on M
Ι	Executive Session (if necessary	I

2100 Corporate Drive, Suite 500, Wexford, PA 15090 Telephone: (888) 997-3352 Facsimile: (866) 977-3527

Website: www.padistance.org

Board Meeting

Date: May 14, 2018 **Time:** 4:00 pm

Location: Pennsylvania Distance Learning Charter School

and via Teleconference

		NDA		
MEETING TYPE	E: Regular \square	Special	Proposed	☐ Approved
A. Call to Order				
3. Roll Call				
Board M	ember Attendance:			
J	John Marous, President		□Present	□Absent
•	William Donahue, Vice Presid	lent	□Present	□Absent
J	John Lally, Treasurer, Advisor	ry Board Member	□Present	□Absent
Other At	tendees:			
	Patricia Rossetti, Chief Execut			□Absent
	Darla Posney, Principal, PDLO		□Present	□Absent
	Jamie Desrochers, Director SE		□Present	□Absent
	Sheryl Allmon, Director of Stu			□Absent
	Michael Whisman, Charter Ch		□Present	□Absent
	Nicholas Kocuba, Director of	0.		□Absent
	Kelly Crooks, Curriculum Coo Leigh Anne Lord, Recording S		□Present □Present	□Absent □Absent
1	Leigh Aime Loid, Recording L	secretary, FDLCs	□F Tesent	□Ausent
C. Pledge of Allegia	ınce			
). Public Commen	t			
E. Review of Agend	la			
F. Standard Busine	ess			
i. Meeting	Minutes of March 12, 2018 l	Board Meeting		
Motion:		_ Support:		
Ayes:		Opposed:		

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	ii.	State of School Repor	rt .
			Support:
		Ayes:	Opposed:
	iii.	Financial Report	
		Motion:	Support:
		Ayes:	Opposed:
G.	NEW I	BUSINESS	
i.	2018-	2019 Board Appointm	ents
		Motion:	Support:
			Opposed:
ii.	2018	– 2019 Board Meeting	Dates
		Motion:	Support:
		Ayes:	Opposed:
iii.	2018 -	– 2019 Draft Budget	
		Motion:	Support:
		Ayes:	Opposed:
iv.	Fund	Balance Recommenda	ntion
			Support:
		Ayes:	Opposed:
v.	Schoo	ol Improvement Plan	
		Motion:	
		Ayes:	Opposed:

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Website: www.padistance.org

Board Meeting June 25, 2018 Date: Time: 11:00 am

Pennsylvania Distance Learning Charter School **Location:**

and via Teleconference

	<u> </u>	AGENDA		
MEETING TYPE	E: Regular	☐ Special ☐	1 Proposed	☐ Approved
A. Call to Order				
B. Roll Call				
Board Me	ember Attendance:			
	ohn Marous, President		□Present	□Absent
V	William Donahue, Vice	President	□Present-	phone □Absent
Other Att	tendees:			
	Patricia Rossetti, Chief E			□Absent
	Darla Posney, Principal,		□Present	□Absent
	amie Desrochers, Director Sheryl Allmon, Director		Present	xAbsent xAbsent
	Michael Whisman, Chart		□ Present	□Absent
	Vicholas Kocuba, Direct			□Absent
	Kelly Crooks, Curriculus			□Absent
L	eigh Anne Lord, Record	ding Secretary, PDLC	CS □Present	xAbsent
C. Pledge of Allegia	nce			
D. Public Comment				
E. Review of Agend	a			
F. Standard Busines	ss			
i. Meeting N	Minutes of May 14, 201	18 Board Meeting		
Motion: _		Support:		
Ayes: _		Opposed:		

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Website: www.padistance.org

G. NEW BUSINESS	
i. 2018 – 2019 Budget	
Motion:	Support:
Ayes:	Opposed:

H. Reminder of Next Board Meeting

To be held at the Pennsylvania Distance Learning Charter School and by teleconference on September 10, 2018.

I Executive Session (if necessary)

2100 Corporate Drive, Suite 500, Wexford, PA 15090 Telephone: (888) 997-3352 Facsimile: (866) 977-3527

Website: www.padistance.org

Board Meeting March 6, 2019 Date: Time: 4:00 pm

Pennsylvania Distance Learning Charter School **Location:**

and via Teleconference

		AGENDA		
MEETING TYPE:	Regular Regular	☐ Special	□ Proposed	☐ Approved
A. Call to Order				
3. Roll Call				
	er Attendance:			
	Marous, President		☐ Present	□Absent
	am Donahue, Vice	e President	□ Present	□Absent
Greg	Dolan, Treasurer		☐ Present	□Absent
Other Attend	ees:			
Patrio	cia Rossetti, Chief	Executive Officer,		☐ Absent
	Posney, Principa		☐ Present	
	Desrochers, Dire		☐ Present	☐ Absent
			es PDLCS Present	☐ Absent
		ctor of Technology	PDLCS ☐ Present ☐ Present	☐ Absent ☐ Absent
	Crooks, Principa ael Whisman, Cha		☐ Present	☐ Absent
		ording Secretary, PI		□Absent
_	,	2		
C. Pledge of Allegiance				
O. Public Comment				
E. Review of Agenda				
F. Standard Business				
i. Meeting Min	utes of December	· 18, 2018 Board M	leeting	
Motion:			Support:	

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Website: www.padistance.org

	Motion:	Support:
	Ayes:	Opposed:
iii	. Financial Report	
	Matters	S 4
	Motion: Ayes:	Support: Opposed:
		оррозош
G. NEW	BUSINESS	
i.	2019-2020 Student Handbook	
	Motion:	Support:
	Ayes:	Opposed:
ii.	2019-2020 Employment Handbook	· ·
	Motion:	Support:
	Ayes:	Opposed:
iii	. Board Policy Additions: Records Visitation	Retention, Business Travel and Reimbursement;
	Motion:	Support:
	Ayes:	Opposed:
iv.	. Board Policy Changes: Technolog	y Usage Agreement and Procurement Policy
	Motion:	Support:
	Ayes:	Opposed:
v.	PDLCS Strategic Plan	
	Motion:	Support:
	Ayes:	Opposed:

I Executive Session (if necessary):

2100 Corporate Drive, Suite 500, Wexford, PA 15090 Telephone: (888) 997-3352 Facsimile: (866) 977-3527

Website: www.padistance.org

Board Meeting April 29, 2019 Date: Time: 3:00 pm

Pennsylvania Distance Learning Charter School **Location:**

and via Teleconference

MEETING TW		GENDA		
MEETING TYP	E: Regular	⊠ Special	□ Proposed	☐ Approved
A. Call to Order				
B. Roll Call				
	Member Attendance: John Marous, President William Donahue, Vice Pr Greg Dolan, Treasurer Attendees: Patricia Rossetti, Chief Ex Darla Posney, Principal, P Jamie Desrochers, Director Sheryl Allmon, Director o Nicholas Kocuba, Director Kelly Crooks, Principal, P Michael Whisman, Charte Leigh Anne Lord, Recordi	ecutive Officer, PI DLCS r SE, PDLCS f Student Services r of Technology PI DLCS r Choices	☐ Pro ☐ Pro ☐ Pro PDLCS ☐ Pro DLCS ☐ Pro ☐ Pro ☐ Pro ☐ Pro	esent
C. Pledge of Alleg D. Public Comment E. Review of Agen F. New Business i. PA Dist	nt	chool Strategic Pl	an Review	
Motion: Ayes:	<u> </u>		Support: Opposed:	

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	ii. BD&E Public Relations and Marke	BD&E Public Relations and Marketing Plan Review			
	Motion:	Support: Opposed:			
	iii. Continuous School Improvement U	pdate			
G.	Reminder of Next Board Meeting To be held at the Pennsylvania Distance Le 2019 at 4:00 p.m.	earning Charter School and by teleconference on May 6,			
ī	Executive Session (if necessary):				

2100 Corporate Drive, Suite 500, Wexford, PA 15090 Telephone: (888) 997-3352 Facsimile: (866) 977-3527

Website: www.padistance.org

Board Meeting May 6, 2019 Date: Time: 4:00 pm

Pennsylvania Distance Learning Charter School **Location:**

and via Teleconference

	N	MEETING TYP	PE: 🗷 Regular	AGEN	NDA Special	□ P	roposed	☐ Approved
A	۱.	Call to Order	Ū		•		•	••
F	3 .	Roll Call						
		Board N	Member Attendance: John Marous, President William Donahue, Vice Greg Dolan, Treasurer	t e Presido	ent		☐ Present☐ Present☐ Present☐	□Absent □Absent □Absent
		Other A	Attendees: Patricia Rossetti, Chief Darla Posney, Principa Jamie Desrochers, Dire Sheryl Allmon, Directo Nicholas Kocuba, Dire Kelly Crooks, Principa Michael Whisman, Cha Leigh Anne Lord, Reco	l, PDLC ector SE, or of Stu ctor of T l, PDLC arter Che	S, PDLCS dent Servi Technolog S Dices	ices PDL y PDLC	☐ Present☐	☐ Absent
(Pledge of Alleg	iance					
Ι).	Public Comme	nt					
F	J.	Review of Ager	ıda					
F	٠.	Standard Busin	iess					
		i. Meeting Meeting	g Minutes of March 4, 2	2019, 20	018 Board	Meetin	g and April 29	, 2019 Special Board
		Motion: Ayes:	:		-		port: posed:	

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	Motion: Ayes:	Support: Opposed:
iii.	Financial Report	
	Motion: Ayes:	Support: Opposed:
G. NEW	BUSINESS	
i.	2019-2020 Board Appointments	
	Motion:	Support: Opposed:
ii.	SY2019-2020 Board Meeting Dates	
	Motion: Ayes:	Support: Opposed:
iii.	2019-2020 Draft Budget	
	Motion:	Support: Opposed:
iv.	School Improvement Plan	
	Motion: Ayes:	Support: Opposed:
To be	nder of Next Board Meeting held at the Pennsylvania Distance Learning at 4:00 p.m.	Charter School and by teleconference on June 10

2100 Corporate Drive, Suite 500, Wexford, PA 15090 Telephone: (888) 997-3352 Facsimile: (866) 977-3527

Website: www.padistance.org

Board Meeting June 10, 2019 Date: Time: 4:00 9m

Pennsylvania Distance Learning Charter School **Location:**

and via Teleconference

AGENDA									
	N	MEETING TYP	PE: 🗷	Regular	☐ Special	□ Prop	osed	□ App	roved
A	۱.	Call to Order							
В	3.	Roll Call							
		Board N	Jember Atto John Marou William Doo Greg Dolan,	s, President nahue, Vice P	resident		□Present □Present □Present		□Absent □Absent □Absent
		Other A	Darla Posne Jamie Desro Sheryl Allm Michael Wh Nicholas Ko Kelly Crook	y, Principal, I schers, Director on, Director o isman, Charte ocuba, Director s, Curriculum	or SE, PDLCS of Student Services	PDLCS DLCS LCS	□Present □Present □Present □Present □Present □Present □Present □Present	C X X C C	Absent Absent Absent Absent Absent Absent Absent Absent Absent
C		Pledge of Alleg	iance						
D).	Public Comme	nt						
E		Review of Ager	ıda						
F	•	Standard Busin	iess						
		i. Meeting	Minutes of	May 6, 2019	Board Meeting				
		Motion: Ayes:			Support: Opposed: _				_

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G.	NEW BUSINESS						
i.	2019 – 2020 Budget						
	Motion:	Support:					
	Ayes:	Opposed:					
ii.	. Fund Balance Resolution						
	Motion:	Support:					
	Ayes:	Opposed:					
н.	Reminder of Next Board Meet To be held at the Pennsylvania 1 9, 2019.	ng Distance Learning Charter School and by teleconference on September					
I	Executive Session (if necessary	7)					

2100 Corporate Drive, Suite 500, Wexford, PA 15090 Telephone: (888) 997-3352 Facsimile: (866) 977-3527

Website: www.padistance.org

Board Meeting July 17, 2018 Date: Time: 11:00 am

Pennsylvania Distance Learning Charter School **Location:**

			AGENDA		
N	MEETING TY	PE: ☐ Regular	☒ Special □	l Proposed	☐ Approved
A.	Call to Order				
В.	Roll Call				
	Board 1	Member Attendance:			
		John Marous, Presiden	ıt	□Present	□Absent
		William Donahue, Vic	e President	□Present	□Absent
	Other A	Attendees:			
			f Executive Officer, PD		□Absent
		Darla Posney, Principa		□Present	□Absent
		Jamie Desrochers, Direct	ector SE, PDLCS or of Student Services F	□Present	□Absent □Absent
		Michael Whisman, Ch		□ Present	□Absent
			ector of Technology PD		□Absent
			lum Coordinator, PDLC		□Absent
		Leigh Anne Lord, Rec	ording Secretary, PDLC	CS □Present	□Absent
c.	Pledge of Alleg	giance			
D.	Public Comme	ent			
Е.	Review of Age	nda			
F.	Standard Busi	ness			
	i. Meetin	g Minutes of June 25, 2	2018 Board Meeting		
	Motion	ı:	Support:		
	Ayes:		Opposed:		

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Website: www.padistance.org

G.	NEW BUSINESS		
i.	Fund balance allocation		
	Motion:	Support:	
	Ayes:	Opposed:	
ii.	Introduction of new Board Mem	ber	
	Motion:	Support:	
	Ayes:	Opposed:	
iii.	Building RFP		
Н.	Reminder of Next Board Meeting To be held at the Pennsylvania Dist 10, 2018.	ance Learning Charter School and by telec	conference on September
I	Executive Session (if necessary)		

2100 Corporate Drive, Suite 500, Wexford, PA 15090 Telephone: (888) 997-3352 Facsimile: (866) 977-3527

Website: www.padistance.org

Board MeetingAugust 10, 2018 Date: Time: 11:00 am

Pennsylvania Distance Learning Charter School **Location:**

		AGENDA		
MEETING TY	PE: ☐ Regular		☐ Proposed	☐ Approved
A. Call to Order				
B. Roll Call				
Board ?	Member Attendance: John Marous, Presiden William Donahue, Vic Greg Dolan		□Present □Present □Present	□Absent □Absent □Absent
Other A	Attendees: Patricia Rossetti, Chier Darla Posney, Principa Jamie Desrochers, Dire Sheryl Allmon, Directo Michael Whisman, Ch Nicholas Kocuba, Directo Kelly Crooks, Curricul Leigh Anne Lord, Rec	al, PDLCS ector SE, PDLCS or of Student Services arter Choices ector of Technology PI lum Coordinator, PDL	PDLCS Present DLCS Present CS Present DLCS Present CS Present	□Absent □Absent □Absent □Absent □Absent □Absent □Absent □Absent
C. Pledge of Alleg	giance			
D. Public Comme	ent			
E. Review of Age	nda			
F. NEW BUSINE	ESS			
i. Real Estate O	ptions			
Motion Ayes:	:			

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Website: www.padistance.org

G. Reminder of Next Board Meeting

To be held at the Pennsylvania Distance Learning Charter School and by teleconference on September 19, 2018 at 11:30 a m.

I Executive Session (if necessary)

2100 Corporate Drive, Suite 500, Wexford, PA 15090 Telephone: (888) 997-3352 Facsimile: (866) 977-3527

Website: www.padistance.org

Board Meeting September 19, 2018 Date:

Time: 11:30 am

Pennsylvania Distance Learning Charter School **Location:**

			AGENDA		
ľ	MEETING TYPE:	Regular Regular	☐ Special	☐ Proposed	☐ Approved
A.	Call to Order				
B.	Roll Call				
	Willia Greg	Marous, Presiden m Donahue, Vic Dolan, Treasurer	e President	□Present □Present □Present	□Absent □Absent □Absent
	Darla Jamie Shery Micha Nicho Kelly	ia Rossetti, Chief Posney, Principa Desrochers, Dire I Allmon, Directo tel Whisman, Chies Ias Kocuba, Dire Crooks, Curricul	ector SE, PDLCS or of Student Servic	□Present	□Absent □Absent □Absent □Absent □Absent □Absent □Absent □Absent □Absent
C.	Pledge of Allegiance				
D.	Public Comment				
E.	Review of Agenda				
F.	Standard Business				
	i. Meeting Minu	tes of July 17, 2	018 and August 10	, 2018 Special Board	Meetings
	Motion: Ayes:				

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Website: www.padistance.org

	ii.	State of School Report	
		Motion:	_ Support: _ Opposed:
	iii.	Financial Report	_ Opposed
		Motion:Ayes:	_ Support: _ Opposed:
G.	NEW	BUSINESS	
н.		•	ing Charter School and by teleconference on December
I	Execu	ative Session (if necessary)	

2100 Corporate Drive, Suite 500, Wexford, PA 15090 Telephone: (888) 997-3352 Facsimile: (866) 977-3527

Website: www.padistance.org

Board Meeting October 29, 2018 Date:

Time: 9:30 am

Pennsylvania Distance Learning Charter School **Location:**

		AGENDA		
MEETING TYP	E: ☐ Regular	▼ Special	☐ Proposed	☐ Approved
A. Call to Order				
B. Roll Call				
	Iember Attendance: John Marous, Presiden William Donahue, Vice Greg Dolan, Treasurer		☐ Present☐ Present☐ Present☐	□Absent □Absent □Absent
	ttendees: Patricia Rossetti, Chief Darla Posney, Principa Jamie Desrochers, Dire Sheryl Allmon, Directo Michael Whisman, Cha Nicholas Kocuba, Dire Kelly Crooks, Curricul Leigh Anne Lord, Reco	l, PDLCS ector SE, PDLCS or of Student Services arter Choices ctor of Technology P um Coordinator, PDI	□ Present	□ Absent
C. Pledge of Allegi	ance			
D. Public Commen	t			
E. Review of Agen	da			
F. Standard Busin	ess			
i. Meeting	Minutes of Septembe	r 19, 2018 Board Me	eeting	
Motion: Ayes:			Support:Opposed:	

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Website: www.padistance.org

	ii. Audit Report	
	Motion:	Support: Opposed:
G.	NEW BUSINESS	
н.	Reminder of Next Board Meeting To be held at the Pennsylvania Distance Learn 3, 2018.	ning Charter School and by teleconference on December
I	Executive Session (if necessary):	

2100 Corporate Drive, Suite 500, Wexford, PA 15090 Telephone: (888) 997-3352 Facsimile: (866) 977-3527

Website: www.padistance.org

Board Meeting

Date: December 18, 2018

Time: 12:30 pm

Location: Pennsylvania Distance Learning Charter School

			AGENDA			
M	EETING TYPE:	Regular	☐ Special	☐ Prop	osed	☐ Approved
A. (Call to Order					
B. 1	Roll Call					
	Williat Greg I Other Attende Patrici Darla I Jamie Sheryl Nichol Kelly (Marous, President m Donahue, Vice Polan, Treasurer a Rossetti, Chief Posney, Principa Desrochers, Dire Allmon, Directo as Kocuba, Dire Crooks, Principa el Whisman, Cha	E President Executive Officer I, PDLCS Ector SE, PDLCS or of Student Servicetor of Technology I, PDLCS	ces PDLCS PDLCS	☐ Present	□ Absent
C. 1	Pledge of Allegiance					
D. 1	Public Comment					
E.]	Review of Agenda					
F. 5	Standard Business					
	i. Meeting Minu	tes of October 2	9, 2018 Special Bo	oard Meetii	ng	
	Motion:			Suppor	t:	
	Ayes:			Oppose	d :	

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Website: www.padistance.org

	Motion:	Support:
	Ayes:	Opposed:
iii.	Financial Report	
	Motion:	Support:
	Ayes:	Opposed:
NEW	BUSINESS	
i.	Nicholson Road Lease Review	
	Motion:	Support:
	Ayes:	Opposed:
ii.	Board Resolution	
	Motion:	Support:
	Ayes:	Opposed:
iii.	BDE Public Relations Proposal	
	Motion:	Support:
	Ayes:	Opposed:
iv.	SY 2019-2020 Proposed School Calendar	
	Motion:	Support:
	Ayes:	Opposed:

I Executive Session (if necessary):

2100 Corporate Drive, Suite 500, Wexford, PA 15090 Telephone: (888) 997-3352 Facsimile: (866) 977-3527

Website: www.padistance.org

Board Meeting

Date:

March 6, 2019

Time:

4:00 pm

Location:

Pennsylvania Distance Learning Charter School

MEETING TYPE	: 🗷 Regular	☐ Special ☐	Proposed \square	Approved
	•	•	•	• •
A. Call to Order: M	Ir. Marous called the i	meeting to order at 4:04	p.m.	
B. Roll Call				
Board Me	ember Attendance:			
J.	ohn Marous, Presiden	t	x Present-pho	ne 🗆 Absen
V	Villiam Donahue, Vice	e President	x Present	□Absen
C	Greg Dolan, Treasurer		x Present	□Abser
Other At	endees:			
P	atricia Rossetti, Chief	Executive Officer, PD	LCS x Present	☐ Abse
	Darla Posney, Principa		x Present	☐ Abse
	amie Desrochers, Dire		x Present	☐ Abse
		or of Student Services I		☐ Abse
		ctor of Technology PD		☐ Abse
	Celly Crooks, Principa		x Present-pho	
	Aichael Whisman, Ch		x Present	☐ Abse
		ording Secretary, PDLC		□Abser
	esse Bean, Charter Ch		x Present	□Abse
	Coleen Brennen, Teach	•	x Present	□Abse
1	Tracey Colbert, Teach	er, PDLCS	x Present	□Abse
C. Pledge of Allegia	nce			
D. Public Comment	- none			
E. Review of Agend	la			
F. Standard Busine	ess			
i. Meeting	Minutes of Decembe	r 18, 2018 Board Mee	ting	
Mr. Marous reques	sted a motion to accep	t the minutes of the De	cember 18, 2018 Boar	rd Meeting.
•	-		•	•
Mattan	Greg Dolan		Support: William Do	anahwa

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ii. State of School Report

Mrs. Rossetti presented the State of the School report. As of February 25, 2019, there were 848 active students with 46% male and 54% female. Continuing student retention rate is 66% and new student retention rate is 69%. Two staff members have presented at a state level conference. The PIMS Coordinator will be presenting at the 2019 PDE Data Summit and has been nominated for the 2019 Data Governance Aware of Excellence. Two counselors developed a one-day counselor symposium with 12 of 15 cyber charter schools attending. Since the last Board meeting, two teachers and one school nurse assistant have departed and two teachers have joined the school. Mr. Marous inquired as to the reason for the teacher departure. Mrs. Rossetti responded that the teachers would have the ability to work from home in their new positions and expressed some dissatisfaction with Acellus. Mr. Marous congratulated the PIMS Coordinator on her nomination. Mr. Marous asked if the Board would benefit from listening to some of the presentations that have been recently given. Mrs. Rossetti responded that learning more about our professional learning communities and professional learning plans may be useful to the Board. She also indicated that from the counselor symposium, it would be interesting to see what trends arise in the standard population across all cyber schools.

Mr. Donahue asked if Marketing reviewed the grade level enrollments and should they be more level. He asked if we knew why K-2nd grade had low enrollment. Mrs. Rossetti responded that although we do not know the exact reason, most likely, it is due to the level of parent interaction required with the younger grades.

Mr. Donahue also inquired how testing is planned with the staff. Mrs. Rossetti gave him a high level response explaining the logistics and basic plans. He also asked if the clubs were student led. The response was that the Student Leadership Club was student led but the others are teacher led.

Mr. Dolan inquired about the 12th grade enrollment drop-off and reasons for it. Mrs. Rossetti gave him an overview of the Graduation Recovery program and how it can start in the 9th grade and its implications for graduation and 12th grade enrollment.

Mr. Marous requested a motion to approve the State of the School report as presented.

Motion: Greg Dolan

Support: William Donahue

Ayes: 3

Opposed: 0

iii. Financial Report

Mr. Whisman presented the financial report as of January 31, 2019. He indicated that while operating cash and investments were lower, so were liabilities. Monies are now showing as collateral for the new facility. Cash on hand is still a positive at 58 days and is calculated with cash only and no investments. While the P&L statement shows that we are just under what we budgeted, this is in part due to under-enrollments but the school district rates have increased keeping us in a good position. All ratios are in line. He reminded the Board that PDE has

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changed reimbursement timing with it now being one month in arrears so we are consistently one month behind in receiving payments.

Mr. Marous inquired about the student computer purchase as it appears that we have not purchased up to the budget. Mrs. Rossetti explained that purchases will be completed in the Spring 2019 in advance of the 2019-2020 school year.

Mr. Marous requested a motion to approve the Financial Report as presented.

Motion: Greg Dolan

Support: William Donahue

Ayes: 3

Opposed: 0

G. NEW BUSINESS

i. 2019-2020 Student Handbook

Mr. Marous made a motion to approve the changes to the Student Handbook for SY2019-2020 as presented.

Motion: John Marous

Support: Greg Dolan

Ayes: 3

Opposed: 0

ii. 2019-2020 Employment Handbook

Mr. Marous made a motion to approve the changes to the Employee Handbook for SY2019-2020 as presented.

Motion: John Marous

Support: Greg Dolan

Ayes: 3

Opposed: 0

iii. Board Policy Additions: Records Retention, Business Travel and Reimbursement; Visitation

Mr. Marous made a motion to approve the new Board policies presented with the slight modification to the Visitation Policy pertaining to where visitors report.

Motion: John Marous

Support: Greg Dolan

Ayes: 3

Opposed: 0

iv. Board Policy Changes: Technology Usage Agreement and Procurement Policy

Mr. Marous made a motion to approve the changes to the Technology Usage Agreement and the Procurement Policy as presented.

Motion: John Marous

Support: William Donahue

Ayes: 3

Opposed: 0

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v. PDLCS Strategic Plan

Jesse Bean from Charter Choices presented the PDLCS Strategic Plan. He first outlined the process and the committee configuration. He stressed that it was not a top-down process but encompassed a diverse group of people. The committee's next focus will be developing an implementation and evaluation plan.

Mr. Marous questioned where we stood in regards to the cyber charter landscape. He indicated that he felt that the biggest threat may be coming from school districts developing in-house programs and believes that this review is an important piece that should be included in the plan.

Mr. Dolan asked how the decision to have the regional family coordinators based here rather than dispersed throughout out the state. Mrs. Rossetti replied that based on our previous marketing relationships, we have found that important to success is the knowledge that the individual has of our school. Basing the team here gives them that leverage and then they can better reach out to communities.

Mr. Whisman provided context as to how the possible additional staff would impact the budget. He presented several scenarios based on differing enrollment numbers. Mr. Marous expressed some concern with the number of hires based on the current legislation being considered. It was agreed that a motion to adopt the Strategic Plan was not necessary at this time but would be further considered at the May budge meeting. Mrs. Rossetti and Mr. Bean intend to gather more research pertaining to other cyber charter schools that may provide additional context to the plan. Mr. Marous expressed an additional concern that the plan did not address an investment in technology in order to remain competitive. This has been a large part of our vision in the past and he does not want this to diminish.

H. Reminder of Next Board Meeting

To be held at the Pennsylvania Distance Learning Charter School and by teleconference on May 6, 2019 at 4:00 p.m.

I Executive Session (if necessary): none

MINUTES CERT	IFICATION
Proposed minutes respectfully submitted. Ligh Care Lord Recording Secretary, Leigh Anne Lord	1 Lay 6, 2019 Date
William Donahue Board Secretary, William Donahue	5/10/19 Date

2100 Corporate Drive, Suite 500, Wexford, PA 15090 Telephone: (888) 997-3352 Facsimile: (866) 977-3527

Website: www.padistance.org

Board Meeting

Date: Time: April 29, 2019 3:00 pm

Location:

Pennsylvania Distance Learning Charter School

and via Teleconference

MINUTES		
<u> </u>	☐ Proposed ☐	Approved
A. Call to Order: The meeting was called to order at 3:02 p.m.		
B. Roll Call		
Board Member Attendance:		
John Marous, President William Donahue, Vice President Greg Dolan, Treasurer	x Present x Present-phot x Present-phot	
Other Attendees:		
Patricia Rossetti, Chief Executive Officer, Pl Darla Posney, Principal, PDLCS Jamie Desrochers, Director SE, PDLCS Sheryl Allmon, Director of Student Services Nicholas Kocuba, Director of Technology Pl Kelly Crooks, Principal, PDLCS Michael Whisman, Charter Choices Leigh Anne Lord, Recording Secretary, PDL Josh Horton, BD&E Jeffrey Flick, BD&E Jesse Bean, Charter Choices	x Present x Present PDLCS Present DLCS Present x Present x Present x Present	□ Absent □ Absent x Absent □ Absent

- C. Pledge of Allegiance
- D. Public Comment none
- E. Review of Agenda
- F. New Business

i. PA Distance Learning Charter School Strategic Plan Review

Jesse Bean presented the updated proposed Strategic Plan. Mr. Donahue asked if our name hinders our ability to attract students. Mr. Marous asked to hold discussion of this question until the presentation of the marketing plan. Board members felt that the revised report was quite detailed and provided more insight. Ms. Rossetti would like to hire family coaches and to hire a Chief Academic Officer in year 3. She indicated that the school would like to invest in communications both internal and external. The school needs to use innovative technologies in order to

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Website: www.padistance.org

be more efficient and to gain student achievement. One change from the previous plan was that after reflection and evaluation, the school will not go ahead with the development of the talented and gifted department. Instead, there is the need to invest in a Research and Development Coordinator who would create business partnerships and seek out other technologies in an effort to help our students. Mr. Marous indicated that this change would continue to support the school's mission. He raised a question concerning the role of the CAO asking if it would need to be different from K-6, to middle and to high school. Ms. Rossetti clarified the role.

Mr. Marous asked to a motion to approve the strategic plan.

Motion: Mr. Donahue

Support: Mr. Dolan

Ayes: 3

Opposed: 0

ii. BD&E Public Relations and Marketing Plan Review

Josh Horton presented the BD&E Marketing Plan. Mr. Dolan asked if there was a way to know from what avenue a student enrolls. Josh indicated that this is being tracked. Mr. Marous inquired if the budget is large enough to support a 35% growth goal. BD&E felt that it was an appropriate amount. Mr. Flick indicated that naming is a large part of their practice. It is very difficult and if we were to decide to do it, it should be only done once. Mr. Dolan viewed the around the year emphasis will be positive and agreed with Mr. Marous with the idea of meshing this with the strategic plan.

iii. Continuous School Improvement Update

Ms. Rossetti gave a brief update on the current school improvement plan. She explained how the process is to work and how the process actually is working. The school is on its third facilitator and is very behind. Despite these events, the completion date must remain June 30, 2019. The facilitators are proposing that we forego the 28 day notification process. However, Ms. Rossetti does not agree with this process and intends to post the plan for review in order to be completely transparent. Mr. Dolan agreed. He indicated that it seems they are rushing us through the plan instead of making it a meaningful experience. The plan will be presented to the Board for the June meeting. Ms. Rossetti requested that we post it as soon thereafter even if it is in draft form pending board approval. Mr. Marous agreed as did Mr. Donahue. Mr. Dolan asked if any funds have been spent. Ms. Rossetti indicated that no funds have been spent and that they will be available for the next school year.

G. Reminder of Next Board Meeting

To be held at the Pennsylvania Distance Learning Charter School and by teleconference on May 6, 2019 at 4:00 p.m.

H. Executive Session (if necessary):

Mr. Marous made a motion to adjourn the special meeting and enter into executive session.

Motion: Mr. Donahue

Support: Mr. Dolan

Ayes: 3

Opposed: 0

The special meeting was adjourned at 5:07 p.m.

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MINUTES CERTIFICATION

MINUTES CERTIF	ICATION
Proposed minutes respectfully submitted. Ligh Aug Lord Recording Secretary, Leigh Anne Lord	12ay 6,2019 Date
Board Secretary, William Donahue	5/10/19 Date

2100 Corporate Drive, Suite 500, Wexford, PA 15090 Telephone: (888) 997-3352 Facsimile: (866) 977-3527

Website: www.padistance.org

Board	Meeting
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Date:

May 6, 2019

Time:

4:00 pm

Location:

Pennsylvania Distance Learning Charter School

				MINUTES				
-	MEETI	NG TYPE:	Regular Regular	☐ Special	□ Propo	sed	☐ Approved	
A.	O 4422 4 0		ed to order at 4:02	p.m.				
В.	Roll Ca	all						
		Board Memb	er Attendance:					
		John	Marous, President		;	x Present	□Absen	ıt
			am Donahue, Vice		:	x Present	□Absen	ıt
		Greg	Dolan, Treasurer		:	x Present	□Abser	nt
		Other Attend	lees:					
		Patri	cia Rossetti, Chief	Executive Officer	, PDLCS	x Present	☐ Abse	nt
			a Posney, Principa			☐ Present	x Absen	ıt
		Jami	e Desrochers, Dire	ctor SE, PDLCS		☐ Present	x Abser	nt
				or of Student Servi		☐ Present	x Abser	nt
				ctor of Technology		☐ Present		nt
			Crooks, Principa			☐ Present	x Abser	nt
			ael Whisman, Cha			x Present	=	
				ording Secretary, P		x Present		
			ey Colbert, Teach			x Present		
		Cole	en Brennen, Teach	ner, PDLCS		x Present	☐ Abse	nt
C.	Pledge	of Allegiance	,					
D.	Public	Comment - ne	one					
E.	Reviev	v of Agenda						
F.	Standa	ard Business						
	i.	Meeting Min Meeting	utes of March 4,	2019, 2018 Board	l Meeting an	nd April 2	9, 2019 Special	Board
		Mr. Marous a	sked for a motion	to approve the Bo	ard Meeting	Minutes a	s presented.	
		Motion: Bill Ayes: 3	Donahue		Suppor Oppose	t: Greg D ed: 0	olan	

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State of School Report -

Mrs. Rossetti presented the State of the School report. Mr. Marous inquired about the success rate of parent teacher conferences. While specific data was not readily available, Mrs. Brennen and Mrs. Colbert shared their insights. Mrs. Rossetti indicated that specific data could be sent to the board.

Mr. Marous asked for a motion to adopt the State of School Report.

Motion: Bill Donahue

Support: Greg Dolan

Ayes:

Opposed: 0

iii. Financial Report

Mr. Whisman presented the financial report through March 31, 2019. Local Subsidies Receivable is higher but again this is due to the change made by PDE to the collection process. There is no concern at this time with the amount received to date. Current ratio of 4.16 is higher and days cash on hand are now at 76. Mr. Whisman added that the metrics were positive month over month. Mr. Dolan asked if there was an upside to the new delays in receivables collection. Mr. Whisman indicated that there was no real positive effect. Ideally, collecting monies soon is more ideal. A higher surplus is being projected than originally budgeted. This is due to higher district payment rates and a higher special education enrollment rate. Current ratios listed are in good shape. Mr. Marous asked if additional board training is required. Mr. Whisman indicated that two hours were needed prior to each board election. As this meeting is the annual meeting, training will be required prior to the May 2020 annual meeting.

Mr. Marous asked for a motion to adopt the financial report

Motion: Bill Donahue

Support: Greg Dolan

Ayes: 3

Opposed: 0

G. NEW BUSINESS

i. 2019-2020 Board Appointments

Mr. Marous asked for a motion to approve the board appointments.

Motion: Bill Donahue

Support: Greg Dolan

Ayes: 3

Opposed: 0

ii. SY2019-2020 Board Meeting Dates

Mr. Marous asked for a motion to adopt the board schedule.

Motion: Bill Donahue

Support: Greg Dolan

Ayes: 3

Opposed: 0

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iii. 2019-2020 Draft Budget

Mrs. Rossetti, with input from Mr. Whisman, presented the draft 2019-2020 budget. The budget projects more than a 10% increase in healthcare costs for employees. 2018-19 revenues are higher than originally budgeted. We are now projecting average salary increases of 3.5%. PSERS will also increase to 34.29%. Personnel costs are projected to run at 59% of the budget and is in line with our 60% goal. The majority of moving costs will take place after the 2019-20 school year with \$750,000 allocated for moving and furniture expenses. We have also presented the implementation of the strategic plan.

In response to a question concerning how much are we expecting to release from the fund balance, the answer was \$876K for personnel costs and services related to strategic plan and \$750k for the move. We will be running at a deficit for 2019-20 of approximately \$220k as this amount will be dedicated to the strategic plan. Mr. Marous indicated that it is his opinion that this is very strong given the moving costs and the current surplus. He did ask how justified are the computer costs declining from three to 2%. Mrs. Rossetti indicated it was based on the life cycle of the devices; which are replaced every three years.

Mr. Dolan expressed excitement over the strategic plan. Mr. Marous stressed the plan presents an investment in the mission with fiscal responsibility.

Mr. Marous asked for a motion to approve the budget as presented.

Motion: Bill Donahue

Support: Greg Dolan

Ayes: 3

Opposed: 0

iv. School Improvement Plan

Mrs. Rossetti presented the state of the 2018-19 School Improvement plan. The goal is to have a 100 point gain on the Scantron benchmark assessment in Reading and Math for Grades 3-8. When comparing scores for those students taking the assessment both in the Fall and at mid-year, there was a 91 point gain in reading and 78 gain in math. The assessments will be administered one last time in May. Scantron scores have typically mirrored PSSA results. The school also implemented a universal screener and a data warehousing system. Staff members have also received MTSS/RtII training.

As a professional development goal, K-6 teachers have received training on the Daily Five literacy; which will be fully implemented in the 2019-20 school year. Professional goal planning was accomplished for all staff members. Goals were monitored and supported during the school year and will be included in raise recommendations. There are; however, concerns about the fidelity of the MTSS process; specifically what to do with the data, how to analyze and apply it the data to differentiated instruction. There is also standards knowledge deficit and it is being researched by the school's Curriculum and Instruction Coach.

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H. Reminder of Next Board Meeting

To be held at the Pennsylvania Distance Learning Charter School and by teleconference on June 10, 2019 at 4:00 p.m.

The meeting was adjourned at 4:58 p.m.

I Executive Session (if necessary): none

MINUTES CERTIFICATION

Proposed minutes respectfully submitted. Recording Secretary, Leigh Anne Lord	6/11/2019 Date
William Donahue Board Secretary, William Donahue	6-12-19 Date

2100 Corporate Drive, Suite 500, Wexford, PA 15090 Telephone: (888) 997-3352 Facsimile: (866) 977-3527

Website: www.padistance.org

Boa	rd	Me	etin	g

Date:

July 17, 2018 11:00 am

Time:

Location:

Pennsylvania Distance Learning Charter School

				_	
		MINUTES			
MEETING TYPE	E: ☐ Regular	➤ Special	Prop	osed	☐ Approved
A. Call to Order	ed to order at 11:00 a.m				
The meeting was cane	a to order at 11.00 a.m	•	,		
B. Roll Call					
Board M	ember Attendance:				
	John Marous, President			x Present	□Absent
	William Donahue, Vice			x Present	□Absent
	Greg Dolan, Trustee			x Present	□Absent
	,				
Other At					
	Patricia Rossetti, Chief		, PDLCS	x Present	□Absent
	Darla Posney, Principal			x Present	□Absent
	Jamie Desrochers, Dire		DDI CC	□Present	x Absent
	Sheryl Allmon, Directo		ces PDLCS		□Absent
	Michael Whisman, Cha		. DDI CC	x Present	□Absent
	Nicholas Kocuba, Direc Kelly Crooks, Curricul			x Present	□Absent □Absent
	Leigh Anne Lord, Reco			Present	x Absent
	Andrea Bauer, Charter		DLCB	x Present	□Absent
	Dick Cassetti, Cusham		ol Broker	x Present	□Absent
	Evan Cicirello, Cushan				□Absent
	•	i & wakiiciu, beli	OOI BIOKCI	A I TOSCIII	LAOSCIII
C. Pledge of Allegia	ance				
D. Public Commen	t - none				
E. Review of Agen	da				
F. Standard Busin	ess				
i. Meeting	Minutes of June 25, 2	018 Board Meeti	ng		
Motion:	Bill Donahue	Supp	ort: John N	1arous	
Aves:	2	Onne	osed: ()		

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G. NEW BUSINESS

i. Fund balance allocation

Mr. Whisman reviewed preliminary financial statements. Current assets increased from \$3,636,289 at June 30, 2017 to \$5,057,269 at June 30, 2018 due primarily to current year positive operations. Total liabilities (excluding long-term GASB 68 pension liabilities) at June 30, 2018, at \$1,829,949, were \$609,626 greater than at June 30, 2017. Local subsidies payable show a balance of \$758,210 for refunds due to districts. Total revenues for the year, at \$12,084,273 were \$472,229 greater than budgeted due to updated district rates and increased student enrollment. Monthly ratios indicate the school is at appropriate levels. Mr. Whisman stated the auditors are scheduled to be in the school offices on August 8 and 9, 2018.

Mr. Whisman stated the fund balance has \$1,900,000 committed to four areas; future capital needs \$200,000, PSERS \$400,000, operating costs \$800,000 and new programs \$500,000. The new program funds were released to support the Career to Work initiative. The school has \$1,500,000 in PNC investments. Mr. Whisman stated the school's total equity is \$2,515,072. Mr. Whisman recommended the board increase the committed funds to a total of \$2,400,000. Mr. Marous asked if it was still possible to commit funds for 2016-17. Mr. Whisman stated that as long as the audit is open, the board can move commitments.

Mr. Marous motioned to increasing the fund balance committing an additional \$500,000 for future capital; \$100,000 to future costs associated with increasing costs of the PSERS retirement program; and \$400,000 for future operating expenditures bringing the total committed funds to \$2,400,000.

ii. Introduction of new Board Member Greg Dolan

Motion: John Marous

Support: Bill Donahue

Ayes: 2

Opposed: 0

iii. Building RFP

Mr. Cassetti and Mr. Cicirello presented the proposals of expanding in the school's current location of Corporate Drive, or moving to Nicholson Road, or VIP Drive. Currently, there are no available office spaces with the capacity needed for the school. The goal was to gain efficiency of space usage which is 18% higher with the VIP Drive location. Nicholson Road is approved for 3 floors, but the developer stated they could increase to 4 floors. The parking at Nicholson Road limited. There parking of 126 spaces ate Corporate Drive or 186 spaces at VIP Drive. The cost comparison has Corporate Drive having a ceiling of 1,100 students, where VIP Drive offers larger enrollment capacity for the school. Mr. Cassetti stated that he has confidence in both builders. The time line for VIP Drive would be to sign lease in August, work with architect for approximately 3 months, developer would be ordering and securing permits over the 3 months, building would occur, and move-in date would be July 1, 2020. Mr. Marous stated the board would want the involvement of legal counsel in reviewing the terms. Discussion regarding the cash commitment for the school of \$1,250,000 for VIP Drive was had. At year 5 half of the deposit would be returned, and year 7 ½ all but 2 months would be returned. Nicholson drive was still to be determined. Corporate Drive has no additional deposit

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requirement. Sub-leasing is available in all of the locations. Visibility would be higher at VIP Drive as it parallels I-79. Discussion was had regarding available signage and possible digital signage to offer flexibility of use. Mr. Cassetti and Mr. Cicirello recommend the VIP Drive location as it has the most potential for the school. Mrs. Rossetti stated there are other cyber charters looking at locations as well with all stating the cost is about \$24-27 per square foot. She explained that Corporate Drive is charging the most for least amount of usable space. Mrs. Rossetti recommended the board consider VIP Drive as purposeful growth, not reactive growth. Mr. Whisman stated the numbers make sense to support a larger office space. Discussion was had regarding the risks of regulations and reimbursements.

Motion was made by Mr. Dolan to have administration and brokers pursue discussion of terms for maximum flexibility for downside, signage, and deposit with VIP Drive.

Motion: Greg Dolan

Support: Bill Donahue

Ayes: 3

Opposed: 0

H. Next Board Meeting - Regular

To be held at the Pennsylvania Distance Learning Charter School and by teleconference on September 10, 2018.

Executive Session (if necessary) - none

The meeting concluded at 12:54 p.m.

Proposed minutes respectfully submitted,

Recording Secretary, Patricia R. Rossetti

Date Sept, 19, 2018

2100 Corporate Drive, Suite 500, Wexford, PA 15090 Telephone: (888) 997-3352 Facsimile: (866) 977-3527

Website: www.padistance.org

Date:

August 10, 2018

Time:

11:00 am

Location:

Pennsylvania Distance Learning Charter School

and via Teleconference

		MINUTES			
MEETING TY	PE: \square Regul	ar 🗷 Special	☐ Prop	osed \square Ap	proved
A. Call to Order The meeting was ca	lled to order at 11:0	01 a.m.			
B. Roll Call					
Board	Member Attendar	ice:			
	John Marous, Pre			x Present-phone	□Absent
	William Donahue	•		x Present-phone	
	Greg Dolan, Trus	tee		x Present-phone	□Absent
Other	Attendees:				
	Patricia Rossetti,	Chief Executive Office	cer, PDLCS	□Present	x Absent
	Darla Posney, Pri		,	□Present	x Absent
	Jamie Desrochers	, Director SE, PDLC	S	□Present	x Absent
	Sheryl Allmon, D	irector of Student Ser	rvices PDLCS	□Present	x Absent
	Michael Whisma	n, Charter Choices		x Present	□Absen
	Nicholas Kocuba	Director of Technology	ogy PDLCS	□Present	x Absent
	Kelly Crooks, Cu	rriculum Coordinator	, PDLCS	□Present	x Absent
	Leigh Anne Lord	, Recording Secretary	, PDLCS	□Present	x Absent
	Andrea Bauer Cl	narter Choices		x Present	□Absen
		1 0 777 1 0 11 0	hool Broker	x Present	□Absen
	Dick Cassetti, Cu	sham & Wakfield, So	niodi Biokci	A I Tesent	LACOCII

- D. Public Comment none
- E. Review of Agenda
- F. Standard Business
 - i. Real Estate Options

Mrs. Rossetti reviewed the proposals of expanding in the school's current building, Corporate Drive, or pursuing development of a new location at VIP Drive. Comparison of available square footage, parking, and additional costs at both locations was shared. Mr. Whisman reviewed the break-even 10 year models of leasing the entire potential building on VIP Drive, and subleasing 1-2 floors compared to expanding offices at the school's current location of

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Corporate Drive. Mr. Dolan made note of the floor for lower enrollment being the same at both locations, but the ceiling for potential growth being higher at VIP Drive providing the ability to succeed. Mr. Marous stated the cost to stay versus leave is fairly the same. Risk exists with the down payment and ADM reductions, but the downsides are very reasonable. Mr. Cassetti and Mr. Cicirello stated the VIP Drive has definite advantages; it is new construction, energy efficient, ADA compliant, availability to sub-divide, and efficiency of space usage with consistency of layout. Mrs. Rossetti recommended the board consider VIP Drive as the potential for growth is higher at the new location. Mr. Donahue stated that it was interesting the Corporate Drive proposal is less attractive with the additional space and the numbers support a VIP Drive lease if the school can sustain the necessary ADM. Mr. Marous iterated that if nothing else changes there is a surplus at 900 students of \$404,000 and 1,000 students of \$1,400,000. Any enrollment higher than budgeted increases the fund balance. There was discussion of assigning a committee versus holding more full board meetings to negotiate the Letter of Intent and lease. Mr. Marous suggested offering a Letter of Credit as it is the least impact to the school versus paying cash. The budget for 2018-19 brings the fund balance to \$3,600,000 plus the potential increase in 2019-2020 for possibly more. Tying up \$1,200,000 in a deposit for VIP Drive would leave approximately \$2,400,000. The goal is to keep the down payment costs low by having the developer draw from a Letter of Credit instead of cash payments.

Motion was made to approve to move direction to negotiations of the Letter of Intent and lease agreement with the VIP Drive developers given the analysis and recommendation of administration with Mr. Marous, Mrs. Rossetti, and the school's legal counsel serving as the committee.

Motion: Greg Dolan

Support: Bill Donahue

Ayes: 3

Opposed: 0

G. NEW BUSINESS

H. Next Board Meeting - Special

To be held at the Pennsylvania Distance Learning Charter School and by teleconference on September 19, 2018.

I Executive Session (if necessary) - none

The meeting concluded at 11:52 a.m.

Proposed minutes respectfully submitted, All Cia According Secretary, Patricia R. Rossetti William Jamus Board Secretary, William Donahue Proposed minutes respectfully submitted, Jept. 19 2018 Date Date

MINUTES CERTIFICATION

A copy of the meeting minutes are available for public inspection at the Pennsylvania Distance Learning Charter School, 2100 Corporate Dr., Suite 500, Wexford, PA 15090

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Website: www.padistance.org

Dag		B.E.	-4:	_
Boa	ru	IVIC	eum	12

Date:

September 19, 2018

Time:

11:30 am

Location:

Pennsylvania Distance Learning Charter School

				MINUTES			
N	<i>MEETING</i>	TYPE:	Regular	☐ Special	☐ Propos	ed	☐ Approved
	Call to O	rdor					
н.	Can to O	IUCI					
B.	Roll Call						
	В	oard Memb	er Attendance:				
		John	Marous, Presiden	nt	x	Present	□Absent
		Willi	am Donahue, Vic	e President	x	Present	□Absent
		Greg	Dolan, Treasurer	•	x	Present -	phone □Absent
	o	ther Attend	lees:				
		Patri	cia Rossetti, Chie	f Executive Officer	, PDLCS x	Present	□Absen
		Darla	a Posney, Principa	al, PDLCS	x	Present	□Absen
				ector SE, PDLCS		lPresent	x Absent
		Sher	yl Allmon, Direct	or of Student Servi	ces PDLCS x	Present	□Absen
			nael Whisman, Ch			Present	□Absen
				ector of Technolog		Present	□Absen
				lum Coordinator, I		lPresent	x Absent
		Leig	h Anne Lord, Rec	ording Secretary, I	PDLCS x	Present	□Absen
C.	Pledge of	f Allegiance					
D.	Public C	omment -no	one				
E.	Review o	of Agenda					
F.	Standard	l Business					
	i. N	leeting Min	utes of July 17, 2	2018 and August 1	0, 2018 Speci	al Board	Meetings
		1otion: Will	iam Donahue	Sun	port: Greg Do	Jan	

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ii. State of School Report

Mrs. Rossetti presented the current school demographics. As of September 10, 2018, there were 866 active students with 46% male and 54% female. Since the last board meeting, there have been 11 new hires and two departures. Special Education comprises almost 26% of enrollment. At this point in the school year, we will begin to see lower enrollment rates in the elementary grades and higher enrollment rates at the high school level. Mrs. Rossetti mentioned three staff members that had either presented at conferences or received grants. The start of school went very well and the school has implemented a new universal screener, STAR 360, which is a quick test to provide a baseline look at where our students are in reading and math. As part of our SY18-19 initiatives, we have defined department goals, implemented professional learning plans for all staff and weekly professional development sessions. The school also received approval to move to a school-wide Title 1 Program, developed and implemented a School-Wide Positive Behavioral Interventions and Support Program and launched a new data warehouse system, LinkIt, which will house data from our standardized tests, benchmark assessments and universal screener in one location for better and more thorough analysis. Mrs. Rossetti announced that pursuant to Act 55, board members must receive either two or four hours of Board Training (depending on date of Board Member appointment.) Charter Choices has submitted possible training avenues to PDE for approval, which could consist of online training. Mr. Marous asked the school administration if there were other school specific training that should occur. Mrs. Rossetti recommended that the Board receive a walkthough of our academic programs, Human Resources processes and Technology. Date for school specific Board training will be determined at the October special meeting.

Mr. Dolan inquired about the number of returning students. Mrs. Rossetti indicated that we had 79% of students returning at the time of the report and it was now at approximately 74%. Mr. Marous observed that there were small enrollments in Kindergarten and 12th grade and inquired if this was the norm. He also wondered if the enrollment in 9th grade was larger than normal and did that present staffing concerns. Mrs. Rossetti indicated that 9th grade enrollment is historically large and this year is at about a 20 student increase. Many of these students are out of their grad cohort and we will be researching this further. There were no staffing concerns. Mr. Donahue asked if there was a high retention rate in 8th grade. Mr. Kocuba indicated that departures from the school are expected with the move to high school. We do see some of these students returning. Mrs. Rossetti also praised the school's graduation recovery program which has had great success. Mr. Marous also praised the program and inquired if we were able to inquire about the social status of our students. Mrs. Rossetti replied families can self submit income status through the Income Verification Form. Last year, 40% of our population qualified for free and reduced lunch status.

Motion: William Donahue

Support: Greg Dolan

Ayes: 3

Opposed: 0

iii. Financial Report

Mr. Whisman presented the end of month's August financial report, which indicated that the school's cash position has decreased from June 30, 2018. The Local Subsidiaries Receivable increase is quite normal in the summer and is due to the how the state is sending in payments for redirections. Our spendings in the summer months were usual and customary and nothing was out of the ordinary comparing August, 2017 against August, 2018.

The audit process is moving along in a positive manner and it should be ready for Board review in October. Mr. Marous indicated that a Special Board Meeting should be called once it is received.

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Mr. Whisman did explain that a definite charter school funding formula has not been decided upon by PDE. Currently, 453 districts have filled out documentation indicating their funding rates, while 47 districts have not. As a school, we are currently billing those 47 districts using SY16-17 funding rates (the last rates approved) and believe it is consistent to continue doing so until further guidance from PDE is received.

Motion: William Donahue Support: Greg Dolan

Ayes: 3 Opposed: 0

G. NEW BUSINESS

Mr. Marous reminded the Board regarding the process that has taken place with the potential move of the school in June, 2020. As a review, the Board has reviewed the cost of a new building against the proposal to remain in the school's current space and there is not much difference and provides the school the ability to grow over future years. Approximately two weeks ago, the Letter of Intent was reviewed through legal counsel and the Board Committee and was signed. We have received the draft lease agreement and it has also been reviewed. There are two issues that are being addressed. The school's position is to delay payment of the \$750,000 deposit until the developer has received his commitment. If we pay the deposit up front and he does not secure the commitment; it is the school's position that we would not want them with our cash at that point in time and there is no indication of when this deposit would be returned. We also need to review their financial statements prior to lease signing. There is a suspense date of September 25, 2018 for the lease signing and deposit receipt.

Mr. Marous presented a motion that if Mrs. Rossetti, Board Committee (Mr. Marous) and legal counsel receive an acceptable lease agreement, then one of them will be able to sign the lease. "Acceptable" would indicate that the deposit would match up with the date of the developer's commitment and we were satisfied in the financial position of the developer.

Motion: William Donahue Support: Greg Dolan

Ayes: 3 Opposed: 0

H. Reminder of Next Board Meeting

To be held at the Pennsylvania Distance Learning Charter School and by teleconference on December 3, 2018. A date for an October Special Board Meeting is to be set. At this meeting, the Board Members will receive the results of the audit report and a date for school specific Board Training will be set.

I Executive Session (if necessary):

The regular meeting concluded at 12:32 p.m. and the Board entered Executive Session.

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Website: www.padistance.org

MINUTES CERTIFICATION

Proposed minutes respectfully submitted.	12
Luclane Lord	December 18, 2018
Recording Secretary, Leigh Anne Lord	Date
Willim Domhim	12-18-18
Board Secretary, William Donahue	Date

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Website: www.padistance.org

Board	Meeting
Dvaru	TATOCHITE

Date:

October 29, 2018

Time:

9:30 am

Location:

Pennsylvania Distance Learning Charter School

		MINUTES		_	
MEETING TYPE:	☐ Regular		☐ Propo	sed □ A	pproved
A. Call to Order					
The meeting was called to o	order at 9:31 a.m.				
B. Roll Call					
Willia	r Attendance: Marous, President m Donahue, Vice Dolan, Treasurer)	Present Present-phone	
Other Attende	ees:				
Darla Jamie Shery Micha Nicho Kelly Leigh Tim C Sean	Posney, Principa Desrochers, Dire I Allmon, Directo tel Whisman, Cha las Kocuba, Dire Crooks, Curricul	ector SE, PDLCS or of Student Service arter Choices ector of Technology um Coordinator, P. ording Secretary, P IBK HBK	ees PDLCS PDLCS PDLCS DLCS DLCS	☐ Present☐	□Absent x Absent x Absent x Absent e □Absent x Absent x Absent □Absent □Absent □Absent □Absent
C. Pledge of Allegiance					
D. Public Comment: No	ne				
E. Review of Agenda					
F. Standard Business					
i. Meeting Mint	ites of Septembe	er 19, 2018 Board	Meeting		
Mr. Marous requested a motion to accept the minutes of the September 19 th Board Meeting.					
Motion: Willi Ayes: 2	am Donahue		Support Oppose	t: John Marous d: 0	

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ii. Audit Report

Sean Kocan, HBK, delivered the results of the June 30, 2018 annual audit. He indicated that as a result of the audit, HBK would be issuing an unmodified opinion, which provides the highest level of assurance. The school remains in a very favorable position and everything is consistent year over year. He thanked the administration, Board and Charter Choices for its strong working relationship with HBK.

Mr. Marous requested a motion to accept and approve the audit reports as presented.

Motion: William Donahue

Support: Greg Dolan

Ayes: 3

Opposed: 0

G. NEW BUSINESS

i. Building Lease Option Update

Mr. Marous provided an update on the building lease options. The original building of interest, to be located on VIP Drive, is no longer a viable option. On our end, there were legal concerns regarding the builder's ability to back out of the project. Ultimately, the company backed out of continuing discussions. Several other options have been evaluated. Mr. Marous and Mrs. Rossetti have met with the JGD Partnership and are considering a lease on Building IV, Nicholson Road Campus. The builders have secured the necessary permits for the current design and the bank's has issued a letter indicating a loan will be secured. The builders will require a letter of credit as the deposit as opposed to cash. The cost of staying in the school's current location is comparable to this new location; however, student capacity will be higher in the Nicholson Road location. In addition, the current building management has not been responsive to repeated building concerns. Moving forward, a proposed lease will be delivered to us shortly, so our legal team can review the terms. The intent would be that the Board would sign the lease following the December 3rd Board meeting. The builders would break ground in May 2019 and would have the building ready for delivery in the Spring of 2020.

ii. Board Training Update

Mrs. Rossetti informed the Trustees that the Department of Education has released its online Board Training materials. In addition to this online training, she recommends that the Board also received specific training pertaining to the school and proposed a half day in-house training session. During this seminar, each of the administrators will deliver a presentation related to their specific areas of responsibility. It was agreed that this session would take place on December 3, 2018 in advance of the regularly scheduled Board meeting. All online training should be completed in advance of this session.

H. Reminder of Next Board Meeting

To be held at the Pennsylvania Distance Learning Charter School and by teleconference on December 3, 2018.

Board of Trustees Meeting for

Pennsylvania Distance Learning Charter School 2100 Corporate Drive, Suite 500, Wexford, PA 15090 Telephone: (888) 997-3352 Facsimile: (866) 977-3527

Website: www.padistance.org

I Executive Session (if necessary):

The special meeting concluded at 10:18 a.m.

MINUTES CERT	IFICATION
Proposed minutes respectfully submitted.	
Sich ance Lord	Dicember 18, 2018
Recording Secretary, Leigh Anne Lord	Date
William Domkun	12-18-18
Board Secretary, William Donahue	Date

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Website: www.padistance.org

Board	Mee	ting
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Date:

December 18, 2018

Time:

12:30 pm

Location:

Pennsylvania Distance Learning Charter School

and via Teleconference

		MANUTES				
MEETING TYPE:	Regular	MINUTES ☐ Special	☐ Propo	sed	Approve	ed —
A. Call to Order						
B. Roll Call						
B. Ruii Caii						
	er Attendance:					
	Marous, Presiden		>	Present	□Ab	
	iam Donahue, Vic		3	Present	□Ab	
Greg	Dolan, Treasurer		2	Present	□Ab	sent
Other Attend	lees:					
		Executive Officer		Present	☐ At	
	a Posney, Principa		7	Present	□ At	
	e Desrochers, Dire			Present	□ At	
		or of Student Servi			□ At	
	•	ector of Technolog		Present	□ At	
	y Crooks, Principa			Present		
	nael Whisman, Ch			☐ Present		
		ording Secretary, I		Present		
	e Bean, Charter Cl				phone At	
And	rea Brauer, Charte	r Choices	3	Present	phone □ Al	osent
C. Pledge of Allegiance						
D. Public Comment - 1	none					
E. Review of Agenda						
F. Standard Business						
i. Meeting Min	nutes of October 2	29, 2018 Special B	oard Meetin	g		
Mr. Marous requested	a motion to accep	t the minutes of th	e October 29	2018 Spe	ecial Board M	leeting.
Motion: Wil	liam Donahue		Support	: Greo Do	olan	

Opposed: 0

Ayes: 3

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Website: www.padistance.org

ii. State of School Report

Mrs. Rossetti presented the current school demographics. As of December 10, 2018, there were 854 active students with 46% male and 54% female. Continuing student retention rate is 72% and new student retention rate is 78%. Four staff members have presented sessions at regional and national conferences and the sessions were very well received. Since the last Board meeting three teachers have joined the school and five teachers have departed. Mr. Marous inquired if there was an overriding factor in the reason teachers are departing. Mrs. Rossetti responded that there is not a trend; some left education, some left to join brick and mortar schools and one left to join another cyber school as she wanted to work from home.

Mrs. Desrochers, Director of Special Education, presented a new program called Odyssey Fellows. The school currently has six research teams meeting once a week. Each team has a partner within the community that acts as a mentor. Thus far, the program has been a success.

Mr. Marous inquired about reasons for student withdrawing. Dr. Posney indicated that most go back to brick and mortar schools. Mrs. Rossetti detailed a new program that the Attendance Office will be spearheading – where detailed interviews will be conducted with withdrawing families in order to seek more concrete data.

Mr. Marous requested a motion to approve the State of School report as presented.

Motion: Greg Dolan

Support: William Donahue

Aves: 3

Opposed: 0

iii. Financial Report

Jesse Bean, Charter Choices, presented the financial report as of November 30, 2018. Cash position is decreased slightly from June 30, 2018. This is due primarily from the timing of payments from the school districts. Investments have decreased as well although this is due to a transfer of funds into operating expenses. Current ratio and cash on hand are still strong. Local Revenue actuals is more than the budgeted figure due to conservative approach taken to school payment rates.

Mr. Marous requested a motion to accept the financial statements as presented.

Motion: Greg Dolan

Support: William Donahue

Ayes: 3

Opposed: 0

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Mr. Marous asked Mr. David Pierce, Community Outreach Coordinator and member of the team, his impressions of BD&E. As the school has worked with this organization in the past, Mr. Pierce had a very favorable impression and is looking forward to working with them again.

Mr. Marous requested a motion to approve the BD&E proposal.

Motion: Greg Dolan

Support: William Donahue

Ayes: 3

Opposed: 0

v. SY 2019-2020 Proposed School Calendar

Mr. Marous requested a motion to approve the SY2019-2020 school calendar.

Motion: Greg Dolan

Support: William Donahue

Ayes:

Opposed: 0

vi. Administrative Team Addition Proposal

Mrs. Rossetti presented a proposal to the Board to create a new administrative position within the school. The intent in Year 1 is for this individual to take over supervisory roles of 7th and 8th grade teachers, guidance counselors and curriculum maps. In Year 2, there would be the possibility of adding additional programs to this individual's responsibilities.

Mr. Marous indicated that he would like a Board member to serve on the hiring capacity. Mr. Dolan volunteered to serve as the primary Board Member on this committee. Mr. Marous volunteered to be a secondary member.

Mr. Marous requested a motion to approve the proposal to hire a 7/8 Grade Principal.

Motion: Greg Dolan

Support: William Donahue

Ayes: 3

Opposed: 0

vii. Board Training

Mr. Marous thanked the administrative team for the Board Training session held on December 18, 2018. All Board Members have now completed both the state mandated training (4 hours for Mr. Dolan and 2 hours each for Mr. Marous and Mr. Donahue) plus the in-school training.

Mr. Marous asked, in light of SPP scores and Future Ready, if the school administrative team could develop a metric of our own to assess our own progress. Mrs. Rossetti indicated that there were data points that could be further explored such as the school's demographics, age when a student enrolls and was the student on track, the mobility of the student and the time of year of the moves, and assessment scores.

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H. Reminder of Next Board Meeting

To be held at the Pennsylvania Distance Learning Charter School and by teleconference on March 4, 2018 at 4:00 p.m.

Executive Session (if necessary): none

The meeting concluded at 2:12 p.m.

MINUTES CERT	IFICATION
Proposed minutes respectfully submitted.	
Ligh Anne Lord Recording Secretary, Leigh Anne Lord	March 6, 2019 Date
William Souchul Board Secretary, William Donahue	march 6, 2019 Date

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Website: www.padistance.org

Board	Meeting	Σ
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Date:

September 12, 2016

Time:

4:00 PM

Location:

Pennsylvania Distance Learning Charter School

and via Teleconference

			MINUTES		
	MEETING TY	PE: 🗷 Regular	☐ Special ☐	Proposed	☐ Approved
A.	Call to Order Mr. Ma	arous called the meeting	to order at 4:00 p.m.		
В.	Roll Call				
	Roard	Member Attendance:			
	B oard .	John Marous, Presiden William Donahue, Vic Bill DiBenedetto, Secr	e President	☑Present ☑Present ☑ Present er □Present	□Absent □Absent □Absent ⊠Absent
	Other A	Attendees:			
		Patricia Rossetti, Chiet Darla Posney, Principa Jamie Desrochers, Dire Sheryl Allmon, Directo Michael Whisman, Ch Nicholas Kocuba, Dire David Pierce, Public R Mary Alicandro, Recon	al ector SE, PDLCS or of Student Services F arter Choices actor of Technology PD elations PDLCS	 ☑Present ☑Present ☑Present ☑Present ☑Present ☑Present ☑Present 	□Absent □Absent □Absent □Absent □Absent □Absent □Absent □Absent □Absent
C.	Public Comme None	ent			
D.	Review of Age	nda			
E.	Standard Busin	ness g Minutes of June 20, 2	016 Board meeting		
	Motion	: Mr. DiBenedetto move	ed to approve the May 1	17, 2016 meeting m	inutes.

Support: Mr. Donahue seconded.

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Website: www.padistance.org

Draft Work Session Notes: August 15, 2016

Mr. Marous stated that it was not necessary to have minutes for work sessions therefore, the notes from the meeting would not need Board approval.

ii. State of the School Report

Mrs. Rossetti presented the State of the School report. She stated that we currently have 636 students enrolled, 502 regular education and 134 special education. There were 290 male students and 346 female students with an increase in the Hispanic population. This year students have a weekly grade level homeroom for guidance lessons, assemblies and socialization outside of academics. Live learning classes have been increased from 6 hours to 11 hours. Mrs. Rossetti further stated that we currently have 52 full-time employees and 4 part-time employees. Student Services and Records are sharing a temp employee, and that it should be noted that Mr. DeJoseph did an excellent job at sustaining the increased shipping needs of our students without any additional help. Dr. Posney and Mrs. Rossetti presented a draft plan for public posting. Public Relations had 1505 leads generated with a 20% conversion rate. Mrs. Rossetti stated that the PDE Maintenance of Effort letter for FY2014 was received. The HBK audit is expected to be completed by October. There will be a Charter School Conference on October 7.

Motion: Mr. Donahue moved to approve the State of the School Report.

Support: Mr. DiBenedetto seconded.

Ayes: 3 Opposed: 0

iii. Financial Report

Mr. Whisman presented the Financial Report. He stated that total current assets decrease from \$3,031,928 at June 30, 2016 to \$2,719, 641 at August 31, 2016. This net decrease was due primarily to a decrease in cash and a decrease in Federal Subsidies Receivables and prepaid expenses. Total liabilities at August 31, 2016 at \$6,780,681, were \$77,463 less than at June 30, 2016. The cash balance as of August 31, 2016 was \$2,383,290 or the equivalent of 135.2 days of cash on hand.

Motion: Mr. Donahue moved to approve the Financial Report.

Support: Mr. DiBenedetto seconded.

Ayes: 3 Opposed: 0

F. NEW BUSINESS

i. Charter Choices Contract Renewal

The current contract with Charter Choices expired June 30, 2016. There were no changes proposed to the contract. Mr. Marous stated that he felt Charter Choices was doing a great job.

Motion: Mr. Donahue moved to renewal the Charter Choices contract.

Support: Mr. DiBenedetto seconded.

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ii. Draft 2017-2020 Comprehensive Plan for public input

iii. Fund Balance Recommendations Update

With the new positions added and funded, the 2016-17 budget forecast projects a net surplus for the school year of more than \$900,000. With the 2015-16 net fund balance of \$600,000, the school is projected to have approximately \$1.5 million in funds to invest. Despite allocating for pension and potential future costs, the positive fund balance will Equate to nearly 25% of the Board-approved budget. The Administrative Team prioritized options and estimated costs and provided the following options to the Board for their consideration: Conduct a Salary Realignment Study, Expand Spaces at central Wexford location and Upgrade Staff technology, Investments in Students, and Conduct a comprehensive review of school strategy operations.

iv. Fair Labor Standards Act and Family Medical Leave Act

Mrs. Rossetti stated that the Employee Handbook revisions were not completed yet. However, she would like to ask the Board for permission to present a recommendation for a new insurance broker. Mrs. Rossetti stated that there have been many issues with the current benefits administrator not being responsive to employee's needs. The broker she proposed to switch to is Benefits Management Services. Mr. Whisman disclosed that BMS also serves as the broker for Charter Choices. She also advised that she would like to propose that the change not occur until after the current Open enrollment period.

Motion: Mr. DiBenedetto moved to approve the change to insurance broker to Benefits

Management Services

Support: Mr. Donahue seconded.

Aves: 3 Opposed: 0

G. Reminder of Next Board Meeting

Proposed meeting date of October 17, 2016 at 4:00 pm to be held at the Pennsylvania Distance Learning Charter School and by teleconference.

H. Executive Session (if necessary)

The Board entered into Executive Session at 6:00 pm The Executive Session conclude at 7:05 pm

Discussion was had to: Award the CEO the full amount of subjective incentive for 2015-16 of \$4,000. Award to the Principal an amount, prorated for her partial time of employment for the year, of \$1,000. Increase salaries for 2016-2017 by 6.5% for both CEO and Principal. The motion also included 2016-17 incentive programs of: CEO: \$5,000 for subjective performance related to student performance and staff improvement. \$2,000 for enrollment on Oct 1 of 650 students - \$2,000 for enrollment of Feb 1 of 650 students. Principal: \$2,500 for subjective performance related to student performance and staff improvement - \$1,000 for enrollment on Oct 1 of 650 students - \$1,000 for enrollment of Feb 1 of 650 students. Note: The enrollment related incentives involve a partial incentive based on enrollment below/above the targeted amount, down to a minimum payout for 80% of target enrollment and to a maximum payout for

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150% of targeted enrollment. The incentive alteration is a 1% incentive increase for each percentage increase in enrollment above target, and a 2% reduction in incentive for each percentage point of enrollment below target.

Motion: Mr. Marous moved to approve the salary and bonuses of the CEO and Principal

Support: Mr. DiBendetto seconded.

Ayes: 3 Opposed: 0

The meeting was adjourned at 7:07 pm.

Motion: Mr. DiBenedetto moved to adjourn the meeting.

Support: Mr. Donahue seconded the motion.

MINUTES CERTIFICATION	
Proposed minutes respectfully submitted, May Wicandro	10-18-16
Recording Secretary, Mary Alicandro	Date
Beee) Di Genedetto	10-18-16
Board Secretary, Bill DiBenedetto	Date

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Website: www.padistance.org

Board Meeting

Date:

October 17, 2016

Time:

4:00 PM

Location:

Pennsylvania Distance Learning Charter School

and via Teleconference

			MINUTES			
	MEETING	TYPE: Regular	■ Special	☐ Propose	d □ Appı	oved
A.	Call to Order Mr. Ma	rous called the meeting	g to order at 4:00 p	o.m.		
В.	Roll Call					
	Board	Member Attendance: John Marous, Preside William Donahue, Vi Bill DiBenedetto, Sec	ce President		☑Present ☑Present-p ☑ Present-p	□Absent □Absent □Absent
		John Lally, Treasurer		Member	□Present	⊠Absent
	Other A	Attendees:				
		Patricia Rossetti, Chia Darla Posney, Princip Jamie Desrochers, Dir Sheryl Allmon, Direc Michael Whisman, Cl Nicholas Kocuba, Dir David Pierce, Public I Mary Alicandro, Reco Sean Kocan, HBK Matt Lewis, HBK Brandee Kantrowitz, I Olivia Porter, PDLCS Andrea Brauer, Chart Kevin Corcoran, Char	rector SE, PDLCS tor of Student Ser narter Choices rector of Technolo Relations PDLCS ording Secretary, PDLCS er Choices	vices PDLCS	⊠Present ⊠Present ⊠Present ⊠Present ⊡Present ⊠Present ⊠Present	□Absent
C.	Public Comme	nf				

- C. Public Comment None
- D. Review of Agenda

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Website: www.padistance.org

E. Standard Business

i. Meeting Minutes of September 12, 2016 Board meeting

Motion: Mr. Donahue moved to approve the September 12, 2016 meeting minutes.

Support: Mr. DiBenedetto seconded.

Ayes: 3 Opposed: 0

ii. Financial Report

Mike Whisman provided the financial report. He stated assets decreased from \$3,031,928 at June 30, 2016 to \$2,511,931 at September 30, 2016 this net decrease was primarily due to a decrease in cash and a decrease in Federal Subsidies Receivables, through September. Local subsidies receivables show a net positive balance of \$89,946 at September 30, 2016. Included in this balance is an allowance for prior year's receivables of \$85,560. Total liabilities at September 30, 2016 of \$7,668,142 were \$223,635 less than at June 30, 2016. Cash balance was \$2,335,410 at September 30, 2016 and was equivalent to 132.5 days of cash on hand. The school's current ratio, a measure of its ability to meet current payment obligations stood at 3.2 at the end of September.

Motion: Mr. DiBenedetto moved to approve the Financial Report.

Support: Mr. Donahue seconded.

Ayes: 3 Opposed: 0

F. NEW BUSINESS

i. Draft Audit and Financial Statements

Mr. Kocan stated that this is HBK's second year auditing the school. Highlights of the financial statements indicate auditors report unmodified or clean auditor opinion of financials. The financials were affected by: the budget impasse; the Gatsby 68 accounting for PSERS, and the uncertainty of PDE reconciliations. Mr. Kocan stated that there was an increase in liabilities from \$500,000 to \$1,000,000 due to funds due to the school from districts because of PDE reconciliation process. It was noted that the audit for PDLCS earned the highest level possible

Motion: Mr. Marous moved to accept the audit report with approval to sign

Support: Mr. Donahue seconded.

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ii. 2016-17 Budget

The budget is based on an average daily membership (ADM) of 650 (2015/2016 Year End ADM was 497). In addition to a 1% decrease in district rates, the budget assumes 20% special education students.

Expense Assumptions:

- The draft assumes a 12% increase in medical insurance, and 5 % increase to dental insurance.
- Current staff plus additional positions are included in the budget to accommodate ADM increase to 650.
- Total salaries assume an average increase of approximately 4.4%.
- The employer contribution rate of the state retirement system, PSERS, is budgeted to increase from 25.84% to 30.03% in 2016/2017. The school has implemented an alternative 403B retirement plan which resulted in savings of \$65,000 in 2015/2016.
- The total personnel costs are approximately 59% of the total budget. Typically we recommend that this number stay below 60%. Total student computer and printer costs are approximately 2% of the projected 2016/2017 expenses.
- Technology upgrade for staff and students of \$50,000.

Motion: Mr. Donahue moved to approve the budget draft change.

Support: Mr. DiBenedetto seconded.

Ayes: 3 Opposed: 0

iii. Fund Balance Recommendations

It was determined that the employee salaries and title changes would be discussed in the Board Executive Session.

iv. 2015-16 School Performance Profile

Mrs. Rossetti stated that our score increased to 54.1. Areas of increase were Indicators of Closing the Achievement Gap – Historically Underperforming Students, ELA/Literature from 2.02 to 2.28 out of 2.50; Science/Biology from 0.80 to 1.25 out of 2.50; Indicators of Academic Growth/PVASS, Mathematics/Algebra, meeting annual academic growth expectations from 6.68 to 6.76 out of 10.0 and Science/Biology meeting annual growth expectations from 7.47 to 7.63 out of 10.0. This brings our points earned to 52.54 out of 97.50 or 54.1.

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Website: www.padistance.org

G. Reminder of Next Board Meeting

December 5, 2016 at 4:00 pm to be held at the Pennsylvania Distance Learning Charter School and by teleconference.

H. Executive Session (if necessary)

The Board entered into Executive Session at 12:05 pm.

The meeting was adjourned at 12:25 pm.

Motion: Mr. Marous moved to adjourn the meeting. Support: Mr. DiBenedetto seconded the motion.

Ayes: 3 Opposed: 0

MINUTES CERTIFICATION

MINUTES CERTIFICATION	
Proposed minutes respectfully submitted, Mary Mulliana	12-5-16
Recording Secretary, Mary Alicandro	Date
Bie Di Benedetto	11-5-16
Board Secretary, Bill DiBenedetto	Date

2100 Corporate Drive, Suite 500, Wexford, PA 15090 Telephone: (888) 997-3352 Facsimile: (866) 977-3527

Website: www.padistance.org

Board	Me	eting

Date:

December 5, 2016

Time:

4:00 PM

Location:

Pennsylvania Distance Learning Charter School

and via Teleconference

			MINUTES				
	MEETING TYPE:	🗷 Regular	☐ Special	☐ Prop	osed	\square Ap	proved
	Call to Order						
A.		led the meeting t	o order at 4:00 p.r	n			
	TVIII: IVIAIOAS CAI	iou ano mooting i	o order at 1.00 p.i	···			
В.	Roll Call						
	Board Membe	r Attendance:					
	John N	Iarous, President	t		⊠Present		□Absent
	Willia	n Donahue, Vice	e President		☑Present-	phone	□Absent
		Benedetto, Secre			Present		□Absent
	John I	ally, Treasurer, A	Advisory Board M	lember	P resent-	phone	□Absent
	Other Attende	es:					
	Patrici	a Rossetti, Chief	Executive Office	r, PDLCS	⊠ Present		□Absent
		Posney, Principa			≥ Present		□Absent
			ctor SE, PDLCS		⊠ Present		□Absent
	-		or of Student Servi	ces PDLCS			□Absent
		el Whisman, Cha			□Present		⊠Absent
			ctor of Technolog	y PDLCS	Present		□Absent
		Pierce, Public R		~~	Present		□Absent
		,	ding Secretary, PI	DLCS	Present		□Absent
		Brauer, Charter			P⊠resent-		
	Kevin	Corcoran, Charte	er Choices		P⊠resent-	phone	⊔Absent
C.	Public Comment						
•	Dr. Posney commented	that the Penguin	Foundation held	a holiday ca	rd design c	ontest a	nd Mikayl
	Taylor, a student at PD	LCS was one of	the ten winners.				
D.	Review of Agenda						
~•							

E. Standard Business

i. Meeting Minutes of the October 17, 2016 Board meeting

Motion: Mr. Donahue moved to approve the October 17, 2016 meeting minutes.

Support: Mr. DiBenedetto seconded.

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Website: www.padistance.org

ii. State of the School Report

Mrs. Rossetti presented the State of the School report. She stated that we currently have 664 students enrolled. There was in increase in the Hispanic population. She stated that the focus right now was on student retention. June and July 2015 had peak enrollment and withdrawal rates. June 2016 enrollment peak was about the same but withdrawal peaks were in August and December. Mrs. Rossetti stated that a new communication tool called Hub Spot has been purchased to replace Act On. It was noted that the link to the staffing report did not work so Mrs. Rossetti gave a brief summary. A PIMS Coordinator and a Special Education teacher would be joining the staff this month. There were 10 clubs added for students to join. PDLCS participated in Mole Week and Red Ribbon Week. Two filed trips took place one on Sustainable Farming in October and one on PA History in November. Miss Berger presented on Free Tech Tools for the World Language Classroom and Mrs. Heiles and Mrs. DeRoner presented on How to Use Substitution Augmentation Modification Module as a guide to reinvent assessments.

Motion: Mr. DiBenedetto moved to approve the State of the School Report.

Support: Mr. Donahue seconded.

Ayes: 3 Opposed: 0

iii. Financial Report

Andrea Brauer presented the financial report. Total current assets decreased from \$3,031,698 at June 30, 2016 to \$2,924,824 at October 31, 2016. This net decrease is due primarily to a decrease in cash and a decrease in Federal Subsidies Receivables. Total cash decreased by \$301,792. Local subsidies receivables show a net positive balance of \$427,461 at October 31, 2016. Total liabilities at October 31, 2016 are at \$7,664,778 and were \$226,769 less than at June 30, 2016. The cash balance as of October 31, 2016 was at \$2,412,276 or the equivalent of 107.4 days cash on hand. This is a decrease from 168.1 days cash on hand at June 30, 2016 due primarily to the days cash need increasing from \$16,145 to \$22,454 for the current year budget. Cash needs increased because of the increase in student enrollment. The school's current ratio, a measure of its ability to meet current payment obligations stood at 3.8 at the end of October.

Motion: Mr. Donahue moved to approve the Financial Report.

Support: Mr. DiBenedetto seconded.

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Website: www.padistance.org

F. NEW BUSINESS

i. Legal: Abington Case

Mrs. Rossetti provided information regarding a cyber school that is no longer in business not adhering to their charter. Currently there are two cyber schools and 2 brick and mortar school who filed an appellate brief Mrs. Rossetti stated that there would be a \$500 fee for joining and she felt this was worth it.

Mr. Marous moved to support the motion to spend \$500 or more with the stipulation that the Trustees are notified if a cap needs to be placed.

Motion: Mr. DiBenedetto moved that we should join the case with a cap on expenses not to

exceed \$5000.

Support: Mr. Donahue seconded.

Ayes: 3 Opposed: 0

ii Network Upgrade

Mr. Kocuba stated that the school is scheduled for a complete network upgrade for the next school year. However, he has a proposal from Cloud Cast with aggressive end of year pricing that would provide the school with a \$20,000 savings if the upgrade is done now.

Motion: Mr. Marous moved to approve the network upgrade.

Support: Mr. DiBenedetto seconded.

Ayes: 3 Opposed: 0

G. Reminder of Next Board Meeting

March 6, 2017 at 4:00 pm to be held at the Pennsylvania Distance Learning Charter School and by teleconference.

H. Executive Session (if necessary)

The Board entered into Executive Session at 5:25 pm The Executive Session concluded at 5:55 pm

The meeting was adjourned at 6:00 pm.

Motion: Mr. Donahue moved to adjourn the meeting. Support: Mr. DiBenedetto seconded the motion.

Ayes: 3 Opposed: 0

MINUTES CERTIFICATION

2100 Corporate Drive, Suite 500, Wexford, PA 15090 Telephone: (888) 997-3352 Facsimile: (866) 977-3527

Website: www.padistance.org

Proposed minutes respectfully submitted, Way Uluman	3/7/17
Recording Secretary, Mary Alicandro	Date
Bill wilenstello	3-6-17
Board Secretary, Bill DiBenedetto	Date

2100 Corporate Drive, Suite 500, Wexford, PA 15090 Telephone: (888) 997-3352 Facsimile: (866) 977-3527

Website: www.padistance.org

Board	Meeting	

Date: Time: March 6, 2017 4:00 PM

Location:

Pennsylvania Distance Learning Charter School

and via Teleconference

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		APPENDIC TO A	A STATE OF THE PARTY OF THE PAR	MINUTES			
	N	MEETING TYP	E: Regular	☐ Special	☐ Prop	osed \square Ap	proved
1	4	Call to Order					
^			ous called the meeting to	o order at 4:00 p.m.			
1	5.	Roll Call					
		Board N	Iember Attendance:				
			John Marous, President			⊠ Present	□Absent
			William Donahue, Vice				□Absent
			Bill DiBenedetto, Secre		Derivation of the Control of the Con	▼ Present	□Absent
			John Lally, Treasurer, A	Advisory Board Mei	mber	P⊠resent-	□Absent
		Other A	ttendees:				
			Patricia Rossetti, Chief	Executive Officer,	PDLCS	Present	□Absent
			Darla Posney, Principal			☑Present	□Absent
			Jamie Desrochers, Dire			⋉ Present	□Absent
			Sheryl Allmon, Directo		es PDLCS		⊠ Absent
			Michael Whisman, Cha			⊠ Present	□Absent
			Nicholas Kocuba, Direc		PDLCS	⊠ Present	□Absent
			David Pierce, Public Re			Present	□Absent
			Mary Alicandro, Record		LCS	Present	□Absent
			Kevin Corcoran, Charte		20200	Present	□Absent
			Tammy Donahue, Spec BeBe Kantrowitz, Enro		ier	Present	□Absent
			Debe Kamuowitz, Emo	innent Lead		⊠ Present	□Absent
,	~	Disdes of Aller					
•	U.	Pledge of Allegi	ance				
I	D.	Public Commen	nt				
1	E.	Review of Agen	da				

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F. Standard Business

i. Meeting Minutes of the December 5, 2016 Board meeting

Motion: Mr. DiBenedetto moved to approve the December 5, 2016 meeting minutes.

Support: Mr. Donahue seconded.

Ayes: 3 Opposed: 0

ii. State of the School Report

Mrs. Rossetti presented the State of the School report. We currently have an average daily membership of 672 with over 25% of those being special education students. There was an increase in low income students which research indicates impacts standardized test scores. Our special education students have a 90% low income rate which is on the high side for a cyber school. Mrs. Rossetti reported that two employees have left PDLCS since the last board meeting and 5 employees have joined PDLCS since the last board meeting.

Mr. Kocuba presented the technology update. He stated that a needs assessment was done with the staff to de ine current and future professional development. Mr. Kocuba, Mrs. DeRoner and Mrs. Heiles presented two sessions at 2017 PA Educational Technology Expo and Conference. Mrs. DeRoner and Mrs. Heiles presented at Manchester Academy Charter School. He said that dedicated time was implemented for students and families to receive assistance with the technologies throughout the week. He is in the process of establishing the use of Nearpod, an interactive lesson tool for asynchronous lessons. There have been seventeen staff members who have signed up to pilot Nearpod this semester.

Mr. Pierce and Mrs. Kantrowitz presented the student services update. Mr. Pierce stated that \$12,200 was spent on Google Ad words and social media. A switch was made from Act-On to HubSpot. Mrs. Kantrowitz stated that from November 28 to date that 193 leads were generated which led to 81 newly enrolled student. Future plans for community outreach include family favorite's festivals, Jubilee Day, Breast Cancer Walk sponsored in part with Carnegie Museum, working with local moms of preschoolers (MOPS) and offering virtual and in-person information sessions. Mrs. Kantrowitz also stated that all collateral and marketing materials are in the process of being updated.

Dr. Posney provided an update on where we are with regard to Benchmark testing. During the first window 71% of the students took the benchmark tests which were up from 62%. We utilized the CPAA (Children's Progress Academic Assessment) the CDT (Classroom Diagnostic Tests and the Scantron Performance Series for these tests that are a predictor of classroom success and also PSSA/Keystone proficiency. At the January benchmark at least 50% of our K-2 students were at the benchmark; however that still means that 50% were not. At present we are teaching to the middle and not expanding what the students can or should be able to do. Remediation goals are also not being met. This information will be used to determine what more we should do. Dr. Posney stated that the CDT testing provides a snapshot on why and how students may still be struggling or exceeding grade and/or course eligible content. It highlights the student's strength and areas of need thus improving discussions with parents, students, guardians, etc., to help set individual learning goals

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Mrs. Donahue provided a review of the Wilson Reading program. She stated that Wilson is a systematic multi-sensory reading system for students who have word-level deficits and who have not internalized the sound/symbol system for reading and spelling. Students who benefit from Wilson Reading usually have a language-based disability, are slow, labored, non-fluent readers who often guess at words or memorize words, rather than use rule to decode. Currently 18% of our special education population is participating in the Wilson Reading program. Wilson works because it teaches word structure. Words follow a reliable system; once you know what this system you will be able to figure out new words easily which will then increase the students reading pace and understanding of what they read.

Motion: Mr. Donahue moved to approve the State of the School Report.

Support: Mr. DiBenedetto seconded.

Ayes: 3 Opposed: 0

iii. Financial Report

Mr. Whisman presented the financial report. He stated that total current assets increased from \$3,031,698 at June 30, 2016 to \$3,709,167 at January 31, 2017. This net increase is due primarily to an increase in cash and local subsidies receivables. Total cash increase by \$225,206. Local subsidies receivables show a net positive increase of \$658,510 at January 31, 2017. Included in this net balance is an allowance for prior years receivables of \$87,003. Total liabilities at January 31, 2017 at \$7,513,073 were \$378,474 less than at June 30, 2016. Local subsidies show a balance of \$337,842 for refunds due to districts for previous school years. Of this balance \$316,399 is from the 2015-2016 school year. The cash balance of \$2,939,274 at January 31, 2017 was the equivalent of 130.9 days of cash on hand. This is a decrease from 168.1 days cash on hand at June 30, 2016 due primarily to the days of cash need increasing from \$16,145 to \$22,454. The school's current ration a measure of its ability to meet current payment obligations stood at 5.9 at the end of January, meaning current assets are sufficient to meet current liabilities. Mr. Whisman made note of a couple of key events that could affect the budget in the coming month: we have not received PDE confirmed funding levels for the school districts yet and early indicators are again pointing to a state budget impasse for 2017-2018.

Mr. Whisman asked that due to the cost involved in processing checks, are we required to send reimbursements to school districts where processing the check would be far more than sending what is owed to the district. Discussion was held. Mr. Marous made a petition to pass a policy regarding reimbursements of \$100 or less that are due back to the districts would not be sent unless the school district specifically requests that we do so.

Motion: Mr. DiBenedetto moved to pass the policy regarding reimbursements to school districts of \$100 or less and to adopt the Financial Report.

Support: Mr. Donahue seconded.

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G. NEW BUSINESS

i. Employee Handbook

Mrs. Rossetti presented the following changes that were made to the employee handbook:

- Removal of word non-exempt page 17
- Removal of lunch time clock requirement page 17
- RTO system and process changes page 19
- · Addition of sentence regarding the requirement to call (not email) administration page 21
- Replace hallway with private location page 23
- Expense report sentence change pages 27-28 and 30-32
- FMLA Appendix allow employee to secure personal days page 6
- FMLA Appendix addition of short-term disability sentence page 7

Motion: Mr. Donahue moved to approve the changes to the employee handbook

Support: Mr. DiBenedetto seconded.

Ayes: 3 Opposed: 0

ii Student Handbook

Mrs. Rossetti presented the following changes that were made to the student handbook:

- Dates
- Addition of Homeless Liaison, Foster Care Liaison, and Title IX Officer phone extensions
- 2017-18 School Calendar
- Attendance Policy
- Updated Right to Know Officer extension

Motion: Mr. DiBenedetto moved to approve the changes to the student handbook

Support: Mr. Donahue seconded.

Ayes: 3 Opposed: 0

iii MOU Allegheny County CYF

Mrs. Rossetti presented the Memorandum of Understanding between PDLCS and the Allegheny County Department of Human Services, Office of Children, Youth and Families to establish procedures and agreed upon policies between PDLCS and CYF to ensure the provision of services to optimize academic success for children and youth in foster care.

Motion: Mr. Donahue moved to approve the MOU Allegheny County CYF

Support: Mr. DiBenedetto seconded.

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iv. Foster Care Transportation

Mrs. Rossetti presented the transportation plan between PDLCS and Allegheny County Department of Human Services, Office of Children, Youth and Families stating that PDLCS will work with CYS to identify and establish the most cost-effective method of transport for students in foster care placement.

Motion: Mr. Donahue moved to approve the Foster Care Transportation Plan

Support: Mr. DiBenedetto seconded.

Ayes: 3 Opposed: 0

v. Homeless Policy Revision

Mrs. Rossetti stated that the homeless policy was updated to reflect the removal of the phrase "awaiting foster care" from the policy.

Motion: Mr. Donahue moved to approve the changes to the Homeless Students policy

Support: Mr. DiBenedetto seconded.

Ayes: 3 Opposed: 0

vi. Draft 2017-2018 School Calendar

Mrs. Rossetti presented the draft of the school calendar noting that school would start on August 29, 2017 and graduation would be on June 9, 2018.

Motion: Mr. DiBenedetto moved to approve the changes to the student handbook

Support: Mr. Donahue seconded.

Ayes: 3 Opposed: 0

v. Proposed New Programs

Dr. Posney stated that she would like to make a change to the elementary curriculum from Houghton, Mifflin and Harcourt to Acellus. She stated that Acellus is more personalized, and helps the teachers teach scientifically. There are low, medium, high and benchmark sections for every lesson. This will give the teachers a chance to personalize the learning and to help close the gaps. Mr. Rossetti stated that the cost is \$35,000 for 300 licenses in content area and that we have been given a \$10,000 grant for training.

Mr. DiBenedetto asked if the staff has been able to provide direct feedback. Dr. Posney stated that they have and they all are very happy with the program. Mr. Marous stated that he would like the staff to attend the training that is being presented in June and stated he would like more information regarding the viability of the company before making a decision on changing the program. The board will review the program in the June board meeting.

The second program that Dr. Posney would like to introduce for next school year is a 7-12 transition program that is a full program with job shadowing. This item has been tabled until the May board meeting.

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B. Reminder of Next Board Meeting

May 17, 2017 at 4:00 pm to be held at the Pennsylvania Distance Learning Charter School and by teleconference.

C. Executive Session (if necessary)

The Board entered into Executive Session at 6:00 pm The Executive Session concluded at 6:20 pm

The meeting was adjourned at 6:23 pm.

Motion: Mr. Donahue moved to adjourn the meeting. **Support:** Mr. DiBenedetto seconded the motion.

Ayes: 3 Opposed: 0

Proposed minutes respectfully submitted, Mary Alicandro Bise Di Benedotto Board Secretary, Bill DiBenedetto MINUTES CERTIFICATION 10/23/17 Date

2100 Corporate Drive, Suite 500, Wexford, PA 15090 Telephone: (888) 997-3352 Facsimile: (866) 977-3527

Website: www.padistance.org

Board Meeting

Date: Time: May 15, 2017 4:00 PM

Location:

Pennsylvania Distance Learning Charter School

and via Teleconference

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ľ	MEETING TYP	E: 🗷 Regular	☐ Special ☐ 1	Proposed	□ Approved
١.	Call to Order	•			
		ous called the meeting t	to order at 4:00 p.m.		
3.	Roll Call				
	Board M	lember Attendance:			
		John Marous, Presiden	t	⊠ Present	□Abser
		William Donahue, Vic		☑Present-	phone □Abser
		Bill DiBenedetto, Secr		☑ Present	•
		John Lally, Treasurer,	Advisory Board Member	⊠resent	□Abser
	Other A	ttendees:			
	Other 71		f Executive Officer, PDLC	CS Present	□Abser
		Darla Posney, Principa		⊠Present	□Abser
		Jamie Desrochers, Dire		⊠ Present	□Abser
			or of Student Services PD	LCS Present	□Abser
		Michael Whisman, Ch	arter Choices	⊠ Present	□Abset
		Nicholas Kocuba, Dire	ector of Technology PDLC	CS Present-	phone DAbser
		David Pierce, Public R	elations PDLCS		□Abseı
			rding Secretary, PDLCS	□Present	⊠Absei
		Jesse Gagich, Teacher	PDLCS	⊠ Present	□Abser
C.	Pledge of Alleg	iance			
D.	Public Commer None	nt			
E.	Review of Agen	nda			
F.	Standard Busir	iess			
•			h 6, 2017 Board meeting		
	i. iviocing	, manufect of the mail	v, zvi / Board meeting		
		: Mr. DiBenedetto mov t: Mr. Donahue second	ed to approve the Decemb	per 5, 2016 meet	ting minutes.

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ii. State of the School Report

Mrs. Rossetti presented the State of the School report. She stated that we currently have 672 students enrolled. There are 499 regular education students and 173 special education students bringing the percentage to 25.7% of total students. Mrs. Rossetti stated that since the last meeting Jennifer McWilliams, special education teacher and Kristen Johnson, English teacher had resigned. Joining PA Distance were Mary Ann Calderone, PIMS Coordinator, Brianna Lesko, Spanish teacher, Gina Pagnotta, special education teacher, Christin Trudeau, English teacher and Casey Zollner, math teacher. Mr. Kocuba, Director of Technology shared the implementation of a Day in the Life of a student training that led to the development of summer professional development activities for staff. Vicki DeRoner, Katie Heiles, and Nick presented at the 2017 PA Educational Technology Expo and Conference. Vicki and Katie also presented at the Manchester Academy Charter School. Dr. Posney presented benchmark assessment data indicating 50% of K-2 student were at expectations at mid-year. Classroom Diagnostic data indicates the only 68% of student scored basic/below. Intensive remediation and recommendation for a change in core materials to a mastery approach needs to be considered. Tammy Donahue presented data on the Wilson Reading Program used to close the learning gap for 18% of students in special education. The lowest growth was an 11% from the individual student's baseline to a high of 229%. All students enrolled in the program showed measurable growth from baseline to the most recent progress monitoring period.

Motion: Mr. Donahue moved to approve the State of the School Report.

Support: Mr. DiBenedetto seconded.

Ayes: 3 Opposed: 0

iii. Financial Report

Mike Whisman presented the financial report. Total current assets increased to \$3,709,167 at January 31, 2017. This net increase is due primarily to Cash and Local Subsidies Receivables. Total cash increased by \$225,206. Local subsidies receivables show a net positive balance of \$658,510 at January 31, 2017, which includes a net balance of prior year receivables of \$87,003. Total liabilities at January 31, 2017 are at \$7,513,073 and were \$378,474 less than at June 30, 2016. The cash balance as of January 31, 2017 was at \$2,939,274 or the equivalent of 130.9 days cash on hand. This is a decrease from 168.1 days cash on hand at June 30, 2016 due primarily to the days cash need increasing from \$16,145 to \$22,454 for the current year budget. Cash needs increased because of the increase in student enrollment. The school's current ratio, a measure of its ability to meet current payment obligations stood at 5.9 at the end of January. Revenues for the period were higher by \$424,583 due primarily to the increase of special education students from a budgeted 135 to anticipated 154 students. Total expenditures for the period were at \$4,505,774, were \$254,914 less than budgeted primarily due to personnel costs less than budgeted by \$204,009 due to hiring dates and \$104,739, due to 11 employees opting out of health insurance. Net change in the fund balance for the period is positive \$1,005,943. PDE has not yet confirmed funding levels for the school districts. Early indicators are that there may be a budget impasse for 2017-18. Mr. Whisman suggested the board adopt a threshold amount for school district refunds. Discussion was had regarding an acceptable threshold.

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Motion: Mr. DiBenedetto moved to approve the Financial Report.

Support: Mr. Donahue seconded.

Ayes: 3 Opposed: 0

Motion: Mr. DiBenedetto moved to adopt a threshold of \$100 for refunds to school districts and

no check will be written for less than \$1.

Support: Mr. Donahue seconded.

Ayes: 3 Opposed: 0

G. NEW BUSINESS

i. Employee Handbook

Mrs. Rossetti stated updates were listing exempt and non-exempt status, time off and expense procedures, FMLA, and page numbers.

Motion: Mr. Donahue moved to accept the handbook.

Support: Mr. DiBenedetto seconded.

Ayes: 3 Opposed: 0

ii. Student/Parent Handbook

Mrs. Rossetti stated updates were telephone listing, calendar attendance policy and procedures to meet Act 138, and page numbers.

Motion: Mr. Donahue moved to accept the handbook.

Support: Mr. DiBenedetto seconded.

Ayes: 3 Opposed: 0

iii. Memorandum of Understanding Allegheny County CYF and Foster Care Transportation

Mrs. Rossetti explained foster care children are no longer listed under homeless student policies. To be compliant with federal regulations, the county children and youth offices must have MOUs with school districts/LEAs for enrollment, communication, and transportation of foster care children.

Motion: Mr. Donahue moved to accept the handbook.

Support: Mr. DiBenedetto seconded.

Ayes: 3 Opposed: 0

iv. Homeless Policy Revision

Mrs. Rossetti stated the removal of foster care students from the policy.

Motion: Mr. Donahue moved to accept the handbook.

Support: Mr. DiBenedetto seconded.

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v. 2017-18 School Calendar

Mrs. Rossetti stated school will begin on August 30, 2017 with the last day being June 5, 2018. Traditional holidays are built into the schedule, as well as a two-day semester transition for professional development and scheduling in January. Graduation will be on June 9, 2018.

Motion: Mr. Donahue moved to accept the handbook.

Support: Mr. DiBenedetto seconded.

Ayes: 3 Opposed: 0

H. Reminder of Next Board Meeting

May 17, 2017 at 4:00 pm to be held at the Pennsylvania Distance Learning Charter School and by teleconference.

I. Executive Session (if necessary)

The Board entered into Executive Session at 6:02 pm The Executive Session concluded at 6:12 pm

Motion: Mr. DiBenedetto motioned to make staff members in non-certified or non-administration positions non-exempt salaried employees with time off parameters as outlined in individual annual contracts.

Support: Mr. Donahue seconded.

Ayes: 3 Opposed: 0

The meeting was adjourned at 6:20 pm.

Motion: Mr. DiBenedetto moved to adjourn the meeting.

Support: Mr. Donahue seconded the motion.

Ayes: 3 Opposed: 0

Proposed minutes respectfully submitted, Admicia Proposed Minutes respectfully submitted, Recording Secretary, Patricia Rossetti Date Beel De Benedetto Board Secretary, Bill DiBenedetto Date

2100 Corporate Drive, Suite 500, Wexford, PA 15090 Telephone: (888) 997-3352 Facsimile: (866) 977-3527

Website: www.padistance.org

Board Meeting

Date:

June 23, 2017

Time:

Location:

11:00 AM Pennsylvania Distance Learning Charter School

and via Teleconference

		MINUTES			Month 1	
MEETING TYPE:	▼ Regular	☐ Special		Proposed	□Ар	proved
A. Call to Order Mr. Marous	called the meeting to	o order at 11:02 a.r.	n.			
B. Roll Call						
Board Men	iber Attendance:					
Joh	in Marous, President			☑ Preser	nt	□Absent
Wi	lliam Donahue, Vice	President		⊠ Preser	nt- phone	□Absent
Bil	l DiBenedetto, Secre	etary		➤ Prese	ent	□Absent
	n Lally, Treasurer,	. (* 1976) ************************************	ember	resent		□Absent
Other Atter	ndees:					
Pat	ricia Rossetti, Chief	Executive Officer,	PDLC	CS Prese	nt	□Absent
Da	rla Posney, Principa	1		⊠ Prese	nt	□Absent
	nie Desrochers, Dire			□Prese	nt	☑Absent
	eryl Allmon, Directo		es PD	LCS Prese	nt	□Absent
	chael Whisman, Cha			ĭPrese	nt	□Absent
	drea Brauer, Charter			⊠ Prese	nt	□Absent
	cholas Kocuba, Dire		PDLC	CS Prese	nt	⊠Absent
	ary Alicandro, Recor			□Prese		⊠Absent

- C. Pledge of Allegiance
- D. Public Comment

None

- E. Review of Agenda
- F. Standard Business
 - i. 2017-18 Proposed Budget

Mr. Whisman reviewed budget with a 4% salary increase for staff. Mr. Marous asked if this was a typical increase. Mr. Whisman stated it is slightly higher than 2-3% seen with other schools. Mr. Marous and Mr. DiBenedetto expressed the desire to have quality staff. Mr. DiBenedetto suggesting the idea of a study on why students come to our school. Mrs. Rossetti suggested the end of course and year data along with the why you enrolled data will be shared with the board. Mr. Marous stated the board will be approving expenditures in two key areas of \$370,000 above what is being received to make learning more efficient. It is a risk worth taking as we invest in learning. The additional support of the Career-to-Work and Student Success

A copy of the meeting minutes are available for public inspection at the Pennsylvania Distance Learning Charter School, 2100 Corporate Dr., Suite 500, Wexford, PA 15090

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Teams, along with the new curricula to make data readily available as students embark on mastery learning will increase time with teachers, and lessen the burden of manual modifications on teachers. Mr. Marous would like the school to make the message of investing in academic growth more visible. Press releases of what we are doing by moving to Acellus; why we are doing it; and how we are investing in ourselves to help students achieve. There was discussion on the cost of teachers and fund balance investment.

Motion: Mr. DiBenedetto moved to approve the budget.

Support: Mr. Donahue seconded.

Ayes: 3 Opposed: 0

ii. Financial Statements

Mike Whisman presented the May financial report. Total current assets increased to \$3,031,698 at May 31, 2017. This net increase is due primarily to Cash and Local Subsidies Receivables. Total cash increased by \$734,509. Local subsidies receivables show a net positive balance of \$490,193 at May 31, 2017, which includes a net balance of prior year receivables of \$96,066. Total liabilities at May 31, 2017 are at \$7,496,004 and were \$395,543 less than at June 30, 2016. The cash balance as of May 31, 2017 was at \$3,448,577 or the equivalent of 145.6 days cash on hand. This is a decrease from 168.1 days cash on hand at June 30, 2016 due primarily to the days cash need increasing from \$16,145 to \$23,679 for the current year budget. Cash needs increased because of the increase in student enrollment. The school's current ratio, a measure of its ability to meet current payment obligations stood at 6.8 at the end of May. Revenues for the period were higher by \$1,091,911 due primarily to the increase of special education students from a budgeted 135 to anticipated 159 students. Total expenditures for the period were at \$7,351,306, were \$19,043 less than budgeted primarily due to personnel costs less than budgeted by \$148,747 due to hiring dates and \$102,464, due to 13 employees opting out of health insurance. Net change in the fund balance for the period is positive \$1,506,297. Mrs. Rossetti noted the purchase of cyber security insurance with our broker though Lloyds of London for an approximated added cost of \$1,500 to current insurance.

Motion: Mr. DiBenedetto moved to approve the financial statement.

Support: Mr. Donahue seconded.

Ayes: 3 Opposed: 0

G. NEW BUSINESS

i. Pension Reform

Mrs. Rossetti stated the recent pension reform has no impact on the school as the 403B is already in place.

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iii. PNC Bank Account

Mrs. Rossetti stated PNC has provided an example of the investment portfolio. The school would retain an operating account that would be tied to ladder CDs with interest sweeping into the operating account. Mrs. Rossetti and Mr. Whisman are recommending the board move forward with the investment account of two CDs to begin at \$250,000 each, one for three months and one for six months.

Motion: Mr. Donahue moved to open the investment account.

Support: Mr. Marous seconded.

Ayes: 3 Opposed: 0

iv. Fund Balance Allocation

Mrs. Rossetti recommended another \$500,000 be moved into the committed funds bringing the total to \$1.900,000. The funding commitments of PSERS and operating costs remain the same.

Motion: Mr. DiBenedetto moved to accept the handbook.

Support: Mr. Marous seconded.

Ayes: 3 Opposed: 0

v. Audit Firm

Mrs. Rossetti stated the agreement with HBK to complete the independent audit for the board will end after the 2016-17 audit. Mr. Marous expressed interest in extending the agreement as HBK has been efficient, effective, and does not see a need for a RFP at this time. Mr. Donahue and DiBenedetto expressed agreement with the thoughts. Mr. Whisman stated that HBK is very professional and it is normally acceptable to have the same auditing firm for five years. Mr. Marous will reach out to HBK to discuss extending the agreement.

vi. Homeless Policy Revision

Mrs. Rossetti stated the removal of foster care students from the policy.

Motion: Mr. Donahue moved to accept the handbook.

Support: Mr. DiBenedetto seconded.

Ayes: 3 Opposed: 0

vii. 2017-18 School Calendar

Mrs. Rossetti stated school will begin on August 30, 2017 with the last day being June 5, 2018. Traditional holidays are built into the schedule, as well as a two-day semester transition for professional development and scheduling in January. Graduation will be on June 9, 2018.

Motion: Mr. Donahue moved to accept the handbook.

Support: Mr. DiBenedetto seconded.

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H. Reminder of Next Board Meeting

September 11,, 2017 at 4:00 pm to be held at the Pennsylvania Distance Learning Charter School and by teleconference.

I. Executive Session (if necessary)

None

The meeting was adjourned at 12:13pm.

Motion: Mr. DiBenedetto moved to adjourn the meeting.

Support: Mr. Donahue seconded the motion.

MINUTES CERTIFICA	ATION
Proposed minutes respectfully submitted,	
Larricia Prosette	9-11-17
Recording Secretary, Patricia Rossetti	Date
Bice wi Genedello	8-17-17
Board Secretary, Bill DiBenedetto	Date

2100 Corporate Drive, Suite 500, Wexford, PA 15090 Telephone: (888) 997-3352 Facsimile: (866) 977-3527

Website: www.padistance.org

Rα	ard	M	eetin:	o
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Date:

September 11, 2017

Time:

4:00 pm

Location:

Pennsylvania Distance Learning Charter School

and via Teleconference

					* ***			
			21,112,11	_	MINUTES	_		
N	MEETI	NG TYP	E: l	🗷 Regular	☐ Special	☐ Prop	osed C	I Approved
A.	Call to		ous called	I the meeting	to order at 4 pm.			
В.	Roll Ca	all						
			John Mai William I Bill DiBe	Attendance: rous, Presiden Donahue, Vic enedetto, Secr ly, Treasurer,	e President	ember	☑Present ☑Present-pl ☑ Present □Present	□Absent hone □Absent □Absent ☑Absent
			Patricia I Darla Pos Jamie De Sheryl A Michael Nicholas Kelly Cre	Rossetti, Chief sney, Principa srochers, Dire llmon, Directo Whisman, Chi Kocuba, Dire ooks, Curricul	ector SE, PDLCS or of Student Service	es PDLCS PDLCS DLCS	⊠Present	□Absent □Absent □Absent □Absent □Absent □Absent □Absent □Absent □Absent
C.	Pledge	of Allegi	ance					
	Public None	Commen	ıt					
E.	Review	of Agen	da					
F.	Standa	rd Busin	ess					
	i.	Meeting	Minutes	of May 15, 2	017 Board Meeting	g		
				ahue moved to Senedetto seco	adopt the meeting	minutes of	May 15, 201	7.

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ii. Meeting Minutes of June 23, 017 Board Meeting

Motion: Mr. Donahue moved to adopt the meeting minutes of June 23, 2017.

Support: Mr. DiBenedetto seconded.

Ayes: 3 Opposed: 0

iii. State of the School Report

Mrs. Rossetti presented the State of the School report. There are 839 students enrolled at this time with 88 more to start on September 13, 2017. Of those 839 students 446 are re-enrolled students. Mrs. Rossetti stated that we are still in the 10 day "did not show" timeframe for enrollment until September 14, 2017. As of today there are 12 students who fall into this category. She stated that 65 students attended summer school, with 80 courses completed and 65% of the students were active the entire period. Mrs. Rossetti stated that the Special Ed Cyclical Monitoring will be December, 4, 5, and 6, 2017. Preparations are underway. The start of school consisted of a 3 day orientation process which resulted in minimal issues. First day of classes also had minimal issues. Mrs. Rossetti stated that the only concern being investigated further is solutions to bandwidth of student internet for live learning classes.

Motion: Mr. DiBenedetto moved to adopt the State of the School Report.

Support: Mr. Donahue seconded.

Ayes: 3 Opposed: 0

iv. Financial Report

Mr. Whisman presented the financial report. He stated that the total current assets decreased from \$3,636,289 at June 30, 2017 to \$3,204,593 at August 31, 2017. The Board approved investments in two certificates of deposits with PNC investments. These accounts were activated in August and \$500,000 was transferred into investments. The school has also utilized their Line of Credit for \$75,000 to offset the cost of student computer purchases. Total operating cash has decreased by \$530,802. Mr. Whisman stated that local subsidies receivables show a positive balance of \$670,777 at August 31, 2017. Total liabilities at August 31, 2017 at \$8,913,691, were \$113,368 greater than at June 30, 2017. Local subsidies payable show a balance of \$588,225 for refunds due to districts. The operating cash balance of \$1,863,322 at August 31, 2017 was the equivalent of 67.5 days cash on hand. Total revenues for the period at \$1,213,762 were \$104,809 less than budgeted. Total expenditures for the period of \$1,758,826, were \$133,014 less than budgeted. Net change in fund balance for the period is negative \$545,064. This deficit is expected at this time of year as the majority of books, student computer and equipment purchases are made in the months of July and August.

Motion: Mr. DiBenedetto moved to adopt the Financial Report.

Support: Mr. Donahue seconded.

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G. NEW BUSINESS

i. Electronic signature approval for Mrs. Rossetti in eGrants

Mr. Marous noted that Mr. DiBenedetto would sign as a Board member and he would make a notation on the document.

Motion: Mr. DiBenedetto moved to approve the electronic signature of eGrants as presented.

Support: Mr. Donahue seconded. Ayes: 3 Opposed: 0

ii. Visitation Policy

Mrs. Rossetti presented the Visitation Policy.

Motion: Mr. DiBenedetto moved to approve the visitation policy as presented.

Support: Mr. Donahue seconded. Ayes: 3 Opposed: 0

iii. Special Meeting date for October for audit review

It was determined that a tentative date of October 23, 2017 would be set for the Board to meet regarding the audit review.

iv. Request for Proposals

Mrs. Rossetti stated the Enrollment/SIS/LMS systems, and technical support contract with Cloudcast Computing would expire at the end of the 2017-18 school year. The process for requesting proposals would follow the same used previously resulting in a committee recommendation to the board for their December 2017 meeting. Discussion was had on the need for less reliance on a software developer, inclusion of a performance indicator, and schedule for required reporting needs and other development. Mr. Marous requested that Mr. Kocuba and Mrs. Rossetti meet with Cloudcast Computing to review the current status of the systems and development.

H. Reminder of Next Board Meeting

To be held at the Pennsylvania Distance Learning Charter School and by teleconference on December 4, 2017.

J Executive Session (if necessary)

The Board entered into Executive Session at 4:52 pm Executive session concluded at 5:25 pm

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The meeting was adjourned at 5:30pm.

Motion: Mr. DiBenedetto moved to adjourn the meeting.

Support: Mr. Donahue seconded the motion.

Ayes: 3 Opposed: 0

MINUTES CERTIFICATION

Proposed minutes respectfully submitted, May allow and work and work of the submitted of t	10/23/17
Recording Secretary, Mary Alicandro	Date
Live Di Benedetta	10-23-17
Board Secretary, Bill DiBenedetto	Date

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Website: www.padistance.org

Date:

Board Meeting October 23, 2017

Time:

4:00 PM

Location:

Pennsylvania Distance Learning Charter School

and via Teleconference

			,	MINUTES				
	N	MEETING TYP		☐ Special	☐ Prop	osed	□ Apj	proved
A		Call to Order Mr. Mar	ous called the meeting to	order at 4:00 p.m.				
В	١.	Roll Call						
			John Marous, President William Donahue, Vice Bill DiBenedetto, Secre John Lally, Treasurer, Actendees: Patricia Rossetti, Chief Darla Posney, Principal Jamie Desrochers, Director Michael Whisman, Cha Kelly Crooks, Curriculu Nicholas Kocuba, Director Mary Alicandro, Special Leigh Anne Lord, Reco Jesse Gagich, Teacher, Shawn Kocen, Auditor, Matt Lewis, Auditor, Highliam Donahue, President Mary Alicandro, Special Leigh Anne Lord, Reco Jesse Gagich, Teacher, Shawn Kocen, Auditor, Matt Lewis, Auditor, Highliam Donahue, Vice President Marous Presiden	tary Advisory Board Me Executive Officer, ctor SE, PDLCS r of Student Service rter Choices am Director PDLCs ctor of Technology al Education Asst, I rding Secretary, PI PDLCS HBK	PDLCS es PDLCS FDLCS PDLCS PDLCS	☑Present	phone	□Absent □Absent □Absent □Absent □Absent □Absent □Absent
(ζ.	Pledge of Alleg	iance					
I).	Public Comments None	nt					
1	E.	Review of Agei	nda					
1	F.	Standard Busin	ness					

A copy of the meeting minutes are available for public inspection at the Pennsylvania Distance Learning Charter School, 2100 Corporate Dr., Suite 500, Wexford, PA 15090

Meeting Minutes of September 11, 2017 Board Meeting

2100 Corporate Drive, Suite 500, Wexford, PA 15090 Telephone: (888) 997-3352 Facsimile: (866) 977-3527

Website: www.padistance.org

Motion: Mr Marous moved to adopt the meeting minutes of September 11, 2017 with the following change: Content from future Executive Sessions will be kept in separate Executive

Session Minutes.

Support: Mr. DiBenedetto seconded.

Ayes: 3 Opposed: 0

ii. Summary and Management Report - October 2017

Mr. Whisman presented the October financial report. Total current assets decreased from \$3,636,289 at June 30, 2017 to \$2,837,183 at September 30, 2017. It was also noted that there are now investments in two CDs with PNC Investments. Federal and local receivables are beginning to come in and there was an increase in local revenues due to an increase in student enrollment. Total liabilities at September 30, 2017 at \$8,650,573 were \$149,750 less than at June 30, 2017. The Operating cash balance of \$1,888,198 at September 30, 2017 was the equivalent of 68.4 days of cash on hand. This is a decrease from 122.1 days cash on hand at June 30, 2017 due primarily to the days cash need increasing from \$23,694 to \$27,588 for the current year budget, transferring \$500,000 to investments not included in the calculation and year-to-date deficit. As student enrollment increases, operating costs will increase proportionately. Mr. Marous inquired if the level of staffing was adequate. Ms. Rossetti replied that Special Education enrollment had grown from 22% recently to 26% and several Special Education teachers have been hired to fill the growing need. Mr. Lally inquired about the high amount of bank fees for the end of year. Mr. Whisman indicated that these included Line of Credit Renewal Fee, CD Fee and Investment Banking fees and would be better projected in December.

Motion: Mr. Donahue moved to approve the budget.

Support: Mr. DiBenedetto seconded.

Ayes: 3 Opposed: 0

iii. Audit Review

Shawn Kocen presented the audit report. He indicated that the audit outcome provides the highest form of assurance and the language is consistent with previous years. The results of the audit are under quality control review presently and the representation letter should be delivered within the next twenty-four to forty-eight hours. He noted very positive trends year-over-year due to an increase in ADM. District receivables have grown due to five to six districts being slow to pay. Mr. Marous inquired if these districts were always slow to pay or if it was a question of timing. Ms. Rossetti confirmed that it was a matter of timing. Mr. Kocen indicated that there had been an increase investment in capital assets which centered on the purchase of tablets, computers, additional monitors, furniture associated with move to 4th floor. Current liabilities increased due to school district balances and a true-up with Cloudcast. Mr Marous inquired as to whether the student computer purchase is considered capitalized or expensed and Mr. Kocen responded that they were expensed.

Mr. Marous inquired if there was anything that the Board and Administration should be doing to improve the audit process. Mr. Kocen responded that the school's accounting policies are reasonable and consistent and there are no significant difficulties or disagreements with

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management. He thanked both the school administration and Charter Choices for their cooperation and support during the audit process.

Motion: Mr. DiBenedetto moved to approve the financial statement.

Support: Mr. Donahue seconded.

Ayes: 3 Opposed: 0

G. NEW BUSINESS

i. Student Handbook Change

Mrs. Rossetti presented a change to the Enrollment section of the Student Handbook that was needed in order to be in compliance during the school's Cyclical Monitoring Audit in December. Currently, the policy did not address that the school could not inquire as to a student's immigration status and there needed to be a deadline of enrollment of no more than five business days after all required documents are received.

Mr. Marous requested that the policy change for the Handbook be sent to the Board Members.

ii. Board Policy Change

Mrs. Rossetti presented two Board policy changes, again needed due to the Cyclical Monitoring Audit. The Positive Behavior Supports Policy was combined with the Restraints Policy resulting in one document. The only significant change was indicating that if restraints are presented in an IEP, then parental approval is required. The change to the Child Find policy included the addition of verbiage that would include our efforts to reach homeless children, wards of the state, children with disabilities attending private schools and highly mobile children, including migrant children.

Motion: Mr. Marous moved to adopt the new language in the Parent/Student Handbook and the two Board Policy Changes

Support: Mr. DiBenedetto seconded.

Ayes: 3 Opposed: 0

iv. RFP/Cloudcast Update

Mrs. Rossetti reviewed the meeting between Cloudcast and PDLCS. While there have been improvements, Mrs. Rossetti indicated that the RFP process should continue and Cloudcast's response should be considered as an intent to extend the contract. PDLCS recommends that Cloudcast be reviewed in the same manner as all other interested firms and the committee should continue to work through the RFP process.

Mr. Donahue noted that Cloudcast's cost per student was very low and how would other firms compete with that amount. Mrs. Rossetti indicated that other companies have been competitive in this area.

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H. Reminder of Next Board Meeting

To be held at the Pennsylvania Distance Learning Charter School and by teleconference on Tuesday, December 5, 2017 at 4:00pm.

I. Executive Session (if necessary)

None

The meeting was adjourned at 4:50pm.

Motion: Mr. DiBenedetto moved to adjourn the meeting.

Support: Mr. Donahue seconded the motion.

Ayes: 3 Opposed: 0

Proposed minutes respectfully submitted, Lihar God Recording Secretary, Leigh Anne Lord Date | Da

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Website: www.padistance.org

Boar	d	M	eetin	g

Date:

December 5, 2017

Time:

4:00 PM

Location:

Pennsylvania Distance Learning Charter School

and via Teleconference

		MINITER		
MEETING TY	PE: 🗷 Regular	MINUTES Special	Proposed	☐ Approved
MEETING 11	i E. Rogulai	L special L	Troposod	- ripprovou
A. Call to Order				
Mr. Ma	rous called the meeting	to order at 4:03 p.m.		
B. Roll Call				
Board	Member Attendance:			
	John Marous, Presider	nt	⊠ Present	□Absent
	William Donahue, Vic		⊠ Present-	phone □Absent
	Bill DiBenedetto, Sec		☐ Present	-
	John Lally, Treasurer,	Advisory Board Member	er E Present-	phone □Absent
Other	Attendees:			
O the		ef Executive Officer, PDI	LCS Present	□Absent
	Darla Posney, Princip	The state of the s	⊠ Present	□Absent
	Jamie Desrochers, Dir		☑Present	□Absent
		tor of Student Services P	DLCS Present	□Absent
	Michael Whisman, Ch		⊠ Present	□Absent
	Kelly Crooks, Curricu		☑Present-	phone
	Nicholas Kocuba, Dir	ector of Technology PDI	LCS EPresent-	phone
	Leigh Anne Lord, Box			□Absent
	Jesse Gagich, Teacher		≥ Present	□Absent
	Coleen Brennen, Teac		⊠ Present	□Absent
	Carla, CCL	,		phone Absent
	JP - Cloudcast		⊠ Present-	phone DAbsent
C. Pledge of Alle	giance			
D. Public Comm None	ent			
E. Review of Ag	enda			
F. Standard Bus	siness			

Motion: Mr Donahue moved to adopt the meeting minutes of October 23, 2017.

Meeting Minutes of October 23, 2017 Board Meeting

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Support: Mr. Marous seconded.

Ayes: 3 Opposed: 0

ii. State of the School Report

Ms. Rossetti reviewed the current State of the School report highlighting current school demographics, curriculum mapping project, upcoming medical insurance change to UPMC, Act 55 provisions, recent staffing changes and highlights of school programs. Mr. Marous inquired as to whether or not there is a trend in staff departures. Ms. Rossetti indicated that most departing staff members were leaving education altogether. Regarding board training which will be required as a result of Act 55, Mr. Marous asked what that would entail. Mr. Whisman and Ms. Rossetti indicated that it was likely to contain board governance for new board members and legal updates to existing board members. Mr. Donahue was interested in knowing if the school was publicizing new initiatives such as the Career-to-Work team. Ideas are in the works.

Motion: Mr. Donahue moved to approve the State of School Report.

Support: Mr. Marous seconded.

Ayes: 3 Opposed: 0

iii. Financial Report

Mr. Whisman presented the current financial report and the updated 2017-18 budget. The balance sheet is trending in the right direction. While end of month October reflected a decrease in cash, this was due to school year start-up expenses and the timing of district invoices. Reviewing preliminary month-end November data, the cash is increasing. Receivable are coming in and liabilities are decreasing.

The new budget is based on an ADM of 825 students rather than the original estimate of 700 students; which leads to a 12% increase in expenditures from the original budget but also an increase of 19% in revenue.

Motion: Mr. Donahue moved to approve the financial statement and revised budget.

Support: Mr. Marous seconded.

Ayes: 3 Opposed: 0

G. NEW BUSINESS

i. Comprehensive Plan Submission

Mrs. Rossetti indicated that the Comprehensive Plan has been completed, reviewed by Mr. Marous and submitted to PDE. Its goal is to align the school and framework with PA standards. Students will receive annual goal sheets and will develop comprehensive portfolios which will follow them through graduation in an effort to personalize learning. To model, staff members will also have personalized professional goals.

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ii. Network Security

Cloudcast presented an overview of the school's network security system. They explained the school's intrusion detection system, 3-factor authentication and confirmed full encryption. He also explained that our weakest link with regards to protection is phishing. However, parent and student Gmail accounts can only email other parent/gmail accounts and cannot go outside of padistance.org. This decreases the risk.

Mr. Lally suggested that we look to an outside vendor for training with regards to phishing. Mr. Marous requested Cloudcast send the BAA to the Board.

iii. Change to Positive Behavioral Support Board Policy

Based on recommendations from the Cyclical Monitoring audit, the Board Policy was slightly revised.

Motion: Mr. Marous moved to accept the change to the Positive Behavior Support Board Policy as discussed.

Support: Mr. Donahue seconded the motion.

Ayes: 3 Opposed: 0

iv. Student Information System/Technical Services RFP Update

It is the recommendation of the School's RFP Committee, to enter into negotiations with Cloudcast Computing to continue providing both technical services and the school's student information system.

Motion: Mr. Donahue motioned to accept the Administration recommendation to continue with Cloudcast Computing.

Support: Mr. Marous seconded the motion.

Ayes: 3 Opposed: 0

v. 3rd Floor Expansion Proposal

The school has received a proposal to expand its existing space to the 3rd floor. Approximately, 9,300 RSF would be available beginning June 1, 2018 at a cost of \$22.50/RSF (for months 1-26) and \$24.00/RSF for months 27-62. The contract would commence June 1, 2018- July 31, 2023.

After initial discussions, it was agreed that Ms. Rossetti should first try to negotiate a better deal indicating that we would do so without a broker. More discussions will follow based on their response.

H. Reminder of Next Board Meeting

To be held at the Pennsylvania Distance Learning Charter School and by teleconference on Wednesday, March 14, 2017 at 4:00pm.

Executive Session (if necessary)

None

The meeting was adjourned at 5:35pm.

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Motion: Mr. Marous moved to adjourn the meeting. **Support:** Mr. Donahue seconded the motion.

Ayes: 3 Opposed: 0

MINUTES CER	RTIFICATION
Proposed minutes respectfully submitted,	
Leix anne Lord	5114118
Recording Secretary, Leigh Anne Lord	Date
Willing Janhane Board Secretary	5/14/18
Board Secretary	Date

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Website: www.padistance.org

Board	Meetin	Ø
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Date:

March 12, 2018 4:00 pm

Time:

Location:

Pennsylvania Distance Learning Charter School

and via Teleconference

				MINUTES			
Ŋ	MEET I	NG TYP	PE: Regular	☐ Specia	ıl 🗆 Pro	posed [l Approved
A	Call to	Order					
			led to order at 4:04 p.	m.			
1110	Micoun	, was var	iou to order ut mon p.	••••			
В.	Roll C	all					
		Board N	Member Attendance:				
			John Marous, Preside	ent		x Present	□Absent
			William Donahue, V			x Present	□Absent
			John Lally, Treasure		rd Member	□Present	x Absent
				-			
		Other A	Attendees:				
			Patricia Rossetti, Ch		ficer, PDLCS	x Present	□Absent
			Darla Posney, Princi			x Present	□Absent
			Jamie Desrochers, D			x Present	□Absent
			Sheryl Allmon, Dire		Services PDLC		□Absent
			Michael Whisman, C			x Present	□Absent
			Nicholas Kocuba, D			x Present - pl	
			Kelly Crooks, Curric		•	□Present	x Absent
			Leigh Anne Lord, R	ecording Secreta	ry, PDLCS	x Present - pl	none
C.	Pledge	e of Alleg	giance				
D.	Public	Comme	ent - none				
E.	Revie	w of Age	nda				
F.	Stand	ard Busi	ness				
	i.	Meetin	g Minutes of Deceml	per 5, 2017 Boa	rd Meeting		
		Motion Ayes:	: William Donahue 2	Support Opposed	: John Marous 1: 0	1	

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Website: www.padistance.org

ii. State of School Report

Ms. Rossetti reported a continued increase in Middle School enrollment. Special Education enrollment is currently at 27% of total enrollment. CPAA test results in K-2 are showing significant growth rates in this age group. Also promising is the engagement rate for Acellus. Although the intial implementation of Acellus created an initial conflict, Acellus being mastery based rather than the School's semester paced programs, this has been addressed for the next school year. The engagement rate is increasing for We are monitoring Health and Wellness, which has shown a decreased the Acellus program. engagement due in part to its scheduling. In preparation for 8th Grade PSSAs, 8th grade math, which has been stagnant, is being closely monitored. Ms. Desrochers provided the Cyclical Monitoring update. The auditor did question the school's method for housing certain policies in the Employment and/or Student/Parent Handbook rather than in its own Board Policy book. Mr. Marous agreed that the school's method ensured more frequent review. Ms. Allmon provided a general overview of the Records, Testing and Enrollment/PR Teams. Mr. Kocuba brought to the Board's attention the number of middle school students currently enrolled in high school level courses. He also brought attention to the Technology Coaches, who have conducted successful presentations at several conferences. Mr. Marous asked whether or not this success could be leveraged for positive publicity for the school. In Ms. Crooks's absence, Ms. Rossetti provided the update for Attendance (plans are showing positive results), and Career-to-Work (we are ahead of many schools in our implementation).

Motion: John Marous

Support: William Donahue

Ayes: 2

Opposed: 0

iii. Financial Report

Mr. Whisman provided the end of month February financial report which indicated that the school's cash position along with investments has increased. Cash as of February 28, 2018 was \$3,460, 846, an increase of \$566,650 from June 30, 2017. Total assets increased from \$6,360,385 at June 30, 2017 to \$7,412,086 at February 28, 2018 due to current year positive operations. Funds are coming in from the districts. Total liabilities at February 28, 2018, at \$8,453,115, were \$347,208 less than at June 30, 2017. Local subsidies payable show a balance of \$401,576 for refunds due to districts. The 17-18 budget was based on an ADM of 825, which was conservative. The 18-19 budget process will begin shortly. Mr. Marous initiated a short conversation concerning the 2020 lease expiration in the current building. He asked at what enrollment level would cause the school to have to move. Ms. Rossetti indicated that we have staff capacity to service 900 students at the current location. Several options are being considered and the Board will be provided with additional information as it comes available. Mr. Marous inquired about the 17-18 reconciliation process. Mr. Whisman explained that this must be completed by October 1, 2018. As the last billing cycle will be in late April 2018, this will give ample time to complete the reconciliation within the deadline.

Motion: William Donahue

Support: John Marous

Ayes: 2

Opposed: 0

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Website: www.padistance.org

G.	NEW BUSINESS	
i.	2018-2019 Employment Handbook Re	evisions
	Motion: John Marous Ayes: 2	Support: William Donahue Opposed: 0
ii.	2018 – 2019 Parent/Student Handboo	k Revisions
	Motion: John Marous Ayes: 2	Support: William Donahue Opposed: 0
iii.	Fixed Asset Board Policy Revision	
	Motion: John Marous Ayes: 2	Support: William Donahue Opposed: 0
iv.	English as a Second Language Revision	on
	Motion: William Donahue Ayes: 2	Support: John Marous Opposed: 0
v.	Mr. Marous indicated that discussions we more to follow in the upcoming months	were still taking place for new Board Members. There will be
н.	Reminder of Next Board Meeting To be held at the Pennsylvania Distance 2018.	e Learning Charter School and by teleconference on May 14,
I	Executive Session (if necessary) - no	ne
The meet	ting concluded at 5:34 p.m.	
	MINUT	ES CERTIFICATION
Proposed	I minutes respectfully submitted,	
Le ca Recordin	hane Lord g Secretary, Leigh Anne Lord	5/ ₁₄ / ₁ 8 Date
Villin	Janhour	Date 5/14/18

Date

Board Secretary,

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Website: www.padistance.org

Board	M	eeti	ng
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Date:

May 14, 2018 4:00 pm

Time: Location:

Pennsylvania Distance Learning Charter School

and via Teleconference

			MINUTES		
MEETI	NG TYPE:	■ Regular	☐ Special ☐	Proposed	☐ Approved
A. Call to The meetin		order at 4:00 p.m			
B. Roll C	all				
	John Willi	er Attendance: Marous, Presiden am Donahue, Vic Lally, Treasurer,		x Present x Present er □Presen	□Absent
Other Attendees: Patricia Rossetti, Chief Executive Officer, PDLCS Darla Posney, Principal, PDLCS Jamie Desrochers, Director SE, PDLCS Sheryl Allmon, Director of Student Services PDLCS Michael Whisman, Charter Choices Nicholas Kocuba, Director of Technology PDLCS Kelly Crooks, Curriculum Coordinator, PDLCS Leigh Anne Lord, Recording Secretary, PDLCS Andrea Brauer, Charter Choices Jesse Bean, Charter Choices					□ Absent
ALL RELIVIN	e of Allegiance				
D. Public	Comment - no	one			
E. Review	w of Agenda				
F. Stand	ard Business				
i.	Meeting Min	utes of March 12	, 2018 Board Meeting	5	
	Motion: Will Ayes: 2	iam Donahue	Support: John M Opposed: 0	arous	

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ii. 2018 - 2019 Board Meeting Dates

Motion: John Marous

Support: William Donahue

Ayes: 2

Opposed: 0

iii. 2018-2019 Draft Budget for Posting

Mr. Whisman indicated that the draft budget was based on an ADM of 900. In addition, it was based on an assumption that 26% of the student population would be Special Education and there would be no increase in rates. Mr. Marous inquired if 60% of the budget devoted to labor was typical and Mr. Whisman indicated that it was. Mr. Marous also inquired if Federal Grant money was a function of ADM and Mr. Whisman confirmed. The proposed draft will be discussed further in June during the Budget Adoption Board Meeting. Mr. Marous indicated that a 900 ADM proposal made sense along with the proposed surplus.

Motion: John Marous

Support: William Donahue

Ayes: 2

Opposed: 0

iv. School Improvement Plan for Posting

Mrs. Rossetti presented a recap of the School Improvement Plan which added a reflection of the past year.

Motion: William Donahue

Support: John Marous

Ayes: 2

Opposed: 0

v. Additional Short Term Investments

Mr. Marous inquired as to whether the Board should look at investing in additional short term CD's now or table the discussion until June. Mr. Whisman responded it would be prudent to invest \$750,000 in three short term CD's. Mr. Marous proposed to adopt a similar tiering of three (3) short-term CDs valued at \$250,000 each.

Motion: William Donahue

Support: John Marous

Ayes: 2

Opposed: 0

H. Reminder of Next Board Meeting

To be held at the Pennsylvania Distance Learning Charter School and by teleconference on June 25, 2018 at 11:00 a.m.

I Executive Session (if necessary) - none

The meeting concluded at 5:38 p.m.

2100 Corporate Drive, Suite 500, Wexford, PA 15090 Telephone: (888) 997-3352 Facsimile: (866) 977-3527

Website: www.padistance.org

MINUTES CERT	IFICATION
Proposed minutes respectfully submitted,	8/1/2018
Redording Secretary, Leigh Anne Lord	Date
Board Secretary, William Donahue	7/17/2018 Date

2100 Corporate Drive, Suite 500, Wexford, PA 15090 Telephone: (888) 997-3352 Facsimile: (866) 977-3527

Website: www.padistance.org

Board	Meeting
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Date: Time: June 25, 2018 11:00 am

Location:

Pennsylvania Distance Learning Charter School

and via Teleconference

	APÉTH	NG TYP	E: 🗷 Regular	MINUTES ☐ Specia		naged DA	pproved
1	ATTST2 T T	NO TIF	L. E Regulai	L Specia	11 L F10	posed LA	pproved
	Call to meeting		ed to order at 11:00 a.r	m,			
В.	Roll C	all					
			Iember Attendance: John Marous, Presiden William Donahue, Vic			x Present-phone x Present-phone	
		Other A	ttendees:				
			Patricia Rossetti, Chie Darla Posney, Principa Jamie Desrochers, Dir Sheryl Allmon, Direct Michael Whisman, Ch Nicholas Kocuba, Dira Kelly Crooks, Curricu Leigh Anne Lord, Rec Andrea Bauer, Charter Jesse Bean, Charter Ch	al, PDLCS rector SE, PDL ror of Student S rarter Choices rector of Techn rording Secreta r Choices	.CS Services PDLCS ology PDLCS tor, PDLCS	□Present x Present □Present □Present □Present x Present □Present □Present □Present x Present x Present	x Absent DAbsent DAbsent
C.	Pledge	e of Allegi	iance				
D.	Public	Commer	ıt – none				
E.	Revie	w of Agen	nda				
F.	Stand	ard Busin	iess				
	i.	Meeting	Minutes of May 14,	2018 Board M	Ieeting		
		Motion: Ayes:	John Marous 2		Support: Bill I Opposed: 0	Oonahue	

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G. NEW BUSINESS

i. 2018 - 2019 Budget

Motion: John Marous

Support: Bill Donahue

Opposed: 0

Ayes: 2

Mr. Marous inquired about the status of cash flow based on districts and PDE potentially stopping payments for a period of time. Ms. Bauer stated that income continues to flow. She also stated that the school has an approximate \$425,000 surplus for this school year. Mr. Kocuba provide the board updates to the budget and Mr. Bean added that the change to the bottom line reflects an increase to about a \$400,000 surplus for SY18-19 based on an ADM of 900 students.

ii. Unrestricted balance commitment

Mr. Bean recommended that the Board consider committing \$515,000 from the unrestricted balance to Operations for future expenses so that the unrestricted balance remains under the 10% threshold allowed by law. Mr. Marous suggested a Board meeting in July in order to discuss this proposal and resolution.

H. Next Board Meeting - Special

To be held at the Pennsylvania Distance Learning Charter School and by teleconference on July 17, 2018.

I Executive Session (if necessary) - none

The meeting concluded at 11:20 a.m.

Proposed minutes respectfully submitted,

MINUTES CERTIFICATION



2100 CORPORATE DRIVE, SUITE 500 WEXFORD, PENNSYLVANIA 15090

WWW.PADISTANCE.ORG PHONE: 888-997-3352 FAX: 866-977-3527

PENNSYLVANIA DISTANCE LEARNING CHARTER SCHOOL BOARD POLICY PROCESS

Location of Individual Policies

Policies pertaining to the safety, welfare and educational processes and procedures necessary for a student to achieve academic success shall be written as part of the Parent/Student Handbook.

Policies pertaining to school staff, operations and school administrative compliance processes and procedures shall be part of the PDLCS Board Policy Manual.

Current Board Policy Manual will be kept at the school office in Wexford, PA

Table of Contents will contain a list of all Board Manual and Handbook Policies

Policy Process

- Need for a policy is identified and proposed to the school's Chief Executive Officer (CEO)
- Draft policy is written and submitted to the school's legal counsel for review, if CEO suggests a need for legal recommendations
 - o Heading must contain school name: Pennsylvania Distance Learning Charter School
 - o Name of Policy must contain the word Policy in it
 - o Footer must contain Policy Name, date of approval or revision
- Revised policy is reviewed by the school's CEO
- Determination of whether to include the policy in the Parent/Student Handbook is made
- Policy is sent to Board of Trustees for review
- Policy is presented at the next formal Board Meeting for public comment and approval
- Policy, if passed, is dated with resolution or revision date and placed in the Board Policy Manual or a revision to the Parent/Student Handbook is made for the upcoming school year
- Policy Manual Table of Contents is updated listing new policy

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BOARD POLICIES

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EMPLOYEE HANDBOOK

PA Distance Learning Charter School

Welcome to the Pennsylvania Distance Learning Charter School Family. We are very excited that you have agreed to join our family of dedicated professionals. We are committed to our Mission Statement:

PDLCS' Mission is to blend proven classroom techniques with educational technologies to promote academic growth for all students.

This Employee Handbook (Handbook) will provide information regarding school employment policies and the benefit plans available to you. In this manual, you will find details regarding information such as Enrollment Eligibility, Medical Insurance, Dental Insurance, Vision Insurance, Life Insurance, Retirement Program, Supplemental Life Insurance, Short-term and Long-term Disability and Tuition Reimbursement, as well as other employee information. If you have any questions regarding the information contained in this Handbook, please see a School Administrator. The School retains the ability to add to, amend, alter, or eliminate the employee's benefit programs including eligibility, co-pays, deductibles or coverage.

THIS DOCUMENT IS FOR INFORMATIONAL PURPOSES ONLY AND IS NOT TO BE CONSTRUED AS AN EMPLOYMENT AGREEMENT OR CONTRACT.

PDLCS RETAINS THE RIGHT TO AMEND OR CHANGE POLICIES CONTAINED HEREIN AT ANY TIME WITHOUT PRIOR NOTICE.

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EQUAL EMPLOYMENT OPPORTUNITY

In order to provide equal employment and advancement opportunities to all people, Pennsylvania Distance Learning Charter School (PDLCS or the School) bases its employment decisions on lawful factors, such as each person's performance and qualifications. PDLCS does not discriminate against applicants or employees with respect to race, color, religion, sex, national origin, age, disability, familial status, genetic information, sexual identity, ancestry or any other characteristic protected by law. This prohibition may include harassment based on any protected class or classes. Harassment may include verbal or physical conduct which has the purpose or effect of substantially interfering with an individual's work performance or creating an intimidating, hostile work environment. This policy applies to all employees, including managers, supervisors, co-workers and non-employees such as customers, clients, business partners and consultants.

To comply with applicable laws ensuring equal employment opportunities to qualified individuals with disabilities, the Employer will make reasonable accommodations for the known physical or mental limitations of an otherwise qualified individual with a disability who is an applicant or an employee unless undue hardship or a direct threat of substantial harm to the health or safety of the individual or other that cannot be eliminated or reduced by reasonable accommodation would result.

Any applicant or employee who requires an accommodation in order to perform the essential functions of the job he or she hold or desires should contact a human resources representative and request such an accommodation. If the requested accommodation is reasonable and will not impose an undue hardship or a direct threat of substantial harm to the health or safety of the individual or others that cannot be eliminated or reduced by reasonable accommodation, the Employer will make the accommodation in accordance with applicable law.

The Employer may propose an alternative to the requested accommodation or substitute one reasonable accommodation for another. The Employer retains the ultimate discretion to choose between reasonable accommodations. Employees are expected to cooperate fully with the accommodation process.

Direct any questions about discrimination at work, or information about possible violations of this policy to School Administrators. There will be no consequences for asking questions. Any employee found to be illegally discriminating against an individual or individuals will be subject to disciplinary action, up to and including termination of employment.

NATURE OF EMPLOYMENT

Working at PDLCS is voluntary and employment is "at will." "At will" means that employees are free to resign at any time, with or without cause or advance notice. Likewise, "at will" means that PDLCS may terminate employment at any time, with or without cause or advance notice. The "at-will" nature of an employee's employment cannot be altered or modified by a School

Administrator or other PDLCS representative; rather, when PDLCS seeks to alter "at-will" employment, it does so through a written agreement specifically guaranteeing employment consistent with terms approved in writing by the Chief Executive Officer or authorized designee.

The policies in this Handbook are not intended to create a contract. The policies should not be construed to constitute contractual obligations of any kind or a contract of employment between PDLCS and any employee. The provisions in the Handbook have been developed at the discretion of School Administration and may be amended or cancelled at any time, at the sole discretion of PDLCS.

These provisions replace all other existing handbooks and may not be changed or added to without the express written approval of the Chief Executive Officer of PDLCS and its Board of Trustees.

CLEARANCES/CERTIFICATIONS

All PDLCS employees are required to have all clearances required by the Commonwealth of Pennsylvania including Act 34, Act 151, Act 168, and FBI Fingerprint.

Every employee is required to obtain a Child Abuse History Clearance and Criminal Background Check as stipulated under PA Act 151, PA Act 34, Act 168 and FBI fingerprint verification. These documents must be kept on file in the employee's personal file and must be kept current. No employee will be permitted to work without these clearances. Employees are responsible for providing PDLCS administration with updated clearances every five (5) years.

Acceptable Use of Electronic Information Resources

The Employer's Acceptable Use of Electronic Information Resources Policy governs employees' use of Employer-owned resources such as internet, intranet, e-mail, software, social media, computers, phones or other devices, voicemail, printers and electronic equipment. A copy of the <u>Technology & Internet Acceptable Usage Policy</u> is attached at Appendix B.

EMPLOYMENT APPLICATION

PDLCS relies upon the accuracy of information contained in the employment application, as well as other data represented throughout the hiring process and employment. Any misrepresentations, falsifications or material omissions in any of this information or data may result in PDLCS' exclusion of the individual from further consideration for employment or, if the person has been hired, termination of employment.

All individuals employed at PDLCS are also expected to comply with the employment eligibility verification requirements of the U.S. Department of Justice. All workers must produce the appropriate identification documents and complete a Form I-9 at the time of hire.

ETHICS AND CONDUCT POLICY

Employees of PDLCS are expected to be ethical in their conduct. Employee conduct impacts the School's reputation and success. PDLCS requires employees to obey and comply with all laws and regulations and practice the highest standards of conduct and personal integrity. Ethics in the educational work space is addressed in the Professional Educator Discipline Act administered by the Professional Standards and Practices Commission.

The following are some examples of the kind of conduct that would warrant discipline, up to and including termination:

- Insubordination refusal to comply with instructions of a supervisor;
- Falsifying an application for employment, time sheets or other work records;
- Malicious damage to Company property;
- Theft or inappropriate removal or possession of property;
- Use of obscene, abusive or threatening language;
- Unsatisfactory performance;
- Unsafe acts;
- Excessive absenteeism or tardiness;
- Fighting;
- Refusal to work overtime when required; and
- Violation of any policy set forth in this Employee Handbook.

No Discrimination, Harassment and Retaliation

Federal and State laws prohibit discrimination based on race, color, religion, sex, national origin, sex, age, disability, pregnancy, genetic information, as well as other legally protected characteristics. Unlawful discrimination on the job, including harassment, is prohibited by PDLCS. For purposes of this policy, "harassment" can include, but is not limited to:

- derogatory remarks, epithets, offensive jokes, or the display or circulation of offensive printed or visual matter;
- offensive physical contact, impeding or blocking movement, and gestures or any physical interference with normal work or movement; and/or

 Visual forms, such as derogatory posters, letters, poems, graffiti, cartoons, or drawings.

Harassment also can include unwelcome and unwanted sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature, when:

- submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment;
- submission to, or rejection of, such conduct by an individual is used or is threatened to be used, as the basis for employment decisions affecting such an individual; or
- Such conduct has the purpose or effect of interfering with any individual's work performance or creating an intimidating, hostile or offensive working environment.

The prohibition against discrimination and harassment is applicable to all employees of PDLCS, which includes all staff members, teachers, administrators, managers and officers.

Federal and State laws also prohibit retaliation based on an employee's protected activity, including making complaints about unlawful harassment or participating in an investigation into allegations of prohibited harassment. PDLCS also prohibits such unlawful retaliation against its employees. No employee will be retaliated against for good-faith reporting of any suspected policy violation.

Employees Must Report Discrimination, Harassment and Retaliation

It is important that every employee who believes he or she has been subjected to unlawful discrimination, including harassment, or retaliation report it to allow School Administration the opportunity to investigate the situation and take appropriate action. If any violation of above policy occurs, it will be a priority for School Administration to evaluate the issue and take the appropriate action necessary for resolution. It takes the complete cooperation of the entire staff for PDLCS to enforce its above Discrimination, Harassment and Retaliation Policy.

If an employee feels that he or she has been disrespected, discriminated against or harassed in any way, it is generally best to tell the person exhibiting such behavior that you find the behavior offensive, that such behavior is against PDLCS' policy, and that the employee wants him or her to immediately stop. However, if the employee is uncomfortable taking this action, if the conduct does not stop after the employee has warned the offending person, or if an employee has observed discrimination, harassment or retaliation, the employee, must report it to his or her department supervisor. If the employee is unable, or does not wish to report the matter to the department supervisor for any reason, he or she should report it to the Chief Executive Officer or other School Administrator. The report will be kept confidential to the extent practicable and as necessary to complete the investigation. In order to assure that the facts are accurately

understood by the person receiving the report, the Principal, Chief Executive Officer or other School Administrator will put it in written form. The Complainant will generally be asked to acknowledge the accuracy of the facts or to correct the statement to accurately describe the complaint. The steps to be taken during the investigation cannot be fixed in advance, but will vary depending on the nature of the allegations.

Depending on the investigation, failure to report such behavior or situations may result in consequences ranging from a permanent letter in your employee record to legal action. Any employee who fails to cooperate fully in an investigation may be subject to discipline, up to and including termination.

Resolution of Complaints

The results of the investigation will be discussed with the complaining employee. If it is determined that there has been discrimination, harassment or retaliation, the Chief Executive Officer, Principal or other School Administrator will discuss the procedure for resolving the complaint with the employee.

If there is a situation in which an employee believes that he or she is being physically threatened, it should be reported to the nearest School Administrator and temporary protection against the harassment or hostility will be provided.

Employee Conduct and Work Rules

School Administration expects employees to follow certain work rules and behave in ways that protect the interests and safety of all employees and PDLCS

While it is impossible to list every action that is unacceptable conduct, the following lists some examples. Employees who break work rules such as these may be subject to disciplinary action, up to and including termination of employment. This list is not exhaustive; it is only meant to be a guide:

- Theft or inappropriate removal or possession of property
- Falsification of timekeeping records
- Working under the influence of alcohol or illegal drugs
- Possession, distribution, sale, transfer, or use of alcohol or illegal drugs in the workplace, while on duty, or while operating employer-owned vehicles or equipment
- Fighting or threatening violence in the workplace
- Negligence or improper conduct leading to damage of employer-owned or customer-owned property
- Insubordination
- Violation of safety or health rules
- Smoking on school property or property being used for school purposes
- Smokeless tobacco products, such as chewing tobacco, vaping products, or e-cigarettes on school property or property being used for school purposes

- Sexual or other unlawful or unwelcome harassment
- Possession of dangerous or unauthorized materials, such as explosives or firearms, in the workplace
- Unauthorized absence from work station during the workday
- Unauthorized use of telephones, mail system, or other employer-owned equipment
- Unauthorized disclosure of confidential information as defined below
- Violation of personnel policies
- Unsatisfactory performance

When a staff member's actions or inaction is in conflict with the expectations of the school, a documented discussion, improvement plan or termination may occur. The School may discipline or terminate an employee based upon the seriousness of the behavior. Please refer to *PDLCS' Employee Discipline Procedure* for further guidance and information.

NON-DISCLOSURE/CONFIDENTIALITY POLICY

It is very important to the School that employees protect confidential school-related information. Any product designed and created for PDLCS by an employee remains the sole property of PDLCS and may only be used elsewhere with appropriate citation or origin. Confidential information includes the School's non-public business information that provides the School with a competitive advantage or constitutes personal information under data security laws, which are not limited to the following specific examples:

- Computer Processes
- Computer Programs and Codes
- Legal Information, such as attorney-client privilege discussion
- New Materials Research
- Pending Projects and Proposals
- Research and Development Strategies
- Scientific Data
- Social Security Numbers
- Student Information
- Technology Data

An employee improperly using or disclosing confidential school information will be subject to disciplinary action, up to and including termination of employment and legal action. This provision applies even if disclosure or use of the confidential information does not benefit the employee in any manner.

OPEN COMMUNICATIONS/COMPLAINT POLICY

General Overview

PDLCS is committed to providing an outstanding educational value to Pennsylvania students. As part of this commitment, the School has developed this *Open Communications/Complaint Policy*

to manage and resolve complaints and to document situations providing input for possible school improvement.

PDLCS also believes in, supports and fosters open communication with its employees. Employees are encouraged to bring issues of concern or suggestions to the attention of their supervisor or any School Administrator on a regular basis. We believe that through this open dialogue, problems can be resolved at an early stage before they become an obstacle to an effective business environment. By working together directly, we can achieve a productive, positive environment that benefits everyone.

To the extent that an employee desires to utilize the formal complaint process, the employee should indicate his or her desire so the issue is documented in accordance with the process identified below. Further as discussed and defined below, any whistleblower complaint must be brought to the attention of a School Administrator, and employees are required to indicate that such issue is being raised as an Official Complaint. By communicating it as an Official Complaint, it prevents ambiguity as to the employee's view of the seriousness of the issue being reported.

Complaint System

The School shall develop and maintain a complaint system, such as a database for data management, to meet the requirements of the policy. It is the responsibility of School Administration to maintain this policy and the associated systems.

Complaint – Definitions

A <u>Complaint</u> is a comment from a student, parent, teacher, administrator, or supplier that suggests a need for improvement by PDLCS with regard to a specific situation, circumstance or policy. An <u>Originator</u> is the issuer of the notice of complaint.

The School encourages comments and suggestions and takes negative complaints very seriously; however, the School does not encourage excessive use of complaints to push an individual agenda or for any other reason than bringing issues to light that can help to improve the School.

A complaint can be filed as an <u>Official Complaint</u>; this means the Originator requests a formal review and response. Official Complaints will generally be given priority and addressed on an accelerated basis to the extent possible. For example, communications about the need for improvement or issues with any of the following will generally be treated as "Official Complaints":

- Theft.
- Improper deductions from employee wages or payment of employees.
- Financial reporting which is fraudulent, intentionally misleading or negligent in any manner.
- Improper or undocumented financial transactions.

- Forgery or alteration of documents.
- Unauthorized alteration or manipulation of computer files.
- Improper destruction of records.
- Improper access or use of confidential information.
- Authorizing or receiving compensation for goods not received or services not performed.
- Violations of the Board's Conflict-of-Interest Policy.
- Any other improper occurrence regarding cash, financial procedures, or reporting.
- Any abuse of or discrimination against a school employee, client, vendor, or person connected with the School.
- Any crime, including those defined by the Pennsylvania Drug Device and Cosmetic Act and/or the Pennsylvania Crime Code, or federal criminal statue.

Complaint Recording & Documentation – Confidentiality

All Complaints must be recorded in the School's complaint system by a designated member of the School Administration (Complaint Administrator), including parameters such as nature of the Complaint, Originator, date filed, status, and employee appointed to investigate/resolve the Complaint. One or more employees will be designated as responsible for maintaining the data in the system.

Access to this system will be on a need-to-know basis as determined by the School Administration. Once filed, a School Administrator will be named as the Complaint Manager, who will be responsible for further investigation and resolution of the Complaint. The Complaint will continue to be listed as "active" in the complaint system until satisfactorily resolved, as determined by School Administration, at which time the Complaint will be classified as "closed."

School Administration will use their best judgment to determine how best to report the Complaint to the Originator and others affected by the Complaint, subject to the Originator's rights to naming a Complaint as an Official Complaint. It is expected that in certain cases, the recording of the Complaint will be sent to the Originator and any others involved even if it is not an Official Complaint, to ensure accurate recording, with the Originator then being obligated to offer remarks to correct the filed Complaint. Any parties named in the Complaint will also be obligated to respond to the complaint file, in care of the Complaint Manager.

The Complaint Originator and any parties named in the Complaint shall have the right at any time to request the current status of an Official Complaint, and the Complaint Administrator will then be obligated to respond in writing, in a timely fashion.

Complaint Confidentiality

The Complaint Manager and Complaint Administrator are obligated to keep the details of the Complaint confidential to the extent practicable to review and investigate the Complaint, and to

identify information to those affected or named in the Complaint, generally in connection with the investigation and resolution.

Complaint Review and Resolution

The Complaint Manager will use his or her best efforts, in a professional and unemotional manner, to investigate the situation of the Complaint and to resolve any related issues. Once so resolved, the details of the resolution act will be recorded in the Complaint System, and written conclusion will be sent to the Originator and any involved named parties.

Complaint Appeal

The Complaint Originator or any named involved party has the right to appeal the resolution of the Complaint Manager, in which case the Complaint Manager must name an Alternate Complaint Manager to review the case and confirm or revise the previous resolution. The Alternate Complaint Administrator should, unless prevented due to circumstance, be a supervisor of the Complaint Administrator. However, the School Administrator has the right to define a Complaint or an appeal as frivolous, and thus immediately close the Complaint.

Any Complaints relating to ethics or the proper action of the School Administrator should be discussed with the School's Board of Trustees President.

Review and Reporting

Complaint file status and resolution are to be reported to the Board of Trustees at regular intervals, with information reported to include data such as number of active complaints, number of complaints received in the period, number of complaints resolved in the period, number of latent complaints, and specific information of any particular complaints that the Complaint Administrator feels should be reviewed at the Board level, keeping in mind that such specifics may not be appropriate for a public meeting such as a Board meeting and that it may be more appropriate for Board review under an Executive Session.

Mandated Child Reporting

Additionally, if any employee believes or suspects there to be an issue concerning the health, safety or welfare of a student (23 Pa.Code § 6311), it must be reported as an Official Complaint.

All employees of PDLCS including ... "Licensees who are staff members of a medical or other public or private institution, school, facility or agency, and who, in the course of their employment, occupation or practice of their profession, come into contact with children shall immediately notify the person in charge of the institution, school facility or agency or the designated agent of the person in charge when they have reasonable cause to suspect on the basis of their professional or other training or experience, that a child coming before them in their professional or official capacity is a victim of child abuse. Upon notification by the licensee, the person in charge or the designated agent shall assume the responsibility and have the legal obligation to report or cause a report to be made in accordance with subsections (a), (c) and (d).

Whistleblower Encouragement and Protection

PDLCS is committed to facilitating open and honest communications relevant to its governance, finances and compliance with all applicable laws and regulations. Employees and representatives must practice honesty and integrity in fulfilling responsibilities. Employees who in good faith report to School Administration or cooperate in investigation of suspected waste or wrongdoing shall not be subject to discrimination or other adverse employment consequences.

The Whistleblower Law provides protection for employees against being discharged or discriminated against by reason of his or her filing good faith reports with an employer of suspected waste or wrongdoing or cooperating in the investigation of such reports.

Definitions include:

Good faith report: A report of conduct defined as wrongdoing or waste which is made without malice or consideration of personal benefit and which the person making the report has reasonable cause to believe is true.

Waste: Conduct or omissions which result in substantial abuse, misuse, destruction or loss of funds or resources belonging to or derived from Commonwealth or political subdivision sources.

Whistleblower: A person who witnesses or has evidence of wrongdoing or waste while employed and who makes a good faith report of the wrongdoing or waste, verbally or in writing, to School Administration, to an agent of the School, or to an appropriate authority.

Wrongdoing: A violation which is not of a merely technical or minimal nature of a federal or state statute or regulation, or a political subdivision ordinance or regulation, or of a code of ethics designed to protect the interest of the public or the School.

Protection of Employees: No employee may be discharged, threatened or otherwise discriminated or retaliated against regarding the employee's compensation, terms, conditions, location or privileges of employment because the employee: 1) makes a good faith report or 2) participates in an investigation, hearing or inquiry held by an appropriate authority or in a court action.

Reporting Procedure: Employees must follow the Complaint procedures in reporting a concern about a waste or illegal or dishonest activities which are violations of federal, state or local laws, billing for services not performed or goods not delivered, and other fraudulent activity.

Employees must exercise sound judgment to avoid baseless allegations. An employee who intentionally files a false report of wrongdoing will be subject to further disciplinary action including, but not limited to, discharge from employment.

Anyone reporting a concern must act in good faith and have reasonable grounds for believing the information disclosed indicates an improper accounting or auditing practice, or a violation of Board policies. The act of making allegations that prove to be unsubstantiated, and that prove to have been made maliciously, recklessly, or with knowledge that the allegations are false, will be viewed as a serious disciplinary offense and may result in discipline, up to and including termination of employment. Such conduct may also give rise to other actions, including civil lawsuits.

POLICY ON SOCIAL MEDIA

In the rapidly expanding world of electronic communication, social media can mean many things. Social media includes all means of communicating or posting information or content of any sort on the Internet, including to your own or someone else's web log or blog, journal or diary, personal web site, social networking or affinity website, or web bulletin board or a chat room, whether or not associated or affiliated with PDLCS.

Be Respectful

When using social media, please be fair and courteous to fellow employees, customers, contractors, and vendors. Keep in mind that you are more likely to resolve work-related complaints by speaking directly with your co-workers or by utilizing our Open Communications Policy than by posting complaints to a social media site.

Nevertheless, if you decide to post complaints or criticism, avoid using statements, photographs, video or audio that reasonably could be viewed as malicious, obscene, or threatening, that falsely disparages fellow employees, customers, contractors, or vendors, or that might constitute harassment or bullying. Examples of such conduct include offensive posts meant to intentionally harm someone's reputation, threats, and statements that could contribute to a hostile work environment on the basis of race, sex, disability, religion or any other legally protected characteristics.

Be Honest and Accurate

Make sure you are always honest and accurate when posting information or news, and if you make a mistake, correct it quickly. Be open about any previous posts you have altered. Remember that the Internet archives almost everything; therefore, even deleted postings can be searched.

Never post any information or rumors that you know to be false about the School, fellow employees, customers, contractors, or vendors.

Do Not Post Confidential Business Information

Maintain the confidentiality of PDLCS' student information, trade secrets and proprietary business information. Trades secrets may include information regarding the development of systems, processes, products, know-how and technology, student information or employee social security numbers. Do not post internal reports or other internal business-related confidential communications that could give a competitor an advantage or harm the PDLCS' relationship with a customer, contractor, or vendor, such as protected personal information.

Express Only Your Personal Opinion

Never represent yourself as a spokesperson for PDLCS or other employees. If PDLCS is a subject of the content you are creating, be clear and open about the fact that you are an employee and make it clear that your views do not represent those of the PDLCS, fellow employees, customers, contractors, or vendors.

It is best to include a disclaimer such as "The postings on this site are my own and do not necessarily reflect the views of PDLCS."

Media Contacts

You should not speak to the media on PDLCS' behalf without first contacting the Chief Executive Officer and obtaining written approval. All media inquiries seeking comments from the School should be directed to the CEO.

For More Information

If you have questions or need further guidance, please contact the School Administrators.

BENEFITS OVERVIEW

Employee Insurance Premiums

The School takes pride in offering employees access to medical, dental, vision, disability and life insurance that includes superior benefits at the lowest reasonable cost to employees. Periodically, the School will review employee needs, as well as costs to the School, when evaluating policy, premiums and quality for the benefits program. In the present economy, the long-term health and wellness of the School must be considered along with the health and wellness of the employees as School Administration seeks the best possible balance for all concerned. Quality programs will continue to be offered within that balance.

A School Administrator will direct employees to the appropriate benefits resource for a detailed explanation of premiums and benefits.

Insurance Enrollment Eligibility

Employees working in full-time positions are eligible to participate in the School insurance programs. Part-time hourly employees and contracted service providers are not eligible for insurance programs. Eligible employees are required to elect or waive insurance coverage within the first thirty (30) days of employment. Elected benefits are effective on the 1st day of the month following date of employment. Employees who waived health insurance in his or her first thirty (30) days of employment may enroll in the medical, dental and/or vision plans during Open Enrollment or under the Qualifying Event rule.

Open Enrollment

Open enrollment is offered during the month of December with an effective date of January 1st for those employees who waived insurance coverage during the first thirty (30) days of employment and employees who wish to make changes. Outside of the Open Enrollment period, changes to enrollment can only be made due to a qualifying event.

Qualifying Events - Medical, Dental and Vision

Loss of Other Coverage is defined as: The Eligible person and/or Dependent had existing health coverage under another plan at the time he or she had an opportunity to enroll during the Initial Enrollment Period or Open Enrollment Period. Coverage under the prior plan ended because of any of the following: loss of eligibility (including, without limitation, legal separation, divorce or death); the employer stopped paying the contributions; and/or, in the case of COBRA continuation, the coverage ended.

Employees and/or family members that lose prior insurance coverage and wish to enroll in the benefit plan must apply for coverage within thirty (30) days of losing coverage by completing the enrollment form and by providing a Certificate of Prior Coverage to the School. The prior insurance company will provide this certificate to the employee.

Marriage, Birth or Adoption of Child: Enrolled employees who wish to enroll a new spouse or newborn or adopted child must apply for coverage within thirty (30) days of the qualifying event. The employee must complete an enrollment form and provide proof of the event, i.e., marriage certificate or birth certificate of newborn to the School.

To Search for Providers, visit the following websites:

- Insurance Broker: Benefits Management Corporation Client Service Center www.bmcbenefitservices.com
- Medical UPMC <u>www.upmchealthplan.com</u>
- Dental Guardian www.GuardianAnytime.com
- Vision UPMC <u>www.upmchealthplan.com</u>

Basic Life

The School provides \$25,000 Basic Term Life coverage for full-time employees. Basic Term Life coverage includes Accidental Death and Dismemberment coverage equal to one times the employee's life benefits.

VOLUNTARY BENEFITS

Supplemental Life Insurance

A voluntary Supplemental Life Insurance is offered through the Guardian Life Insurance Company. Eligible employees can choose to purchase supplemental life insurance on themselves and their dependents. Employees pay 100% of the premiums and the premiums will be deducted from the employee's semi-monthly payroll check. Employees can change/increase his or her elections by completing an *Evidence of Insurability Form*. Employees may choose to keep the supplemental plan after employment at the School is terminated. Guardian offers a portability feature that allows an insured person to continue his or her low cost group term protection. In addition, there is a conversion feature that allows employees to convert coverage to a permanent plan after termination. Supplemental life insurance is also available for spouses and children. Please refer to *PDLCS Guide to Benefits*.

Short and Long Term Disability Insurance

Employees may also elect short and/or long term disability insurance. Employees pay 100% of the premiums and the premiums will be deducted from the employee's semi-monthly payroll check. Short-term disability insurance will provide the employee with 60% of weekly earnings up to \$250 per week on the 8th day following an injury or illness that prevents the employee from working up to 13 weeks. Long term coverage provides the employee with 60% of monthly earnings up to \$2,500 per month after a 90-day elimination period. Specific details can be found in the *PDLCS Guide to Benefits*.

Late Enrollee Application – Short/Long Term Disability and Supplemental Life

If an employee waived coverage during the first thirty (30) days, he or she may still apply for Long/Short-Term Disability and Supplemental Life Insurance Plans. To apply for these benefits, the employee must complete an *Evidence of Insurability Form*. The insurance company will make a determination of the application and inform the employee in writing of the decision.

Professional Development/Educational Reimbursement

Please refer to *PDLCS Reimbursement for Professional Development/Tuition/Additional Certifications Procedure* for additional information regarding the Educational Reimbursement Program. The Reimbursement Program is offered to all eligible employees working towards

Certification Compliance, Re-Certification, or a graduate degree by earning college credit hours subject to the following conditions:

- 1. Eligible Employees are all regular full-time employees who have completed a minimum of three (3) months with the School and who are not currently subject to a professional improvement plan. All Reimbursement Requests must be pre-approved by Chief Executive Officer prior to registering for a course(s).
- 2. Eligible courses/programs include those taken for certification, re-certification, certification compliance or graduate degree that will either offer growth in an area related to his or her current position, or might lead to promotional opportunities within the School. Eligible courses/programs must be offered by an accredited institution recognized by the Pennsylvania Department of Education. School administration retains the right/discretion to determine what qualifies as an eligible course.
- 3. Requests for additional certifications must be based on the requirements of the School, not on the wishes of the staff member.
- 4. If an employee loses eligibility (termination of employment, withdrawal from course(s), disciplinary action) before the course is completed, no reimbursement will be available.
- 5. The amount of reimbursement may be subject to deductions mandated by law.
- 6. Must work for one (1) academic school year post tuition reimbursement or refund PDLCS amount paid.

Please refer to *PDLCS Reimbursement for Professional Development/Tuition/Additional Certifications Procedure* for further guidelines and conditions.

WORKERS' COMPENSATION INSURANCE

PDLCS provides a comprehensive workers' compensation insurance program to all employees in accordance with Pennsylvania law. This program is provided at no cost to employees.

The workers' compensation insurance program covers injuries or illnesses that might happen during the course of employment requiring medical, surgical, or hospital treatment. Subject to legal requirements, workers' compensation insurance begins after a short waiting period, or if an employee is hospitalized, the benefits begin immediately.

It is very important that the employee immediately report any work-related injury or illness, (within one hour) to School Administration regardless of how minor it might seem at the time. Prompt reporting helps to make sure employees qualify for appropriate coverage as quickly as possible. It also enables School Administration to investigate the matter promptly.

Workers' compensation covers only work-related injuries and illnesses. Except as may be required by law, neither PDLCS nor its insurance carrier will pay workers' compensation benefits for injuries that might happen if an employee voluntarily participates in an off-duty recreational, social, or athletic activity that PDLCS may sponsor, or any other injury that is not work related.

BENEFITS CONTINUATION (COBRA)

The Consolidated Omnibus Budget Reconciliation Act (COBRA) gives workers and their families who lose their health benefits the right to choose to continue group health benefits provided by their group health plan for limited periods of time under certain circumstances such as voluntary or involuntary job loss, reduction in the hours worked, transition between jobs, death, divorce, and other life events. Qualified individuals may be required to pay the entire premium for coverage up to 102 percent of the cost to the plan.

COBRA generally requires that group health plans sponsored by employers with twenty (20) or more employees in the prior year offer employees and their families the opportunity for a temporary extension of health coverage (called continuation coverage) in certain instances where coverage under the plan would otherwise end.

COBRA outlines how employees and family members may elect continuation coverage. PDLCS is required to provide COBRA notice, upon termination, to an employee. Direct any questions regarding COBRA to the school's Insurance Broker.

EMPLOYMENT STATUS & COMPENSATION

Employment Status

REGULAR FULL-TIME EMPLOYEES – A regular full-time employee normally works 40 or more hours per work week.

PART-TIME EMPLOYEES – A part-time employee normally works less than 25 hours per work week.

Your employment status may affect your eligibility for benefits.

Exempt and Nonexempt Classifications

The School classifies its employees as follows:

EXEMPT EMPLOYEES – Exempt employees are not required to be paid overtime under applicable federal or state wage and hour laws.

NON-EXEMPT EMPLOYEES – Non-exempt employees are paid overtime under applicable wage and hour laws. Overtime pay will be paid at a rate of one and one-half the employee's regular hourly rate for each hour of overtime worked.

Overtime

Overtime compensation is paid to all non-exempt employees in accordance with applicable federal and state wage and hour laws. Overtime pay is based on actual hours worked. Time away from work for paid time off and any other leave of absence are not considered hours worked for purposes of overtime calculations. **Non-exempt employees are required to obtain permission from their supervisors prior to working overtime.** Failure to obtain permission as required prior to working overtime will result in discipline, up to and including termination. Non-exempt employees should refer to *PDLCS's Overtime Reporting Procedures* for specific guidelines.

Work Week

The work week is defined as the seven-day period beginning each Sunday at 12:00 a.m. and ending at 11:59 a.m. the following Saturday.

Time Reporting

Accurately recording total hours worked is the responsibility of every non-exempt employee. Federal and state laws require the Employer to keep an accurate record of time worked in order to calculate employee pay and benefits.

Employees must use the time clock to record time worked. All employees must punch "in" upon beginning work and punch "out" immediately upon leaving duty. In addition, all non-exempt employees must punch in/out for meal breaks and ANY employee who leaves the school premises during normal working hours should punch in/out. Time records must reflect all regular and overtime hours worked, any absences, late arrivals, early departures, and meal breaks. Employees are prohibited from performing any "off-the-clock" work. "Off-the-clock" work means work performed but not reported.

Employees must punch their own time cards, and it is a violation of School policy for any employee or manager to instruct another employee to incorrectly or falsely report hours. Altering, falsifying, tampering with time records, or recording time on another employee's time record is prohibited. If an individual (1) instructs an employee to incorrectly or falsely under-report or over-report hours worked; or (2) alters another employee's time records to inaccurately or falsely report that employee's hours worked, the employee should report the details of the request immediately to an Administrator. It is the employee's responsibility to certify the accuracy of all time reported. If corrections or modifications to the employee's time record are needed, the employee must contact a School Administrator and make the necessary changes to ensure an accurate report. Employees who fail to report or inaccurately report hours worked will be subject to disciplinary action, up to and including termination

Payroll Deductions

Various payroll deductions are made to comply with federal and state laws or the convenience of the employee, including, but not limited to the following:

- Payroll Taxes;
- Benefit Plan Contributions;
- Garnishments including child support or other court ordered waged deductions – statutory; and
- Other agreed-upon and legally permissible deductions.

Garnishments are court orders requiring an employer to withhold specified amounts from an employee's wages for payment of a debt owed by the employee to a third party. State law requires the School to honor garnishments of employee wages (including child support) as a court or other legal judgment may instruct.

Payroll Review

Employees are advised to review their paychecks for accuracy. The School makes every effort to ensure employees are paid correctly. In the event that there is an error in the amount of pay, the employee should promptly bring the discrepancy to the attention of the HR Coordinator so that corrections can be made as quickly as possible.

Paydays

Payday is on the 15th and 30th or last working day of each month. If the payday falls on a Saturday or Sunday, payday is the Friday before. There are two (2) payroll due dates each month.

Personal Data Changes

Employees must inform the School of any changes to personal information. Personal information includes: mailing address, telephone number, marital status, dependents' information, emergency contact, highest degree of education obtained, and certifications acquired. Contact the HR Coordinator to update personal information. Personal data changes should be reported in a timely manner. Please refer to the applicable *PDLCS Procedure* for guidelines and forms.

Annual Holidays

PDLCS recognizes the following holidays and creates an annual school calendar accordingly. It is up to School Administration to designate school holidays for either time off, or for in-service training.

Currently, PDLCS observes the following holidays:

- New Year's Day
- Martin Luther King Day
- President's Day
- Memorial Day
- Independence Day
- Labor Day
- Columbus Day
- Veteran's Day
- Thanksgiving Day
- Friday after Thanksgiving
- Christmas Eve
- Christmas Day

Paid Time Off for Employees

Full-time employees should refer to their individual contracts regarding available paid time off.

PDLCS does not provide paid vacation time for part-time hourly or contracted employees.

Scheduling Paid Time Off

PDLCS staff members work in our school offices located in Wexford, PA. When a staff member is unable to report to the office as scheduled, they may request time off. Travel for school business purposes is an expectation of all school staff and outlined in the Business Travel section of this handbook.

Personal time may be taken in increments of ½ day or one (1) full day. One day of personal time may be broken down into two hour increments and taken at the beginning, middle or the end of the work day. All requests for time off must be submitted via the Request for Time-Off (RTO) system and preapproved at least three (3) days in advance.

Employees with emergency requests for Personal time unable to be preapproved three (3) days in advance must call via telephone the HR Coordinator to request the time off and discuss its purpose. Email requests will not be accepted.

If three (3) or more consecutive personal days are taken and were not prescheduled, the employee must provide a doctor's excuse to return to work.

Most employees are provided vacation during the month of July and are not required to work during this time. Based upon work responsibilities and requirements of the School, it may be necessary for some employees and/or administrators to have modified vacation schedules. Vacation may be taken in the increment of one (1) full day. Employees should refer to their individual contracts for specifics related to vacation and personal time. For all employees, unused vacation and personal time may not be rolled over to the following year.

PDLCS must maintain adequate staffing at all times. Therefore, employees are to refer to time off parameters in their individual contracts. No time off will be approved during back-to-school training, on Professional Development Days, or during standardized testing windows.

Leave without Pay (LWOP)

PDLCS provides leave without pay in conjunction family and medical leave (FMLA) or maternity leave cases when the staff member does not qualify for FMLA.

The School will also provide unpaid leave in accordance with other applicable state and federal laws, including but not limited to accommodations that may be required under the ADA.

Leave without pay will not be granted for instances where a staff member has used all available leave and does not qualify for FMLA. If the staff member goes into a negative leave balance, the individual is in violation of his/her contract and could be subject to immediate termination. **Family and Medical Leaves of Absence**

The Family and Medical Leave Act ("FMLA") provides eligible employees the opportunity to take unpaid, job-protected leave for certain specified reasons. The School complies with the FMLA and provides FMLA to eligible employees in accordance with its *FMLA policy* which is attached at Appendix A.

BEREAVEMENT LEAVE POLICY

Notification of Leave

The employee must notify School Administration of the need to take funeral leave.

Upon return, documentation must be provided to School Administration. When granted funeral leave, it is mandatory to attend the funeral of the relative for whom such funeral leave was requested. School Administration reserves the right to request the name and relationship, the name of the funeral home that handled the arrangements, as well as the obituary to confirm date of funeral.

Paid funeral leave days do not count toward an employee's paid time off. Employees may elect to use paid time off days in conjunction with the allotted number of funeral leave days.

Immediate Family Member

Up to five (5) days of paid funeral leave will be provided to all full-time employees at the time of death of an employee's immediate family member which includes: the employee's spouse, child(ren), step-children, siblings, domestic partner, grandchild, father-in-law, mother-in-law, brother-in-law, daughter-in-law, parent, step-parent, or custodial relative acting in the role of a parent or caregiver for the employee during his or her life.

Non-Immediate Family Member

One (1) day of paid funeral leave will be provided to all full-time employees at the time of death of a non-immediate family member which includes: grandparents, aunts, uncles, cousins, or the non-immediate family member of the employee's spouse/domestic partner.

JURY DUTY

The School encourages employees to fulfill civic responsibilities by serving on a jury if summoned. Employees may request up to one (1) week paid leave for jury duty. Thereafter, an employee may request unpaid jury duty leave for the absence. An employee may elect to use any earned personal or vacation time available.

Paid Absence

Upon receiving a jury duty summons, show it to School Administration as soon as possible. This will help PDLCS plan for possible absence from work. Time off taken for jury duty is treated as a paid absence for up to five (5) days during any one year. Employees are paid for the time they are absent for jury duty, less the amount they receive for performing jury duty service. Additionally, depending on whether the employee is required to perform any work while on jury duty, the employee may receive additional pay. Before performing any work while on jury duty leave, the employee must first seek approval from a School Administrator.

Advance Notice

Employees must give advance notice of the need for time off for jury duty. A copy of the summons should accompany the request.

Return to Work

If the employee is dismissed from jury duty before the end of the workday, he or she must immediately call his or her direct supervisor or a School Administrator for instructions on whether to return to work for the rest of the workday.

Subject to the terms, conditions, and limitations of the applicable plans, PDLCS will continue to provide all benefits for the full period of unpaid jury duty leave.

MILITARY LEAVE

Employees who wish to serve in the military and take military leave should contact the Human Resources Assistant for information about their rights before and after such leave. You are entitled to reinstatement upon completion of military service, provided you return or apply for reinstatement within the time allowed by law.

ORGANIZATION AND OFFICE POLICY

Attendance and Punctuality

Unplanned absences can disrupt work, inconvenience other employees, and affect productivity. Poor attendance or excessive lateness may be subject to disciplinary action, up to and including termination of employment, as well as salary increase/bonus considerations and opportunities for advancement.

Employees are expected to report for work as scheduled. School Administration should be advised of any deviation from an employee's work schedule.

The normal work schedule for employees is eight (8) hours a day, five (5) days per week. Employees work from 7:30 AM to 3:30 PM. A paid thirty (30) minute duty-free lunch is built into each workday schedule. Any deviations from the work schedule must be approved by School Administration. Staffing needs and operational demands are determined solely at the discretion of administration.

All employees are required to travel for the administration of standardized testing and family outreach events. Travel often involves overnight stays for which the employee is reimbursed expenses as outlined in *PDLCS' Business Travel and Reimbursement Procedure*.

Dress Code

PDLCS provides a casual yet professional work environment for its staff members. Even though the dress code is casual, it is important to project a professional image to our students, families, visitors and coworkers. All staff members are expected to dress in a manner consistent with good hygiene, safety and good taste.

When working in the office, staff members are expected to dress in smart casual attire unless the day's tasks require otherwise. Everyone is expected to be well-groomed and wear clean clothing, free of holes, tears or other signs of wear. Hooded sweatshirts and footwear such as flip-flops are not appropriate attire for the school environment. An example of smart casual attire would be a pair of slacks or a nice pair of jeans with a button up shirt or blouse.

In addition, if blankets are used due to office temperatures, these may be worn from the waist down while seated. Staff members should not be fully covered in a blanket while in the office or while walking around the office.

When working outside of the office, staff members are expected to dress in business casual attire and are encouraged to wear a PDLCS school shirt. Jeans should not be worn for business trips with the exception of field trips or marketing events that may be outside.

Fraud

Like all organizations, PDLCS is faced with risks from wrongdoing, misconduct, dishonesty, and fraud. As with all business exposures, School Administration must be prepared to manage these risks and their potential impact in a professional manner. The impact of misconduct and dishonesty may include:

- 1. actual financial loss incurred
- 2. damage to the reputation of PDLCS and its employees
- 3. negative publicity
- 4. the cost of investigation
- loss of employees
- 6. loss of customers
- 7. damaged relationships with PDLCS students, parents, and suppliers
- 8. litigation
- 9. damaged employee morale

The goal is to establish and maintain a business environment of fairness, ethics, and honesty for its employees, students, parents, guests, suppliers, and anyone else with whom there is a relationship. To maintain such an environment requires the active continual assistance of employees and managers.

PDLCS is committed to the deterrence, detection and correction of misconduct and dishonesty. The discovery, reporting and documentation of such acts provide a sound foundation for the protection of innocent parties, the disciplinary action against offenders up to and including termination where appropriate, the referral to law enforcement agencies when warranted by the facts, and the recovery of assets.

Personal Property

PDLCS is not responsible for personal property that is lost, damaged or stolen. Be aware that employees are solely responsible for any personal property that is brought into the workplace.

No item may be brought onto the premises or worksite that is sexually suggestive, offensive, or demeaning to specific individuals or groups. Firearms or other weapons are prohibited. All personal property brought onto the premises may be inspected for purposes of enforcing the School's policies and to protect against theft.

Small appliances (*e.g.*, space heaters, small refrigerators and microwaves) are not permitted.

Telephones and Voicemail

Use of PDLCS telephones for personal calls is discouraged. All calls may be monitored or recorded. There should be no expectation of privacy when using School telephones. The School's telephones and voice-messaging systems should be used only in relation to an employee's job duties or for school business purposes.

Telephone communications are an important reflection of the School's image to our families and the community. Always use proper telephone etiquette. The following are some examples of good telephone etiquette: use an approved greeting, speak courteously and professionally, repeat information back to the caller, and only hang up after the caller hangs up.

Voicemail messages recorded on PDLCS equipment are the property of the School. As a result, employees have <u>no expectation of privacy</u> in any voicemail messages left on the PDLCS voice-messaging system and should act and treat the system accordingly. Voicemail messages can be disclosed, monitored, copied, retrieved or reviewed by PDLCS at any time, with or without permission, prior to or otherwise, of the employee.

Respectful use **of personal cell phones** for talking and texting is important to daily work space. These guidelines are to be followed:

- Cell phones must not be visible in meetings or in any work area place in drawer, coat pocket or bag.
- Use cell phones during lunch breaks only. Be considerate of others who may be working.
- If taking an emergency call, step into the hallway or conference room for conversation.

HEALTH AND SAFETY

Animals in the Workplace

Service animals are the only animals permitted in the workplace. No other exceptions may be made in order to provide a safe, clean working environment.

Please refer any questions concerning this policy to School Administration.

Emergency Closings

Emergencies such as severe weather, fires or power failures can disrupt the School's operations. There is a notification process in place to notify employees in the event of an emergency. Staff members may be expected to work from home during such events and should have the necessary arrangements in place. If the staff member is unable to adequately perform job responsibilities, personal leave may be requested.

First Aid

Call 911 for any life-threatening emergency. During a 911 call, follow the instructions of the dispatcher to safely assist in the situation until qualified help arrives. For minor injuries, report the incident to School Administration.

Contact School Administration, immediately, to report any incident that occurs on school property. Employees must report all work-related injuries, regardless of severity, to School Administration. Work-related injuries will be handled in accordance with Workers' Compensation laws. Refer to the section on Workers' Compensation Insurance for more information.

Safety

The Board of Trustees of the PDLCS recognizes the importance of a safe school environment relative to the educational process. Possession of weapons in the school setting is a threat to the safety of students and staff and is prohibited by law.

Weapon: The term shall include but is not be limited to any knife, cutting instrument, cutting tool, martial arts device, firearm, air rifle, pistol, slingshot device, explosive device, replica of a weapon, and/or any other tool or instrument capable of inflicting serious bodily injury.

Furthermore, the term "weapon" is defined and prohibited in accordance with applicable law.

Smoking/Drug/Alcohol Use

Smoking: It is against Pennsylvania law to smoke on any school property. This law applies equally to all employees, vendors, and visitors. School policy concerning smoking, smokeless, e-cigarettes, vaping products and/or chewing tobacco use states that such use must occur <u>fifty</u> (50) or more feet from any building owned, leased or being used for school purposes, such as testing, graduation, and family outreach activities.

Drug and Alcohol Use: PDLCS is a smoke-free and drug-free workplace.

PDLCS explicitly prohibits the following to the extent allowable under applicable law:

- 1. The use, possession, solicitation for, or sale of narcotics or other illegal drugs, alcohol, or prescription medication either without a prescription or not taken in accordance with the prescription (Prohibited Substances) on PDLCS or school event premises or while performing an assignment.
- Being impaired or under the influence of Prohibited Substances away from PDLCS or school event premises, if such impairment or influence adversely affects the employee's work performance, the safety of the employee or of others, or puts PDLCS's reputation at risk.

3. Possession, use, solicitation for, or sale of Prohibited Substances away from the School or school event premises, if such activity or involvement adversely affects the employee's work performance, the safety of the employee or of others, or puts PDLCS's reputation at risk.

Violation of any of the above requirements will lead to disciplinary action, up to and including immediate termination of employment. School Administration may also require the employee to participate in a substance abuse rehabilitation or treatment program. Failure to comply could lead to other legal consequences.

If an employee is tested for drugs or alcohol outside of the employment context and the results indicate a violation of this policy, the employee may be subject to appropriate disciplinary action, up to and including discharge from employment. In such a case, the employee will have the opportunity to explain the circumstances prior to any final employment action becoming effective. This policy, however, does not prevent employees from taking drugs in accordance with their prescription, and to the extent such prescription medication interferes with an employee's performance of his or her job duties, the employee must notify the Principal or other School Administrator.

Questions regarding this policy or issues related to drug or alcohol use at work can be directed to School Administration without fear of reprisal.

Workplace Monitoring

PDLCS may conduct workplace monitoring to help ensure quality control, employee safety, security, and customer satisfaction.

All computer equipment, services, or technology furnished for carrying out employment responsibilities are property of PDLCS. School Administration reserves the right to monitor computer activities and data that are stored in school computer systems. School Administration also reserves the right to find and read any data written, sent, or received via a school computer and systems, and such monitoring should be expected. Please do not use PDLCS' equipment for transferring or storing information that you would like kept private.

BUSINESS TRAVEL

Travel Statement of Purpose

PDLCS seeks to simplify the travel process by providing guidelines to follow in order to protect the interests of both the employee and the School. The following information serves to clarify the means by which travel should be arranged and parameters that employees must adhere to. It is School policy to reimburse employees for ordinary, necessary and reasonable travel expenses when directly connected with or pertaining to the transaction of school business. All travel must be done in accordance within these guidelines to qualify for reimbursement. Employees are asked to exercise prudent business judgment regarding expenses covered by these guidelines.

When submitting expense report reimbursement claims, employees are expected to neither gain nor lose financially with regard to the below identified reimbursable expenses.

Responsibilities and Enforcement

The School realizes business travel can, at times, be costly. With this understanding, an organized and clear process for submitting expenses is crucial to ensure all expenses are reimbursed in a timely manner. For detailed instructions on the reimbursement process, refer to *PDLCS' Business Travel and Reimbursement Procedure*. School employees who incur travel and entertainment expenses are required to comply with these guidelines. Employees submitting expenses that are not in compliance with the guidelines risk a delayed, partial or forfeited reimbursement.

Cases of significant abuse will be investigated and may result in disciplinary action up to and including employee termination.

Employees must submit a *Pre-Travel Authorization Form* to administration. All travel must be approved by the School Administrator prior to booking a trip.

The School Administrator is responsible for assuring that all policies detailed herein have been adhered to prior to approving employee expense reports. Any deviations must be explained on the employee's expense report with the approval of the reviewer. The School Administrator is responsible for ensuring that any expenses reimbursed or paid for by the School are in compliance with these guidelines. Reimbursements for expenses that are not in compliance with the guidelines require the written approval of a School Administrator.

RESIGNATION

Resignation is a voluntary act initiated by the employee to terminate employment with PDLCS. PDLCS requests at least two weeks written resignation notice from all employees.

If the staff member has provided notice of terminating employment, no leave will be approved to be taken during the notice period.

Prior to an employee's departure, an exit interview will be scheduled to discuss the reasons for resignation and the effect of the resignation on the employee's benefits.

If an employee does not provide advance notice as requested, the employee may be considered ineligible for rehire.

JOB ABANDONMENT

Any employee who is habitually absent from work or who is absent for at least three (3) consecutive scheduled work days, without approval or without notice to School Administration, shall be deemed to have abandoned employment and will be automatically terminated.

In addition, employees who resign without providing a two-week notice are considered to have abandoned their jobs and are not eligible for rehire consideration.

RETURN OF PROPERTY

PDLCS may loan property, materials or written information to fulfill employee responsibilities. Employees are responsible for protecting and controlling said property.

Employees must return loaned property promptly when asked for the purpose of inventory or termination of employment.

If the property is not returned, and if the law allows, PDLCS may withhold money from an employee's regular or final paycheck to cover the cost. PDLCS may also take legal action to recover property.

APPENDIX A

Family and Medical Leave Policy

Employees may be entitled to a leave of absence under the Family and Medical Leave Act (FMLA). This policy provides employees information concerning FMLA entitlements and obligations employees may have during such leaves. The FMLA is a federal law which can be accessed at www.dol/gov/whd/fmla and is outlined in the U.S. Department of Labor Notice of Employee Rights and Responsibilities, attached hereto. The terms and provisions outlined in this policy shall be construed in accordance with the FMLA and applicable regulations.

To request FMLA leave or to ask a question regarding FMLA eligibility, employees should contact a human resources representative.

1. Eligibility

FMLA leave is available to "eligible employees." To be an "eligible employee," an employee must: (1) have been employed by the Employer for at least 12 months (which need not be consecutive); (2) have been employed by the Employer for at least 1,250 hours of service during the 12-month period immediately preceding the commencement of the leave; and (3) be employed at a worksite where 50 or more employees are located within 75 miles of the worksite.

2. Entitlements

The FMLA provides eligible employees with a right to leave, health insurance benefits and, with some limited exceptions, job restoration. The FMLA also entitles employees to certain written notices concerning their potential eligibility for and designation of FMLA leave.

3. Basic FMLA Leave Entitlement

The FMLA provides eligible employees up to 12 workweeks of unpaid leave for certain family and medical reasons during a 12-month period. The 12-month period is determined based on a rolling 12-month period measured backward from the date an employee uses his/her FMLA leave. Leave maybe taken for any one, or for a combination, of the following reasons:

To care for the employee's child after birth, or placement for adoption or foster care (this leave must be taken within 12-months of the child's birth/placement);

To care for the employee's spouse, son, daughter or parent who has a serious health condition;

For the employee's own serious health condition (including any period of incapacity due to pregnancy, prenatal medical care or childbirth) that makes the employee unable to perform one or more of the essential functions of the employee's job;

For purposes of Qualified Exigency Leave (described below); and/or

For purposes of Military Caregiver Leave (described below).

If both married parents are employed by the Employer, they are together entitled to a total of 12 weeks of leave (rather than 12 weeks for each employee) for the birth or placement of a child for adoption or foster care.

The terms "serious health condition" and "son" and "daughter" are defined by the FMLA and applicable regulations.

Qualified Exigency Leave Entitlement

When an employee is the spouse, son, daughter, parent or next of kin (as those terms are defined by law) of a member of the United States Armed Forces, National Guard or Reserves, such employee will qualify for "qualified exigency leave" if the covered service member is on active duty, has been called to active duty, or has been notified of an impending call or order to active duty. For the purposes of this provision, "active duty" means deployment to a foreign country.

The categories of qualifying exigencies for which leave may be taken are:

- Short-notice deployment;
- Military events and related actives;
- Childcare and school activities;
- To care for the parent of a covered service member who is incapable of self-care;
- Counseling;
- Rest and recuperation with a covered service member who is on temporary, short-term leave during a period of active duty (up to 15 days);
- Post-deployment activities (within 90 days following active duty);
- Additional activities as agreed upon by the Employer.

Military Caregiver Leave Entitlement

Military Caregiver Leave will be granted for up to twenty six (26) weeks to eligible employees who are the spouse, son, daughter, parent or next of kin (as those terms are defined by law) of a covered service member with a serious injury or illness during a 12-month period to care for the covered service member.

For the purposes of this provision, a covered service member is defined as a member of the United States Armed Forces, National Guard or Reserves, or any individual who was honorably discharged from the United States Armed Forces, National Guard or Reserves at any time during the five (5) years immediately preceding the beginning of the requested FMLA leave period, who has a serious injury or illness incurred or aggravated in the line of duty.

For purposes of this provision, the 12-month period of Military Caregiver Leave eligibility is calculated on a fixed basis, by looking forward from the date of the FMLA leave request.

"Serious injury or illness" is defined by the FMLA and applicable regulations.

Intermittent Leave and Reduced Leave Schedules

FMLA leave usually will be taken for a period of consecutive days, weeks or months. However, employees also are entitled to take FMLA leave intermittently or on a reduced leave schedule when medically necessary due to a serious health condition of the employee or covered family member or the serious injury or illness of a covered service member.

No Work While on Leave

The taking of another job while on family/medical leave or any other authorized leave of absence is grounds for immediate termination, to the extent permitted by law.

Protection of Group Health Insurance Benefits

During FMLA leave, eligible employees are entitled to receive group health plan coverage on the same terms and conditions as if they had continued to work

Restoration of Employment and Benefits

At the end of FMLA leave, subject to some exceptions including situations where job restoration of "key employees" will cause the Employer substantial and grievous economic injury, employees generally have a right to return to the same or equivalent positions with equivalent pay, benefits and other employment terms. The Employer will notify employees if they qualify as "key employees," if it intends to deny reinstatement, and of their rights in such instances. Use of FMLA leave will not result in the loss of any employment benefit that accrued prior to the start of an eligible employee's FMLA leave.

Notice of Eligibility for, and Designation of, FMLA Leave

Employees requesting FMLA leave are entitled to receive written notice from the Employer telling them whether they are eligible for FMLA leave and, if not eligible, the reasons why they are not eligible. When eligible for FMLA leave, employees are entitled to receive written notice of: (1) their rights and responsibilities in connection with such leave; (2) the Employer's designation of leave as FMLA-qualifying or non-qualifying, and if not FMLA-qualifying, the

reasons why; and (3) the amount of leave, if known, that will be counted against the employee's leave entitlement.

The Employer may retroactively designate leave as FMLA leave with appropriate written notice to employees provided the Employer's failure to designate leave as FMLA-qualifying at an earlier date did not cause harm or injury to the employee. In all cases where leaves qualify for FMLA protection, the Employer and employee can mutually agree that leave be retroactively designated as FMLA leave.

Employee Obligations

1. Provide Notice of the Need for Leave

Employees who take FMLA leave must timely notify the Employer of their need for FMLA leave. The following describes the content and timing of such employee notices.

Content of Employee Notice

To trigger FMLA leave protections, employees must inform a human resources representative of the need for FMLA-qualifying leave and the anticipated timing and duration of the leave, if known. Employees may do this by either requesting FMLA leave specifically, or explaining the reasons for leave so as to allow the Employer to determine that the leave is FMLA-qualifying.

Calling in "sick," without providing the reasons for the needed leave, will not be considered sufficient notice for FMLA leave under this policy. Employees must respond to the Employer's questions to determine if absences are potentially FMLA-qualifying.

If employees fail to explain the reasons for FMLA leave, the leave maybe denied. When employees seek leave due to FMLA-qualifying reasons for which the Employer has previously provided FMLA-protected leave, they must specifically reference the qualifying reason for the leave or the need for FMLA leave.

Timing of Employee Notice

Employees must provide 30 days' advance notice of the need to take FMLA leave when the need is foreseeable. When 30 days' notice is not possible, or the approximate timing of the need for leave is not foreseeable, employees must provide the Employer notice of the need for leave as soon as practicable under the facts and circumstances of the particular case. Employees who fail to give 30 days' notice for foreseeable leave without a reasonable excuse for the delay, or otherwise fail to satisfy FMLA notice obligations, may have FMLA leave delayed or denied.

Cooperate in the Scheduling of Planned Medical Treatment (Including Accepting Transfers to Alternative Positions) and Intermittent Leave or Reduced Leave Schedules

When planning medical treatment, employees must consult with the Employer and make a reasonable effort to schedule treatment so as not to unduly disrupt the Employer's operations, subject to the approval of an employee's health care provider. Employees must consult with the Employer prior to the scheduling of treatment to work out a treatment schedule that best suits the needs of both the Employer and the employees, subject to the approval of an employee's health care provider. If employees providing notice of the need to take FMLA leave on an intermittent basis for planned medical treatment neglect to fulfill this obligation, the Employer may require employees to attempt to make such arrangements, subject to the approval of the employee's health care provider.

When employees take intermittent or reduced work schedule leave for foreseeable planned medical treatment for the employee or a family member, including during a period of recovery from a serious health condition or to care for a covered service member, the Employer may temporarily transfer employees, during the period that the intermittent or reduced leave schedules are required, to alternative positions with equivalent pay and benefits for which the employees are qualified and which better accommodate recurring periods of leave.

When employees seek intermittent leave or a reduced leave schedule for reasons unrelated to the planning of medical treatment, upon request, employees must advise the Employer of the reason why such leave is medically necessary. In such instances, the Employer and employee shall attempt to work out a leave schedule that meets the employee's needs without unduly disrupting the Employer's operations, subject to the approval of the employee's health care provider.

Submit Medical Certifications Supporting Need for FMLA Leave (Unrelated to Requests for Military Family Leave)

Depending on the nature of FMLA leave sought, employees may be required to submit medical certifications supporting their need for FMLA-qualifying leave. As described below, there generally are three types of FMLA medical certifications: an initial certification, a recertification and a return to work/fitness for duty certification.

It is the employee's responsibility to provide the Employer with timely, complete and sufficient medical certifications. Whenever the Employer requests employees to provide FMLA medical certifications, employees must provide the requested certifications within 15 calendar days after the Employer's request, unless it is not practicable to do so despite an employee's diligent, good faith efforts. The Employer shall inform employees if submitted medical certifications are incomplete or insufficient and provide employees at least seven calendar days to cure deficiencies. The Employer will delay FMLA leave to employees who fail to timely cure deficiencies or otherwise fail to timely submit requested medical certifications.

With the employee's permission, the Employer (through individuals other than an employee's direct supervisor) may contact the employee's health care provider to authenticate or clarify completed and sufficient medical certifications. If employees choose not to provide the Employer with authorization allowing it to clarify or authenticate certifications with health care providers, the Employer may delay FMLA leave if certifications are unclear.

Whenever the Employer deems it appropriate to do so, it may waive its right to receive timely, complete and/or sufficient FMLA medical certifications.

Initial Medical Certifications

Employees requesting leave because of their own, or a covered relation's, serious health condition, or to care for a covered service member, must supply medical certification supporting the need for such leave from their health care provider or, if applicable, the health care provider of their covered family or service member. If employees provide at least 30 days' notice of medical leave, they should submit the medical certification before leave begins. A new initial medical certification will be required on an annual basis for serious medical conditions lasting beyond a single leave year.

If the Employer has reason to doubt initial medical certifications for an employee taking Basic FMLA Leave, it may require employees to obtain a second opinion at the Employer's expense. If the opinions of the initial and second health care providers differ, the Employer may, at its expense, require employees to obtain a third, final and binding certification from a health care provider designated or approved jointly by the Employer and the employee.

Medical Recertifications

If an employee's medical certification states that the employee's FMLA leave period will last less than six (6) months, then the employee will be required to submit a new medical certification at the end of the initial leave period. If an employee's medical certification stats that the employee's FMLA leave period will last six (6) months or more, then the employee will be required to submit a new medical certification every six (6) months. The Employer will notify employees if recertification is required and will give employees at least 15 calendar days to provide medical recertification.

Return to Work/Fitness for Duty Medical Certifications

Unless notified that providing such certifications is not necessary, employees returning to work from FMLA leaves that were taken because of their own serious health conditions that made them unable to perform their jobs must provide the Employer medical certification confirming they are able to return to work and the employees' ability to perform the essential functions of the employees' position, with or without reasonable accommodation. The Employer may delay and/or deny job restoration until employees provide return to work/fitness for duty certifications.

2. Submit Certifications Supporting Need for Qualified Exigency and Military Caregiver Leave

Confirming documentation, including but not limited to the applicable Military orders of the covered service member, may be required to support an employee's request for Qualified Exigency Leave.

In addition to medical certifications, confirming documentation, including but not limited to proof of the covered service member's honorable discharge, may be required to support an employee's request for Military Caregiver Leave.

Substitute Paid Leave for Unpaid FMLA Leave

Employees beginning FMLA leave between July and December may hold back up to ten personal days and are required to exhaust all other accrued paid time prior to taking unpaid FMLA leave.

Employees beginning FMLA leave between January and June may hold back up to five personal days and are required to exhaust all other accrued paid time prior to taking unpaid FMLA leave.

The use of paid time does not extend the length of FMLA leave and the paid time will run concurrently with an employee's FMLA entitlement.

Employees with short term disability insurance may opt to exercise this benefit (if it applies) prior to taking paid and/or unpaid leave. Leaves of absence taken in connection with a disability leave plan or workers' compensation injury/illness shall run concurrently with any FMLA leave entitlement.

Pay Employee's Share of Health Insurance Premiums

During FMLA leave, employees are entitled to continued group health plan coverage under the same conditions as if they had continued to work. Unless the Employer notifies employees of other arrangements, whenever employees are receiving pay from the Employer during FMLA leave, the Employer will deduct the employee portion of the group health plan premium from the employee's paycheck in the same manner as if the employee was actively working.

If FMLA leave is unpaid, employees must pay their portion of the group health premium through a method determined by the Employer upon leave.

The Employer's obligation to maintain health care coverage ceases if an employee's premium payment is more than 30 days late. If an employee's payment is more than 15 days late, the Employer will send a letter notifying the employee that coverage will be dropped on a specified date unless the co-payment is received before that date. If employees do not return to work for at least 30 calendar days at the end of the leave period (unless employees cannot return to work because of a serious health condition or other circumstances beyond their control), they will be

required to reimburse the Employer for the cost of the premiums the Employer paid for maintaining coverage during their unpaid FMLA leave.

Coordination of FMLA Leave with Other Leave Policies

The FMLA does not affect any federal, state or local law prohibiting discrimination, or supersede any state or local law, which provides greater family or medical leave rights. For additional information concerning leave entitlements and obligations that might arise when FMLA leave is either not available or exhausted, please consult the Employer's other leave policies in this Employee Handbook or contact a human resources representative.

Questions and/or Complaints about FMLA Leave

If you have questions regarding this FMLA policy, please contact a human resources representative. The Employer is committed to complying with the FMLA and shall interpret and apply this policy in a manner consistent with the FMLA and all applicable regulations.

The FMLA makes it unlawful for employers to: 1) interfere with, restrain, or deny the exercise of any right provided under FMLA; or 2) discharge or discriminate against any person for opposing any practice made unlawful by FMLA or involvement in any proceeding under or relating to FMLA. If employees believe their FMLA rights have been violated, they should contact a human resources representative immediately. The Employer will investigate any FMLA complaints and take prompt and appropriate remedial action to address and/or remedy any FMLA violation. Employees also may file FMLA complaints with the United States Department of Labor or may bring private lawsuits alleging FMLA violations.

Exemption for Highly Compensated Employees

The Employer may choose not to return highly compensated employees (highest paid 10% of employees at a worksite or within 75 miles of that worksite) to their former or equivalent positions following a leave if restoration of employment will cause substantial economic injury to the Employer. (This fact-specific determination will be made by the Employer on a case-by-case basis.) The Employer will notify you if you qualify as a "highly compensated" employee, if the Employer intends to deny reinstatement, and of your rights in such instances.

Notice of Eligibility and Rights & Responsibilities (Family and Medical Leave Act)

U.S. Department of Labor Wage and Hour Division



OMB Control Number: 1235-0003 Expires: 8/31/2021

In general, to be eligible an employee must have worked for an employer for at least 12 months, meet the hours of service requirement in the 12 months preceding the leave, and work at a site with at least 50 employees within 75 miles. While use of this form by employers is optional, a fully completed Form WH-381 provides employees with the information required by 29 C.F.R. § 825.300(b), which must be provided within five business days of the employee notifying the employer of the need for FMLA leave. Part B provides employees with information regarding their rights and responsibilities for taking FMLA leave, as required by 29 C.F.R. § 825.300(b), (c).

Part A	NOTICE OF ELIGIBILITY					
TO:						
	Employee					
FROM:	<u> </u>					
	Employer Representative					
DATE:						
On	, you informed us that you needed leave beginning on for:					
	The birth of a child, or placement of a child with you for adoption or foster care;					
<u> </u>	Your own serious health condition;					
	Because you are needed to care for your spouse;child; parent due to his/her serious health condition.					
	Because of a qualifying exigency arising out of the fact that your spouse;son or daughter; parent is on covered active duty or call to covered active duty status with the Armed Forces.					
_	Because you are the spouse;son or daughter; parent; next of kin of a covered servicemember with a serious injury or illness.					
This No	ice is to inform you that you:					
	Are eligible for FMLA leave (See Part B below for Rights and Responsibilities)					
	not eligible for FMLA leave, because (only one reason need be checked, although you may not be eligible for other reasons):					
	You have not met the FMLA's 12-month length of service requirement. As of the first date of requested leave, you will have worked approximately months towards this requirement. You have not met the FMLA's hours of service requirement.					
	You do not work and/or report to a site with 50 or more employees within 75-miles.					
If you h	ve any questions, contact or view the					
FMLA	oster located in					
[PART	P-RIGHTS AND RESPONSIBILITIES FOR TAKING FMLA LEAVE					
12-mon following calenda	ined in Part A, you meet the eligibility requirements for taking FMLA leave and still have FMLA leave available in the applicable in period. However, in order for us to determine whether your absence qualifies as FMLA leave, you must return the g information to us by (If a certification is requested, employers must allow at least 15 days from receipt of this notice; additional time may be required in some circumstances.) If sufficient information is not provided in manner, your leave may be denied.					
-	Sufficient certification to support your request for FMLA leave. A certification form that sets forth the information necessary to support your requestis/ is not enclosed.					
	Sufficient documentation to establish the required relationship between you and your family member.					
_	Other information needed (such as documentation for military family leave):					
Page 1	No additional information requested CONTINUED ON NEXT PAGE Form WH-381 Revised February 2013					

8.7	Contact	at		make arrangements to continue to make your share			
_	longer period, if applicable) grace period in which	th to make premiur east 15 days before	Ith benefits while you are on a payments. If payment is r the date that your health co	n leave. You have a minimum 30-day (or. indicate tot made timely, your group health insurance may b verage will lapse, or, at our option, we may pay you			
-	You will be required to use your available paid means that you will receive your paid leave and entitlement.	sick, she leave will also	vacation, and/or be considered protected FMI	other leave during your FMLA absence. Thi LA leave and counted against your FMLA leave			
	Due to your status within the company, you are of employment may be denied following FMLA let We have have not determined that rest economic harm to us.	ive on the grounds	that such restoration will car	ase substantial and grievous economic injury to us.			
_	While on leave you will be required to furnish us (Indicate interval of periodic reports, as appropri-			to return to work every			
	circumstances of your leave change, and you are a ify us at least two workdays prior to the date you i			ndicated on the this form, you will be required			
If you	r leave does qualify as FMLA leave you will have th	ne following rights	while on FMLA leave:				
. Y	You have a right under the FMLA for up to 12 weeks	of unpaid leave in	a 12-month period calculate	d as:			
-	the calendar year (January – December	r).					
12	a fixed leave year based on						
	the 12-month period measured forwar	d from the date of	our first FMLA leave usage				
	a "rolling" 12-month period measured	backward from the	date of any FMLA leave u	sage.			
	- SA SEMECES SERVICES OF PROPERTY OF		en area outstand deservatives van				
	You have a right under the FMLA for up to 26 weeks		a single 12-monin penoa to	care for a covered servicementoer with a senous			
	njury or illness. This single 12-month period comme Your health benefits must be maintained during any p	THE THE SECOND	0.00				
• II	You must be reinstated to the same or an equivalent job with the same pay, benefits, and terms and conditions of employment on your return from FMLA-protected leave. (If your leave extends beyond the end of your FMLA entitlement, you do not have return rights under FMLA.) If you do not return to work following FMLA leave for a reason other than: 1) the continuation, recurrence, or onset of a serious health condition wh would entitle you to FMLA leave; 2) the continuation, recurrence, or onset of a covered servicemember's serious injury or illness which would entitly you to FMLA leave; or 3) other circumstances beyond your control, you may be required to reimburse us for our share of health insurance premiums paid on your behalf during your FMLA leave. If we have not informed you above that you must use accrued paid leave while taking your unpaid FMLA leave entitlement, you have the right to hat sick,						
190	For a copy of conditions applicable to sick/vacati	ion/other leave usay	ge please refer to	available at			
150	Applicable conditions for use of paid leave:						
15							
	we obtain the information from you as specified al A leave and count towards your FMLA leave entit						
		at					
2011116	PAPERWORK REDUC	CTION ACT NOT	CE AND PUBLIC BURDE	N STATEMENT			
C.F.R. Persons will talk sources estimat	andatory for employers to provide employees with notice § \$25,300(b), (c). It is mandatory for employers to retain a zero not required to respond to this collection of informs kee an average of 10 minutes for respondents to complete, gathering and maintaining the data needed, and complete or any other aspect of this collection information, include partment of Labor, Room S-3502, 200 Constitution Av	of their eligibility in in a copy of this disc ation unless it displa- this collection of in eting and reviewing uding suggestions for	or FMLA protection and their losure in their records for the sys a currently valid OMB con formation, including the time the collection of information, or reducing this burden, send the	rights and responsibilities. 29 U.S.C. § 2617; 29 se years. 29 U.S.C. § 2616; 29 C.F.R. § 825.500. trol number. The Department of Labor estimates that for reviewing instructions, searching existing data. If you have any comments regarding this burden nem to the Administrator, Wage and Hour Division,			
AND I	HOUR DIVISION.						
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Appendix B

PA Distance Learning Charter School

Technology and Internet Acceptable Usage Policy

PURPOSE: Pennsylvania Distance Learning Charter School (PDLCS) is dedicated to providing services and educational programs using current technology necessary for providing a safe and orderly environment and protecting the health, safety, and welfare of all students.

The Internet as used by students and staff of PDLCS will be solely a tool to facilitate educational research. No other use of the Internet will be endorsed or allowed by PDLCS. Specifically, through the use of computers, students and staff will be able to access educational research materials stored on other computers at other facilities located throughout the world. They will also be able to collaborate with other students and peers with Internet access globally.

Although this represents a significant opportunity, there are important responsibilities that must be shared among students, parents and staff. The purpose of this policy is to detail these responsibilities in a manner understandable to all parties involved.

DETAILED POLICY STATEMENT:

COMPUTER NETWORK: PDLCS computer network includes all local area networking and wide area networking within the school community as well as all online and direct-wired networking such as Internet to which the PDLCS network may be linked.

ACCEPTABLE USE: All persons (students and staff) using PDLCS's computer network must conduct themselves in a responsible, ethical and polite manner. Students and staff of PDLCS shall practice responsible computing. Responsible computing encompasses the ethical use of computers and mobile devices as tools.

UNACCEPTABLE USES: PDLCS's Network is to be used for legitimate academic and employment related purposes only. The following types of access are considered to be inappropriate uses. This list is by no means exclusive and PDLCS reserves the right, at its sole discretion, to determine whether a particular use is considered inappropriate or unacceptable.

- 1. Accessing profane or obscene material, material suggesting illegal acts and material advocating violence or discrimination.
- 2. Using the access for illegal acts.

- 3. Attempts to access any resources that are restricted, confidential or privileged.
- 4. Posting chain letters.
- 5. Internet Relay Chat, news groups, or mailing list participation unless directed and supervised by a staff member for a classroom assignment.
- 6. Granting Internet or Network access to unauthorized persons intentionally or unintentionally, or failing to notify a teacher or administrator if you suspect someone of using your password.
- 7. Posting personal contact information.
- 8. Agreeing to meet someone met online without parental approval and under the supervision of a teacher or authorized adult.
- 9. Attempts to disrupt access.
- 10. Causing damage to our changing function, operation or design of technology.
- 11. Using obscene, profane, lewd, vulgar, rude, inflammatory, threatening language.
- 12. Harassing another person.
- 13. Posting false or defamatory information.
- 14. Plagiarizing information found on the Internet.
- 15. Disregarding the rights of copyright owners on the Internet.
- 16. Posting web pages without the consent of a teacher or authorized adult.
- 17. Conducting business unrelated to PDLCS.
- 18. Buying or selling any products or services.
- 19. Engaging in acts of bullying, harassment, intimidation, and/or threatening conduct including, but not limited to such conduct committed or furthered by means of an electronic act.
- 20. Using school provided devices to send, receive, or in any way access sexually explicit pictures and messages.

Students or staff who engage in such activities, or any others deemed inappropriate by PDLCS, shall be subject to disciplinary measures, as deemed appropriate by PDLCS administration, its Board of Trustees and PDLCS policy.

As stated above, use of the PDLCS computer network is to be limited to legitimate academic purposes. This means using the network in such a manner as to have a direct or indirect impact on the student's educational program at PDLCS. The use of computer network for sending frivolous electronic mail (e-mail), chatting, reading, and sending jokes, researching non-academic related sources such as MTV, sports sites, social networking sites such as Facebook, and playing computer games will not be supported or allowed to occur at PDLCS. The use of the system for defamatory, inaccurate, abusive, obscene, profane, sexually oriented, threatening, offensive, and illegal material or other prohibited activities shall not be permitted, and PDLCS will use any and all efforts, within the confines of the law, to prevent

such material from entering the school's network. Individuals are encouraged to report such activity to the school administration. PLDCS also requires adherence to certain rules for use of its hardware:

- 1. Learn how to use the hardware properly.
- 2. Do not adjust, connect, or disconnect components without supervision unless you understand what you are doing and are authorized by PDLCS personnel to do so.
- 3. Do not connect your personal hardware to PDLCS's hardware.
- 4. No food or drink within 10' of computer stations.

PRIVACY: For the protection of our students, all users are advised and should be reinforced by parents/guardians to NEVER disclose personal information over the network or Internet, including but not limited to, home address, physical description, age, route to and from a location, or any other personal information that could threaten the safety, identity, and security of our students.

Electronic information and communication sent to, received by, or accessed on PDLCS-owned property, networks, and/or hardware, remain the property of PDLCS. PDLCS reserves the right to monitor electronic activities and communications.

COLLECTION, USE AND DISCLOSURE OF INFORMATION: PDLCS employs the Google Apps suite of products for student use. These applications are powered by Google but administered by PDLCS. Google Apps integrates with the school's standard web single sign-on system using the SAML2.- standard. These single sign-on systems are owned by PDLCS and housed in a secure datacenter within the school. Such systems permit students to access Google Apps only after their school-assigned credentials are authenticated by the systems.

PDLCS student email is provided as part of Google Apps. PDLCS utilizes a set of security tools that allow the school to restrict electronic communications to within the PDLCS domain or school-affiliated domains. PDLCS provides Google Apps and student email accounts to students for educational purposes only. PDLCS is the sole owner of user data. The Google Apps Terms of Service assures PDLCS that the controls, processes and policies that protect user data in Google's system adhere to strict auditing standards; and that Google complies with applicable laws and regulations, including but not limited to applicable privacy laws and the Family Education Rights and Privacy Act (FERPA).

GOOGLE G SUITE ACCOUNT USAGE: The Google G Suite for Education is utilized across all aspects of the school for educational purposes in grades K-12. This account will potentially provide the student's name to Google G Suite Applications and other third party educational

applications. Parents/Guardians consent to the creation of a Google G Suite account for all students by the School to be utilized for school communication, lesson activity completion, and as means for logging into third party educational applications that utilize a Google account single sign on prototol.

GOOGLE APPS: Google Docs is a component of Google Apps. It is a collaborative tool that allows multiple users to collaborate on a single document in real time. PDLCS teachers or staff may assign students to use Google Docs to collaborate on assignments or projects. Students are to use this application for these purposes only. Using Google Docs for unauthorized communication with other students such as passing notes is unacceptable and will not be permitted.

WEBCAM: With technology advancing at such a rapid pace, it is important that we offer our students the tools needed to get the most out of their educational experience. With the growing use of video collaboration tools in schools, PDLCS may choose to offer webcams to some students. PDLCS webcams may be used for face-to-face video meetings between students and staff or parents and staff. They may also be used as educational tools as directed by School Administration. These webcams may be external USB devices that can be connected to student computers as needed or built into the school issued computer. It is the personal responsibility of each student and staff member to use webcams in an appropriate manner, in accordance with the acceptable usage outlines on Page 1 of this policy. PDLCS does not employ the use of webcams to help enforce any polices or asset tracking, nor does the school use webcams to remotely monitor end use activity.

TABLETS: PDLCS is committed to providing a learning environment that will enable students to succeed in a constantly evolving technological landscape. The School believes in the importance of providing students with the 21st century skills they need to become self-motivated learners. To accomplish this vision, PDLCS may choose to loan tablet devices to some students. The following guidelines must be adhered to:

- 1. Students are expected to use tablets appropriately for educational purposes.
- 2. Students should not attempt to change the configuration of the devices or removed installed profiles.
- 3. Chrome Web Store free apps may be installed; however, only those free apps with an app store age appropriate level may be installed.
- 4. PDLCS will not reimburse for any paid app.
- 5. PDLCS will not reimburse for 3G coverage.

Tablets will be pre-configured and enrolled on the PDLCS mobile device management server before being assigned to students. This enrollment allows for asset management, as well as

remote over-the-air updates of any PDLCS in-house apps that may be distributed to students. The server also alerts school administration when a tablet has had unauthorized changes made to any installed configuration such as removal of profiles or restrictions. Restrictions will be implemented on each tablet. CIPA-compliant Internet filtering will be installed similar to laptop filtering. This filter is a Web browser that replaces a tablet's default browser on PDLCS tablets. Devices like a tablet can be a valuable tool to encourage students to use technology to research, explore, and be creative. Such tools also fit the mission of PDLCS to, "offer a valuable educational alternative; to practice and promote academic integrity; to present quality curriculum, technology, and support; and to foster academic excellence in our students."

NETWORK SECURITY: Using the guidelines of the U.S. Children's Internet Protection Act of 2000, PDLCS has implemented a technology protection measure (Internet site filtering software) to prevent all users of the network from accessing inappropriate Internet sites. "Inappropriate Internet sites: include the following content: Anything that falls under at least one of the categories below shall be blocked/filtered. This list will be updated/modified as required.

NUDITY/PORNOGRAPHY:

- 1. Prevailing U.S. standards for nudity (e.g., genitalia, female breasts)
- 2. Provocative semi-nudity (i.e., lingerie models)
- 3. Sites which include pornography or links to pornographic sites
- 4. Exceptions: Classical nudity (e.g., Michelangelo), swimsuit models

SEXUALITY:

- 1. Sites which contain material of a mature level (elementary/middle school levels)
- 2. Images or descriptions of sexual aids
- 3. Descriptions of sexual acts or techniques
- 4. Sites which contain inappropriate personal ads

VIOLENCE:

- 1. Sites which promote violence
- 2. Images or a description of graphically violent acts (rape, dismemberment, torture, etc.)
- 3. Graphic autopsy or crime-scene images

CRIME:

- 1. Information on performing criminal acts (e.g. drug or bomb making, computer "hacking")
- 2. Illegal file archives (e.g., software privacy)

DRUG USE:

- 1. Sites which promote the use of illegal drugs
- 2. Materials advocating the use of illegal drugs (e.g., marijuana, LSD) or abuse of any drug (e.g., drinking-game rules)
- 3. **Exception:** Material with valid-educational use (e.g., drug-use statistics)

Appendix C

(Please click on the appropriate link)

Pennsylvania Code of Professional Practice and Conduct – website

Professional Educator Discipline Act - website

Employee Discipline Procedure

Evidence of Insurability Form

PDLCS' Guide to Benefits

PDLCS's Reimbursement for Professional Development/Tuition/Additional Certifications Procedure

PDLCS' Overtime Reporting Procedure

PDLCS' Business Travel and Reimbursement Procedure

PDLCS' Request for Time Off – website

Acknowledgment of Receipt of Technology and Internet Usage Agreement

This will acknowledge your receipt and understanding of the provisions contained in the Technology and Internet Usage Agreement.

I acknowledge that I have received, read and understand further acknowledge that I am an "at will" employee an School's policies.	6 6	
Employee Printed Name	Employee Signature	

Acknowledgment of Receipt of Employee Handbook

This will acknowledge your receipt and understanding of the provisions contained in this Employee Handbook. The information contained in this manual has been prepared to give employees a summary of many but not all policies. Although this Handbook reflects the current benefits and practices, it may be necessary to make changes from time to time to best serve the needs of the School, and the School reserves the right to change any policy at any time with or without specific written notice. The School seeks to follow all of the applicable laws, and these laws continuously change. The School's policies will only be enforced to the extent they are consistent with applicable law.

The policies and statements contained in this Handbook (and any future changes) are NOT to be considered as a contract of employment. Instead, this Handbook serves the purpose of a guideline to help improve mutual communication.

If you have any questions regarding any of the policies contained in this Handbook, please contact the designated School Administrator.

I acknowledge that I have received, read and understand the Employee Handbook. I further acknowledge that I am an "at will" employee and am aware of my reporting obligations under the School's policies.

Employee Printed Name	Employee Signature
Date	Witness Signature

This Employee Handbook replaces all previous versions.

PENNSYLVANIA DISTANCE LEARNING CHARTER SCHOOL

Book: Policy Manual

Section: Administration

Title: Visitation to School Site Policy – Non-Family Members

Reference: 34 CFR 300.519, 300.30, 300.45

22 PA Code 11.11

Adopted: March 6, 2019

Revised:

PURPOSE: The purpose of this Policy is to establish procedures for school building visits. The CEO has primary responsibility for ensuring visitor access in the school building and visitor conduct are monitored and supervised while on the school premises. The CEO, or designated authority, may deny access to any individual seeking to enter the school if he/she deems that the visitor's presence poses a threat, danger or disruption to school activities or instruction.

SCOPE: Visitors to PDLCS.

POLICY AUTHORITY: Policy draft is reviewed by the CEO of PDLCS; then (1) sent to the Board of Trustees, and (2) presented at the next formal, public Board Meeting for review, public comments and approval.

DETAILED POLICY STATEMENT: The Board of Trustees ("Board") of PDLCS recognizes that from time to time current or potential vendors, business management professionals, building owners, and members from the community may visit the school property to conduct meetings/trainings, deliver school materials, etc. While the Board of Trustees does not want to limit the access to the school, its primary intent is to ensure a safe working environment for staff members and visitors.

SAFETY PROCEDURES FOR ALL SCHOOL VISITORS: Unless otherwise instructed by the CEO, all visitors must report to the administrative offices to identify themselves. Visitors must sign the school security visitor's log upon entering the school and sign out prior to exiting the building. Any non-recurring visitor must be accompanied at all times by a school employee and wear a visitor badge while on site. All staff members shall relay concerns regarding the presence or conduct of visitors to the CEO immediately so that appropriate action may be taken.

SAFETY PROCEDURES FOR RECURRING VISITORS: Visitors from the school's business management group, auditors, Intermediate Unit or building landlord personnel may visit the school on a recurring or frequent basis. These individuals should be met by a member of the administration team but once

identity has been verified, these individuals will be granted access to the school grounds without school supervision.

DELIVERY DRIVERS: Drivers making deliveries to the school should report to the Materials Coordinator for access to the school property and will be limited access to the shipping area unless other arrangements have been made and approved.

FAMILY MEMBER VISITS: Procedures regarding family member visits to the school are outlined in the Board Policy Visitation to School, Classroom or Program Site.

VISITORS PARTICIPATING IN IEP/504 MEETINGS: Visitors may be allowed entry to the school for the purpose of meeting with school staff regarding a student who is receiving special education services. Such visitors may include educational advocates, attorneys, evaluators and parent designees. However, these visitors should only remain in the building for the purpose and duration of their scheduled IEP meeting and should not be allowed to walk unaccompanied through the school or observe live learning. Upon arrival to the school, the visitor, after signing in and obtaining a visitor's badge, should report to the Principal or Principal's designee.

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



Parent/Student Handbook

2019-20

CONTACT INFORMATION

Pennsylvania Distance Learning Charter School

2100 Corporate Drive, Suite 500

Wexford, PA 15090

Main Toll-Free Phone Number 1.888.997.3352

Enrollment – press 1

Technical Support - press 2

Counselors - press 3

Attendance – press 4

Special Education – press 5

Records – press 6

Testing – press 7

Shipping, School Materials, Internet Reimbursement, FLEx Funds – press 8

For other inquiries – press 0

Administration –

Homeless Liaison: Mrs. Desrochers, Director of Special Education – ext. 105

Foster Care Liaison: Mrs. Rossetti, Chief Executive Officer – ext. 114

Right to Know Officer: Dr. Posney, Elementary School Principal – ext. 150

Title IX (Office of Civil Rights): Mrs. Rossetti, Chief Executive Officer ext. 114

School Safety & Security Coordinator: Mr. Kocuba, Director of Technology – ext. 109

Main Toll-Free Fax Number 866,977.3527

Dear Families,

Welcome to the Pennsylvania Distance Learning Charter School family! Congratulations on making a choice to be actively involved in your child's education through our online educational model. We value the opportunity to partner with you in providing your child a supportive learning environment. We are confident that your decision to enroll in Pennsylvania Distance Learning Charter School is because you are seeking unique solutions for your family. Our service mission is to create a meaningful learning experience for all students and families. Thank you for selecting our school to be a part of your child's academic growth. Welcome!

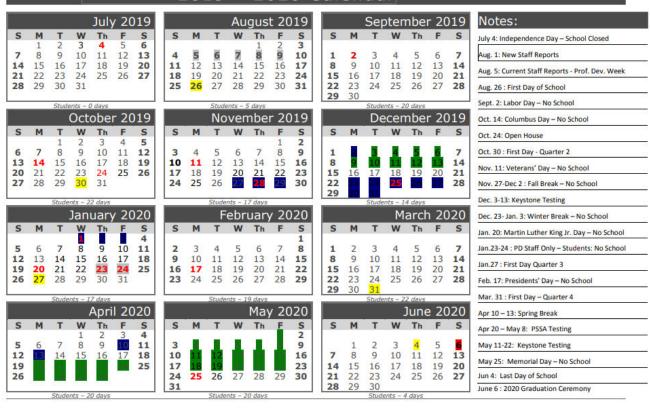
Teachers, Administration, and Support Staff



2100 Corporate Drive, Suite 500 Wexford, PA 15090 Phone: 1-888-997-3352

Fax: 1-866-977-3527

2019 - 2020 Calendar



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INTRODUCTION

Welcome to the Pennsylvania Distance Learning Charter School. Throughout this Parent/Student Handbook, the school is referred to as "PDLCS" and the parent/guardian is referred to as "parent".

Choosing a school for your child or children is an important decision. PDLCS places a great deal of responsibility on the parent and student to make distance-learning work. To better understand this responsibility, parents (and students 18 and older) who are enrolling or continuing enrollment at PDLCS are required to read this Parent/Student Handbook and to sign the Agreement Form found at the end of this document. By signing, the parent is stating that the handbook has been reviewed and that both the parent and student agree to the regulations and guidelines within the handbook.

Mission

The mission of PDLCS is to blend proven classroom teaching techniques with educational technologies to promote academic growth for all students.

Vision

PDLCS believes our first responsibility is to provide quality online educational opportunities. Our teachers, with the support of all departments in the school, are committed to building positive relationships with our families as we equip our students with the necessary tools to succeed. We want to be known as a school that fosters academic integrity and individual academic growth.

Shared Values

PDLCS believes in personalizing the learning experience for our students by providing a supportive online community. We believe all students will achieve academic growth when engaged in live learning sessions and daily online lessons with quality teachers and peers. We value adherence of public cyber school regulations and continuous professional growth of our staff as essential components to student achievement.

Non-Discrimination Policy

PDLCS accepts students of any race, creed, gender, gender expression, sexual orientation, disability or ethnic origin. PDLCS will not discriminate on the basis of race, creed, gender, gender expression, sexual orientation, disability, immigration status or ethnic origin in the administration of its educational programs and activities.

Our Commitment

PDLCS is committed to providing a barrier-free learning environment. We strive to ensure access and opportunities for ALL students, believing that ALL students can learn. Through our culturally responsive teaching and personalized learning, we will transform the lives of our students.

ENROLLMENT

PDLCS does not charge tuition to parents or students. PDLCS will be in full compliance with open enrollment regulations and withdrawal requirements specified by the school's Charter and Pennsylvania Law. When demand exceeds space available (as determined at the sole discretion of the School's Board of Trustees), enrollment will be determined by a Lottery of all applicants in a given category, except that returning students and their siblings will be given priority over new students. After the Lottery is completed, those students not selected for enrollment will be placed on a waiting list in order of their random selection. Students whose application for enrollment is received after the Lottery is completed shall be placed on the waiting list and admitted on a first-come, first serve basis as long as the last date for enrollment to PDLCS has not passed.

Non-Discrimination Policy

PDLCS will not discriminate on the basis of race, creed, gender, gender expression, sexual orientation, disability or immigration status, or ethnic origin in the administration of its educational programs and activities.

Age Requirements

Children entering the kindergarten program must be five years of age prior to the cut-off date outlined by the home school district's enrollment requirements. Students may not be more than 21 years of age at the time of Enrollment, but may be permitted to complete the school year in which his/her 21st birthday falls, subject to change based on rules and regulations established by the Pennsylvania Department of Education.

Enrollment Application

The Enrollment Application represents the first step in a multi-step process. By completing, signing and submitting the Enrollment Application, the parent expresses a desire to have his/her child attend PDLCS. Completing the application does not mean the child will be automatically enrolled in PDLCS. The parent will submit copies of the following documents for each student as required by law:

- Proof of age (Birth Certificate)
- Immunization Record
- Proof of Residency (Driver's License, Mortgage Statement, Utility Bill, etc)
- Parent Registration Statement
- Home Language Survey

After signing and submitting these forms to the Enrollment Department, the parent/guardian will be contacted by a PDLCS Enrollment Specialist to discuss the next steps. The student is officially enrolled at PDLCS when he/she is assigned an official start date which is within five business days after all required documentation is received.

PDLCS also requests the following information, which will not delay enrollment of a student:

- Private Physician Medical Form
- Private Dental Form
- Proof of Custody, if applicable
- Copy of most recent K-8 Report Card or High School Transcript
- Enrollment Notification Form
- Signed Parent/Student Handbook Form
- Signed Authorization for Release of Information Form, if applicable
- Signed Computer/Internet Acceptable Use Policy
- Income Verification Form (Free & Reduced Lunch Form)

Health Certification and Immunization Requirements

In order for a student to be admitted to PDLCS, the parent must submit satisfactory evidence that all required immunizations have either been administered, are in the process of being administered, or must file a certificate of exemption. In special circumstances, the student's physician may recommend additional immunizations.

If there are any questions about immunizations or where to get them, the parent should contact his/her county or city Public Health Nurse.

Official Enrollment

On the official start date provided to the parent, the student must attend orientation and begin completing his/her school work daily as outlined in the student's course calendars.

In order to <u>maintain</u> a student's enrollment, the parent must:

 Assure that a working phone and Internet connection (high-speed) are maintained at the location where the student is being educated at all times;

- Call the PDLCS Records Department, to provide updated Proof of Residence and Enrollment Notification form for any and all parent or student address and phone number changes within 10 days. Failure to submit up-to-date proof of residency information may result in the removal of a student from PDLCS rolls;
- Monitor daily attendance and completion of course work via the course delivery system.
 Attendance may be substantiated by course work completed as outlined by the teacher in each course the student is enrolled.

Continuous Enrollment

PDLCS students will automatically be re-enrolled from school year to school year. Parents of reenrolling students will be sent annual forms to complete, print, sign, and return.

Annual forms for Continuing Enrolling students are:

- Signed Parent/Student Handbook Form
- Signed Authorization for Release of Information Form (if applicable)
- Home Language Survey
- Signed Computer/Internet Acceptable Use Policy
- Private Physician Medical Form with required immunizations for students entering 1st, 6th and 11th Grades
- Private Dental Form for students entering 1st, 3rd and 7th Grades
- Income Verification Form (Free & Reduced Lunch Form)

ACADEMIC PROGRAM

Curriculum – General

PDLCS' curriculum and graded courses of study meet ALL requirements set forth by the Commonwealth of Pennsylvania. The curriculum will be explained to all parents during student course scheduling.

Curriculum – Credit Recovery

PDLCS offers a Credit Recovery program. This program is for students who have experienced setbacks in their education for many reasons. It allows students to recover lost credits in a set amount of time moving them towards graduation from high school. This program is fully on-line. For more information you can contact your Counselor.

Curriculum – Advanced Placement (AP)

PDLCS offers Advanced Placement (AP) classes allowing students to earn credits for college. Most four-year colleges award course credit, advanced placement or both on the basis of AP Exam scores. Talk with your Counselor for more details.

Daily Schedule

• Attendance is recorded by evidence of student active online engagement each day.

Families follow different schedules depending on classes and/or grade of the child. Families have the flexibility to set up their child's schedule. The important thing for families to know is that your child's success increases with consistency. Set a schedule and stick to it.

Synchronous Class is time spent during live learning. Students gather in the virtual classroom with their teacher and learn together. *Asynchronous Class* is learning through the lessons that are set up in the virtual course. Students are required to complete assigned daily lessons independently with the guidance of a parent throughout the day.

Students have synchronous class (live learning) in all grades for every class. Asynchronous lessons are available to students 7 days a week, 24 hours a day. The table below gives an idea of average daily instruction and learning time.

Elementary students (grades K-6) are required to complete a minimum of 5.0 hours of schoolwork daily. Middle and high school students (grades 7-12) are required to complete a minimum of 5.5 hours of schoolwork daily. It is up to families to determine how a student will make up their total number of required learning hours. Families can do this by combining Synchronous and Asynchronous learning spaces.

	Synchronous (approximate time of live learning) Monday - Friday	Asynchronous (in addition to virtual lessons completion of daily calendar lessons with supervision of parent)	Total
Kindergarten	2.5 hours/day	2.5 hours/day	5
Grades 1-6	2.5 hours/day	2.5 hours/day	5
Grades 7-12	2.5 hours/day	Varies 2.5-5.5 hours/day	5.5

Daily Assignments

Each grade or course teacher will share with students how to turn in assignments. All assignments are submitted electronically. Students learn how to submit assignments during school and course orientations.

Grading

Grades K-12 Academic Letter Grades

• A+ 97%-100%

• A 93%-96.99%

• A- 90%-92.99%

• B+ 87%-89.99%

• B 83%-86.99%

• B- 80%-82.99%

• C+ 77%-79.99%

• C 73%-76.99%

• C- 70%-72.99

• D 60%-69.99

• F 0%-59.99%

Course Selection

Teacher assignments are based on certification, prior to student course selection. Students enrolled in our school are schedule into classes using a system that does not provide visible income information. Course selection forms are completed by the student in high school, and by the counselor in grades K-8. Students and counselors can only see the student's name, course name, day(s) and time(s) the course is offered. There is no other identifiable information in the system. The scheduling system automatically enters students into course sections based on the student's availability to attend his or her selected courses. The system then randomizes the students and balances the number of students in each section of a course.

Course Completion

High school courses are scheduled as semester long courses receiving credit for successful

completion ("D" grade or better). There are two semesters scheduled within one school year. Students are expected to complete each course according to the due dates required by the course teacher within the semester given.

High School Credits and Grade Level Assignments

Number of Credits Earned	Grade Level
0 – 5.5 Credits	9 th Grade
5.6 – 10.9 Credits	10 th Grade
11 – 16.5 Credits	11 th Grade
16.6+ Credits	12 th Grade

PDLCS Minimum Graduation Requirements (22 credits)

English: 4 credits

All students must demonstrate proficiency on the Literature Keystone Exam

Mathematics: 3 credits

All students must pass Algebra I and demonstrate proficiency on the Algebra I Keystone Exam

It is recommended that all students take 4 credits of mathematics

Science: 3 credits

All students must pass Biology and demonstrate proficiency on the Biology Keystone Exam

It is recommended that all students take 4 credits of science

Social Studies: 3 credits

All students must pass U.S. Government and U.S. History

It is recommended that all students take 4 credits of social studies

Business/Technology: 0.5 credits

Physical Education: 1.0 credits

World Language: 1.0 credits

Fine Arts: 1.0 credits

Health: 0.5 credits

Electives: 5 credits

High School Drop/Add Period

PDLCS understands that a student may need a schedule change. High school students may contact their Counselor to discuss the need for schedule changes. Classes will only be changed within a 2 week period of the start of a semester. Students may not drop a course after the 2 week period.

Standardized Testing

Like all public schools in Pennsylvania, PDLCS is required to administer several standardized tests each year. Further explanation of the tests currently in place appears below.

PSSA (Pennsylvania System of School Assessment)

The PSSA is a standards-based assessment administered in all Pennsylvania public schools. They are administered in a face-to-face environment, usually in the month of April, to students in grades 3-8. There are currently three content-specific assessments including English Language Arts, Math, and Science.

PASA (Pennsylvania Alternative School Assessment)

The PASA is a standards-based alternative assessment administered in all Pennsylvania public schools. They are administered in a one-on-one face-to-face environment, usually the months of February and March, for students in grades 3-8 & 11. There are currently three content-specific assessments including English Language Arts, Math, and Science. The student's IEP team will determine if the Alternative Assessment is appropriate.

Keystone Exams

The Keystone Exams are end-of-course assessments designed to evaluate proficiency in academic content. Students must demonstrate proficiency on the Algebra I, Literature, and Biology Keystone Exams to graduate. Students will be offered multiple face-to-face opportunities to take the Keystone Exams throughout their high school careers.

Universal Screener

All students will be administered a Universal Screener in the area of mathematics and reading at the beginning of the school year or upon enrollment. The results of the assessment will help to determine the best personalized path of learning for the student.

Benchmark Assessments

Benchmark Assessments are computer-adaptive tests that measure the proficiency level and academic growth of students in grades K-12 in the subjects of Math, Reading, Language Arts, and Science. Benchmark tests are administered three times each school year and students complete the tests online at home.

ACCESS Testing (Accessing Comprehension and Communication in English State-to-State for English Learners)

ACCESS for English Learners is an English language proficiency assessment that is administered to all Kindergarten-12th grade students identified as English Learners. The test is given annually to monitor students' progress in acquiring academic English. The ACCESS for English Learners assesses students in the four language domains of Listening, Speaking, Reading, and Writing.

For more information about testing, please contact the PDLCS Testing Department.

Honesty in Schoolwork

It is important that <u>students complete their own work</u>. While families can help students develop study habits and encourage organization of time and materials, families must resist the temptation to provide answers for the student. This may be misleading to the teacher who then thinks the student is applying their learning on their own. If you see your child struggling on an assignment, direct them to their resources to find answers – online program, study guide, course folder. It is also good advice to tell your child to write down questions and ask the teacher in class, in an email, by chat or by calling on the phone. Students may also join a teacher in regularly scheduled Office Hours for assistance.

What is plagiarism?

Plagiarism is the act of presenting the words, ideas, images, sounds, or the creative expression of others as your own. In more common terms – you are "copying" someone else's ideas, words, or expression as your school work. There are two types of plagiarism:

Intentional

- Copying a friend's work
- Buying or borrowing papers
- Cutting and pasting blocks of text from electronic sources without documenting

"Borrowing" from print sources without documentation

Unintentional

- Careless paraphrasing
- Poor documentation
- Quoting excessively
- Failure to use your own "voice"

Avoid Plagiarism by using Documentation

There is nothing wrong with using other people's words or ideas, but you must give them credit. Giving credit is called *documentation*. It is a simple process, and it turns a dishonest essay into true scholarship. Documenting sources has two steps:

- Indicate in the text where the information was found. Most modern writers put that information in parentheses
- Have a *Works Cited* page at the end of the paper providing the full bibliographic information about the source. Documentation is taught in your courses when outside research is required. Information about documentation can be obtained from teachers at any time.

Tips when documenting, or citing, someone else's work:

- When using quotes, be sure to cite the source.
- When paraphrasing information from a source, be sure to cite the source.
- The only time you do NOT need to cite information is if it is common knowledge and you knew it before beginning your research. For example, "William Shakespeare is a poet and playwright from the 16th century."

If you plagiarize your work, you will not receive credit for the assignment. Continued acts of plagiarism will constitute a referral to administration and in extreme cases *can* result in legal action. Plagiarism is an illegal action and is taken very seriously in this environment to protect academic integrity.

Reporting Progress

Families receive Progress Reports each quarter, or every 45 school days. Report cards are issued at the end of the each semester (January and June) for secondary students, and in June for elementary students. These are mailed to families through the U.S. Postal Service. Students and parents have

24/7 access to view grades by logging into the Student Information System at sis.padistance.org with their school issued login.

Retention

PDLCS may retain an elementary student in a grade level if mastery of that grade level's curriculum has not been achieved. The student's teachers may complete a *Recommendation for Retention Form*. In the case of a student with an Individualized Education Plan (IEP), the Director of Special Education must agree and sign off on the form. Documentation, evidence, and/or explanation must accompany the form. There will be an opportunity for the parent to schedule a conference with an Administrator and the student's teachers to review the child's academic progress and educational plan.

Recommendations for Retention consider the following data:

- Benchmark Assessment and Standardized State Test Scores
- Rate of attendance is poor Student Attendance Improvement Plan (SAIP) has not been successful
- Grades earned in courses are less than 60%
- Performance lacks evidence of required standards-based mastery level
- Failure to complete grade-level curriculum by last day of school

Code of Conduct

As part of the Enrollment/Continuing Enrollment process, both the parent and student <u>are required</u> to sign the Agreement Form (found at the end of this handbook) and submit it at the time of Enrollment and annually thereafter. The signed agreement is kept in the student's cumulative file and, among other things, expresses the acceptance of the PDLCS Code of Conduct by both parent and student. Failure to adhere to the Code of Conduct by either the student or parent is cause for expulsion of the student from PDLCS. If a student is expelled from PDLCS, or leaves PDLCS for any reason, he/she must return all PDLCS property and materials, including, but not limited to, the computer, hardware, software, textbooks, workbooks, and other materials and supplies loaned by PDLCS.

All suspensions and expulsions will be conducted in accordance with due process procedures. Only the Administrator may suspend or expel a student. The Administrator will provide the student and the parent/guardian with written notice of the intent to suspend/expel, which will include reasons for the intended suspension/expulsion. The notice will state the time and place to appear for a hearing on the matter, which will not be less than three (3) days or later than ten (10) days after the

Notice of Intent to Suspend/Expel was provided to the student and parent. The student, parent and/or legal representative will have an opportunity to appear on request before the Administrator at a PDLCS chosen location to challenge the suspension/expulsion, or to otherwise explain the student's actions that led to the intended suspension/expulsion. The Administrator may grant an extension of time for the hearing date. If granted, the Administrator will notify all parties in writing of the new date, time and place of the hearing.

Suspension and expulsion of students with disabilities will comply with all federal and state laws, policies and procedures. The IEP Team will meet to review the student's IEP and consider the development of a Behavioral Intervention Plan any time the suspension exceeds 5 days in the academic year. Any student with an IEP who is suspended for more than 10 days during an academic year will continue to receive special education services via a change of placement as determined by the IEP Team. In the event that the student is being disciplined for an expellable action, the IEP Team will meet and conduct both a Manifest Determination and Functional Behavior Analysis. An Alternate Interim Placement will be identified for a period of time not to exceed 45 school days. The suspension shall not exceed ten (10) school days. No expulsion shall exceed one year, except as otherwise allowed or required by law. A written notice of the suspension/expulsion will be sent or given within one school day to the parent of the student. The notice will contain the reasons for the suspension/expulsion and the right of the student to appeal the suspension/expulsion to the Administrator or Board of Trustees, or its designee. If a student is expelled from PDLCS for the remainder of the school year, that student may not attempt to reenroll with PDLCS during the same school year without the approval of the PDLCS Administrator.

Following are the infractions of the Code of Conduct that may subject a student to discipline up to and including suspension or expulsion, if the same occurs during the presentation of any learning opportunity or at any school event, activity or function.

Cheating – To act dishonestly, copying or using someone else's work.

Insubordination- Not accepting directions; refusing to cooperate with PDLCS employees, agents, and other representatives.

Theft – To take the property of another without right or permission.

Fighting – To participate in physical contact with one or more students, faculty, or staff of PDLCS or any other person with the intent to injure.

Possession or Intake of Alcohol, Illegal Controlled Substances or Tobacco Products.

Vandalism – Purposeful destruction, misuse or defacing of PDLCS property or another's personal property. This includes the computer, printer/fax/scanner/copier unit, and all hardware loaned to the student by PDLCS.

Profane/Obscene Language or Gestures toward Students/Staff/Teachers/Others. Use of unacceptable, disrespectful words stated audibly or in text, terms or gestures intended to embarrass or insult.

Inappropriate use of Internet access, as detailed in the Technology & Internet Acceptable Usage Policy.

Wrongful Conduct – Any action or inaction not specifically referenced in the listing above that impedes, obstructs, interferes with, or violates the mission, philosophy, policies, procedures, rules, and/or regulations of the PDLCS and/or is disrespectful, harmful, or offensive to others or property.

Truancy - as defined in the Attendance section of this Handbook.

Materials, Technology, and Supplies

Certain equipment, supplies and services will be on loan to PDLCS students, which have been deemed necessary to ensure the functionality and ability to participate in the PDLCS educational program. The textbooks, computers, software, hardware, and other materials loaned to the parent and/or student are the <u>property of PDLCS</u> and no parent and/or student has any right to these except for usage in strict accordance with the school's educational model, Code of Conduct, rules, regulations, policies and procedures. Parents and students are responsible for the care and safekeeping of textbooks, computers, software, hardware, and other materials loaned to the parent and/or student during the school year. Materials <u>and property must be used solely in connection</u> with the education services provided by PDLCS.

Internet Cost Provision

PDLCS strongly recommends that all families use high-speed Internet to help their children succeed in the program. PDLCS will provide Internet reimbursement to families at the conclusion of each quarter. Complete instructions on how to submit the form for reimbursement can be found in the "How to Use Internet Reimbursement" document located in the Student Support Services homepage.

Loaned Materials and Property

Pursuant to Pennsylvania law, each family enrolled in PDLCS has the right to have one computer provided per child enrolled in the program. PDLCS loans families a computer, a combination printer/scanner/copier, and other curriculum materials. Parents must return the materials and property promptly if their student withdraws, is removed or expelled from the program. Parents must return curriculum materials at the close of the semester and/or school year.

Recovering and Returning Materials

Recovery of the computer and printer/scanner/copier commences when any of the following occurs:

- A parent's written Notice of the Intent to Withdraw;
- A student's mandatory withdrawal after 10 consecutive school days of non-attendance;
- A student's graduation from PDLCS; or
- A student's expulsion

Within thirty days after four corresponding authenticated attempts of recovery have been made by an authorized PDLCS de-installer, a written notification issent to the parent informing them that the following actions may be taken:

- A police report will be filed with the appropriate law enforcement agency to recover the computer, printer, accessories and all other Material and Property from the parent.
- A credit complaint against the parent may be filed with the three major credit-reporting
 agencies. Other legal action permitted by law and in equity may be taken to secure the
 return of the school's materials and property, including civil and criminal actions.

Technical Support and Technology Repair

PDLCS offers technical support services during regular office hours (7:30 am to 4:00 pm on school days) by telephone, 1-888-997-3352, option 2. Students and families may call to receive assistance with setting up or troubleshooting issues with school-owned and/or issued hardware, software, and websites.

PDLCS helpdesk staff will make every attempt to resolve issues remotely via guidance over the phone, or by using software or apps to remotely access the student's computer. In the event that a computer or other hardware must be shipped back to the school for repair, the school will mail or email return shipping labels. Parents must ensure shipping of equipment to the school upon receipt of the labels. Technical Support will repair or replace, then ship out the hardware within one (1) business day of receipt of the equipment.

Most initial repairs will be completed at the school's expense. Families may be charged for repairs of obvious physical abuse of the equipment is evident, or when a pattern of repeated damage is evident. Please refer to the letter included with your computer to see a list of potential fees associated with hardware repair.

Attendance

Pennsylvania Public School Law requires children to receive the following Educational Learning Hours:

<u>Kindergarten</u>: 5.0 per day hours (25 hours per week, completing a minimum of 900 hours per year)

<u>Grades 1-6:</u> 5.0 hours per day (25 hours per week, completing a minimum of 900 hours per year)

<u>Grades 7-12:</u> 5.5 hours per day (27.5 hours per week, completing a minimum of 990 hours per year)

Accordingly, parents are required to supervise daily school attendance to avoid truancy issues. Under the supervision of their parent, students must log into the SIS (Student Information System) daily (this is the school homepage), complete and submit assignments as outlined in the student's course calendar. Parents are responsible for providing PDLCS with written verification of the reason for an absence within (3) days of such absence. A partial day of absence is considered a day of absence from school requiring documentation to be submitted by the parent to PDLCS. A maximum of ten days of cumulative lawful absences verified by parental notification may be permitted during a school year. All absences beyond ten cumulative days require an excuse from a physician.

Truancy Prevention Process

It is the belief of PDLCS that students achieve academic success through consistent attendance, engagement in daily coursework and on-going communication with teachers. In order for a student to learn expected skills, it is important they develop a positive and responsible approach to study habits through regular school attendance.

Preventing truancy issues is important to PDLCS and involves many people. **Parents** are responsible for ensuring students attend school. **Students** are responsible to complete daily coursework with the guidance of teachers and parents. The PDLCS **Attendance Officer is** responsible for enforcing, tracking and reporting attendance, as well as developing a Student Attendance Improvement Program to aid families in complying with public cyber-charter school regulations.

Attendance is taken on each school calendar day. Attendance involves daily log-in to the Student Information System (SIS).

Parents are notified of a full-day of absence through an automated phone reporting system. Parents may submit an Excused Absence Form within 3 days of a reported absence. There is a maximum limit of ten parental excuses in one school year. Medical excuses, from a physician's office, must be submitted for all subsequent absences.

Unlawful or unexcused absences occur following a student's absence for which a parental or medical excuse is not submitted within 3-days of the reported absence. Parents are notified after the 3rd unexcused absence. Children and Youth Services are notified for students age 16 years and under with 6 days of unexcused absences, as well as for those who do not participate in the Attendance Improvement Program. Students who continue to accumulate absences will be referred to the local magistrate.

Partial days of absence are considered full-days of absence under Pennsylvania school regulations requiring parental or medical excused absence forms be submitted. Failing to make adequate progress in courses and/or course grades below 60% are often a direct result of unexcused partial days of absences.

Excused Absences

Parents are responsible for providing PDLCS with written verification of the reason for each absence within (3) days of such absence. Legal excused absences constitute valid excuses for absence of a student from PDLCS, provided satisfactory evidence or documentation is submitted to PDLCS Administration within 3 days of such absence. This includes absence of partial days. A maximum of ten days of cumulative lawful absences verified by parental notification may be permitted during a school year. All absences beyond ten cumulative days should require an excuse from a physician. Legal excused absences include, without limitation, the following:

- Observance of a Religious Holiday. An absence may be considered excused if the tenets of a bona fide religion, to which a student or his/her parent adhere, require observance of a religious event. (22 PA. CODE § 11.21) The parent must submit written request for the excusal prior to the absence.
- <u>Tutorial Work.</u> An absence may be excused for the purpose of the student receiving tutorial instruction in a field not offered by PDLCS only if (i) the excusal does not interfere with the student's regular program of studies, and (ii) the qualifications of the instructor are approved by PDLCS Administration. (22 PA. CODE. § 11.22)
- Medical or Dental Appointments. An absence resulting from a medical (health care or therapy) or dental appointment, if: (i) such appointment cannot be scheduled outside of regularly scheduled academic calendar days, (ii) the health or therapeutic services are to be rendered by Commonwealth of Pennsylvania licensed practitioners, or (iii) the time of necessary absence from PDLCS involves a minimum of interference with the student's regular program of studies. Notice should be given to the teacher and/or the Attendance Officer prior to the absence, except in the case of an emergency. (22 PA. CODE § 11.23)
- <u>Illness or Injury.</u> An absence resulting from illness or injury, which prevents the student from being physically able to attend PDLCS. Any student missing more than three (3) consecutive school days requires a note from a physician. (22 PA. CODE § 11.25)
- <u>Urgent Reasons</u>. An absence resulting from an urgent reason may be excused. PDLCS shall strictly construe the term "urgent reason" as it applies to such absences and such excuse does not permit irregular attendance. (22 PA. CODE § 11.25)
- 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 (including classes for religious instruction totaling not more than 36 hours per academic school year) pursuant to 22 PA. CODE § 11.21, if (i) the student's parent submits written request for the excusal **prior** to the tour or trip, (ii) approval for such an absence is granted prior to the absence in accordance with the Student Educational Leave of Absence Policy, and (iii) there is an adult who is directing and supervising the student during the tour or trip who is acceptable to both the parents and PDLCS. (22 PA. CODE § 11.26)

- Death in the Immediate Family. An absence resulting from the death of a member of the student's immediate family. The immediate family of a student includes, but is not necessarily limited to, parents, grandparents, brothers and sisters.
- 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.

In the event that a medical excuse cannot be provided, the parent may submit an Excused Absence Form to PDLCS Administration, requesting approval of the absence. Absences resulting in three (3) or more consecutive days require a medical excuse and Excused Absence Forms are not applicable. Students may only accumulate a maximum of 10 (ten) per school year. This includes partial days. A maximum of ten days of cumulative lawful absences verified by parental notification may be permitted during a school year. All absences beyond ten cumulative days require an excuse from a physician.

Excused Absences and Making up Schoolwork

Students whose absences are excused are required to make up all assignments missed or to complete alternative assignments as deemed appropriate by PDLCS. Work missed because of absence must be made up within the timeline set forth by the course teacher. Any work not completed within this period shall result in no credit for the missed assignment. In the case of an extended illness or other extenuating circumstances, the parent must contact PDLCS Administration.

Unexcused/Illegal Absences

Any day that the student has not logged into PDLCS that is not determined to be legal or excused will be considered as an unexcused/illegal absence. The following reasons for absences are illegal and unexcused in accordance with the Pennsylvania State Attendance Laws:

- Truancy
- Lack of transportation
- Trips not approved in advance
- Shopping
- Birthday or other celebration
- Hunting, fishing, attending ball games or sporting events
- Gainful employment

- Sleeping in
- Babysitting
- Any other reason not listed in the Excused Absences section above

Attendance Notification

- All Absences reported to parents using an automated phone reporting system
- Excused Absence Form parents submit an Excused Absence Form or Medical Excuse within three (3) days
- Unexcused Absence when no Excused Absence Form or Medical Excuse Form is received after three (3) days
 - 1st Unexcused Absence reported to parents via the school automated phone system
 - 2nd Unexcused Absence reported to parents via the school automated phone system
 - 3rd Unexcused Absence students are considered truant by law
 - Parent is contacted immediately after the 3rd unexcused absence occurs via phone call by the automated system and the Attendance Officer. A letter outlining the absences will also be sent to the parent via school issued parent email account and postal mail.
 - The Attendance Officer will set a Student Attendance Improvement Plan (SAIP) meeting with the parent and student as well as the appropriate staff members to put a plan in place to eliminate truancy and assist in academic success.
 - o 6 Unexcused Absences students are considered habitually truant by law
 - The student will be referred to our Attendance Improvement Program (AIP).
 - A meeting with the parent/guardian, student and Attendance Officer is required to document the AIP plan for achieving regular attendance and full participation in the school's academic program.
 - Students and parent/guardians of children under the age of 16 years old who
 refuse to participate in the AIP or do not regularly attend school following
 the plan's implementation will be referred to Children and Youth Services.
 - A truancy citation will be filed with the local magistrate (where the student resides) for students who fail to participate in the AIP or fail to attend school

regularly.

 Failure to comply with the AIP for ten consecutive days may result in truancy violations that may lead to the removal of the student from active membership at PDLCS.

Emergency School Closing

Should it be necessary to close the offices or testing centers of PDLCS for weather or other unforeseen emergencies, information will be posted on the PDLCS website or provided in a telephone recording on the school's main telephone line.

SAFE 2 Say Something (SS2S)

PDLCS participates in Pennsylvania's Safe 2 Say Something program, which is enforced and operated by the Pennsylvania Office of the Attorney General. S2SS is a program that provides an easy and confidential way for youth (students in grades 5-12) to report safety concerns to help prevent school violence, suicide, abuse and other tragedies. More information regarding the program can be obtained from the school's Administration or by visiting www.safe2saypa.org.

Crises Plan Action Steps

If a student threatens to harm themselves, employees of PDLCS should keep the student on the phone, chat or in class. The employee should continue talking to the student and engage the student so he/she does not hang up the phone or leave the location. The employee should find a nearby teacher, counselor or administrator and inform him/her of the situation. This staff member should call home immediately to speak with the parent or guardian and if no one answers the phone, the staff member will call 911. The staff member should provide the student with the crisis hotline (Lifeline 1-800-273-8255, available 24 hours per day). If the student will speak with someone immediately on the crisis line, three way call with the student. After the incident, the staff member should report the incident to the student's counselor and to an administrator and should prepare a SAP (Student Action Plan) referral, if necessary.

If a student threatens to harm others, employees of PDLCS should gather as much information as possible. The staff member should keep the student on the phone, chat or in class. In addition, the staff member should enlist the help of a nearby colleague, who will call 911. It is imperative to keep the student on the phone. Following the incident, the staff member must make a report to Childline and report the incident to a school administrator. If necessary, a SAP (Student Action Plan) referral should be documented.

If a student tells a staff member something of concern such as prior bullying, family conflict, depression, etc., the staff member should gather as much information as possible and determine if there is an immediate threat. If there is an immediate threat, the staff member should refer to the previous steps listed. If there is not an immediate threat, the staff member should contact the student's counselor and complete a SAP (Student Action Plan) referral, if necessary.

Harassment Policy

Harassment is any form of hostility, conduct or language that alters the condition of the student's school environment and which creates a hostile, intimidating or offensive school environment. Additionally, sexual harassment can consist of unwelcome sexual advances, intentional and unwelcome touching, verbal remarks and requests or demands for sexual favors.

The prohibition against harassment is applicable to all employees of the PDLCS, which includes all staff members, teachers, administrators, managers, and officers. The prohibition also applies to all PDLCS students and parents, prohibiting them from harassing other students, staff or other persons.

Any student that believes another student has harassed him/her, or any person employed by PDLCS, should immediately report the incident to a teacher. If there is any hesitation to discuss the matter with a teacher, the incident should be reported to the PDLCS Administrator. If a student is uncomfortable about reporting to an Administrator, a parent should make the report. Reported incidents will be investigated immediately and the results of the investigation will be thoroughly discussed with the parent and student. Corrective action will be taken if deemed appropriate and the student will be referred to the Student Assistance Team.

Anti-Bullying Policy

General Statement of Policy

The PDLCS Board of Trustees recognizes the negative impact that bullying can have on the health and safety of students and the learning environment. PDLCS strives to preserve a learning environment that is devoid of bullying; therefore, bullying is prohibited at school-sponsored events and activities, at annual testing, and other school sponsored venues.

Definition of Bullying

"Bullying" means repeated behavior by an individual student, an individual student within a group of students, or group of students that is intended to cause the victim(s) to feel frightened,

threatened, intimidated, humiliated, shamed, disgraced, ostracized, or physically abused. Bullying implies an imbalance in power or strength in which the student being bullied has difficulty defending himself/herself. Bullying manifests itself in many forms, including physical, verbal, social/relational and/or cyber bullying.

Bullying occurs in several forms, including but not limited to, the following:

- Written, verbal, or nonverbal threats
- Intimidating or threatening gestures
- Unwanted physical contact, violence, or assault
- An intentional display of force that would give the victim reason to expect or fear physical contact or injury
- Jeering, taunting, or mocking
- Teasing
- Degrading, insulting, or derogatory comments
- Extortion
- Theft of money or possessions
- Vandalism of a student's personal property
- Unauthorized exercise of control over a student's personal property

Cyber Bullying

Cyber bullying, which is sometimes referred to as online social cruelty or electronic bullying, involves but is not limited to:

Sending mean, vulgar or threatening messages or images; posting sensitive, private information about another person; pretending to be someone else in order to make that person look bad; intentionally excluding someone from an online group (Willard, 2005).

Cyber bullying can occur through:

- Emails
- Instant messaging,
- Text or digital imagining messages sent on cell phones, Web pages,
- Web logs (blogs),

- Chat rooms or discussion groups, and
- Other information communication technologies

Preventative Measures

The following preventative measures will be taken:

- A copy of this policy will be provided to staff, students and parents on an annual basis.
- The staff will discuss bullying with students and will provide age appropriate examples to assist students in identifying bullying and understanding why it is inappropriate.
- All students shall be informed that bullying will not be tolerated in any form.
- All students shall be encouraged to report any bullying regardless of whether they are the victim or an observer.
- When bullying has occurred and it has been dealt with in accordance with this policy, preventative measures shall include:
 - o Counselor will check in with the student who has been bullied;
 - o Counselor will check in with parents/guardians to see if bullying has continued.

Additional preventative measures may include encouraging students to become involved in activities such as friendship groups, peer support groups, new student orientation groups and extracurricular activities and clubs.

The PDLCS Board of Trustees will review this policy at appropriate intervals to ensure its continued efficacy. As part of its review, the Board may require that a survey be conducted to determine the scope and extent of bullying in the school.

Reporting Procedures

Victims/Targets. All students who believe they have been the victim/target of bullying shall promptly report the bullying to a teacher, Administrator or other school staff.

Parents/Guardians. All parents/guardians who become aware of any bullying are encouraged to report the bullying to a teacher, Administrator or other school staff.

Student Witnesses. All students who witness or become aware of bullying shall immediately report the bullying to a teacher, Administrator or other school staff.

School Personnel. Any staff person who witnesses bullying shall immediately intervene and take appropriate action to stop the bullying. In addition, any staff person who witnesses or receives a report of bullying shall make a report to a school Administrator and follow any other processes put in place by the school for reporting bullying incidents.

School Administration. An Administrator who observes bullying or receives a report of bullying shall document the incident and ensure that the school process for investigating and following up on bullying incidents is implemented in a timely manner.

Disciplinary and Other Actions

Consistent and appropriate disciplinary action will be taken for bullying behavior. The primary purpose of such action is to protect the victim and to deter bullying behavior in the future. The discipline imposed should match the offense.

In regard to investigating reports of bullying, Administrators or their designees shall discuss bullying with the victim in a place where the victim feels secure. The initial discussion with the victim shall not take place in the presence of the offending student(s). If more than one student is involved in perpetrating the bullying, the Administrator shall talk to each of the offending students separately. If an investigation substantiates that bullying has occurred, the Administrator or their designee shall take appropriate action consistent with this policy, including placing a written record of the behavior in the offending student(s)'s discipline file. Students involved in bullying situations will also be referred to the Student Assistance Team who will follow-up with the appropriate post-vention procedures.

PDLCS recognizes that parents can play an important role in educating their children and preventing bullying. Accordingly, the parents of each offending student shall be informed of any bullying incidents involving their child. Parents of offending students may be encouraged to attend one or more conferences with an Administrator or their designee to review the bullying behavior and cooperative strategies for correcting it.

The school's Administrator or designee shall also inform the victim's parents as soon as reasonably possible of any and all bullying behavior involving their child. Parents of students who have been bullied may also be provided with bullying prevention resources to support their child and receive ongoing communications from the school regarding the bullying situation. The Administrator or designee will inform the parents of the victim when the investigation has been completed.

Disciplinary action for bullying may include suspension of privileges, removal from class, suspension, and expulsion or exclusion. If the PDLCS Administrator believes that the conduct rises to the level of a crime, disciplinary action will also include referral to law enforcement officials.

The penalties and prohibitions in this policy are in addition to, and do not replace or supersede, any related provisions in school policy prohibiting conduct such as harassment, violence, assault, and

hazing.

Without disclosing personally identifiable data, PDLCS shall make summary information about violations of this policy available to the public, upon request, consistent with the Pennsylvania statutes.

Reprisal

PDLCS will discipline or take appropriate action against any pupil, teacher, administrator or other school personnel who retaliates against any person who reports alleged bullying or any person who testifies, assists or participates in an investigation, or who testifies, assists or participates in a proceeding or hearing relating to such bullying. Retaliation includes, but is not limited to, any form of intimidation, reprisal or harassment.

Dissemination of Policy and Training

This policy shall be presented to staff, student and parents upon enrollment or re-enrollment. Staff members, students, and parents will be required to sign a statement that they are aware of the policy and agree to adhere to its terms.

PDLCS will develop and implement a method of discussing this policy annually with students and employees.

This policy shall be reviewed at least annually for compliance with state and federal laws.

Child Abuse/Sexual Abuse Policy

School staff members who come into contact with children are mandated to report when they have reasonable cause to suspect that a child under the care, supervision, guidance or training of that person or of their agency, institution or organization is an abused child. In addition, any person may report suspected abuse, even if the individual wishes to remain anonymous. All suspected child abuse situations will be referred to the Student Assistance Program (SAP).

Grief Policy

Mental health issues as well as the death of a family member or friend may disrupt daily life at home, at school or in the community. Without help, mental health problems and unaddressed grief issues can lead to school failure, alcohol or other drug abuse, family discord, violence or even suicide. However, help is available through the Student Assistance Program at PDLCS. Any student experiencing barriers to learning that are social-emotional in nature, or who experience the loss of a loved one will be referred to the Student Assistance Program for follow-up and referral to

outside community resources if needed.

School community members wishing to memorialize a loved one within school parameters must discuss their wishes with the Student Assistance Team to determine the appropriateness of the proposed memorial.

Safe and Drug Free School Policy

In accordance with Federal Law, the PDLCS prohibits the use, possession, concealment or distribution of drugs by students on the PDLCS grounds, in any school building, or at any PDLCS related event, activity or function (e.g. standardized testing). Drugs include any alcoholic beverage, tobacco products, anabolic steroid, and dangerous controlled substance as defined by State or Federal statute, or any substance that could be considered a "look alike" controlled substance. Compliance with this PDLCS policy is mandatory for all students, and any student who violates this policy will be subject to disciplinary action, in accordance with due process and as specified in the PDLCS Code of Conduct as listed in this Parent/Student Handbook, up to and including expulsion from the PDLCS. The Student Assistance Team will be notified in any case of a student suspected of violating the Drug-Free School Policy. When required by the state law, the PDLCS will also notify law enforcement officials.

Suicide Prevention Program

The Pennsylvania Distance Learning Charter School Board of Trustees recognizes that suicide is a major cause of death among young people and that all suicide threats must be taken seriously. The school's Administrator or designee shall establish procedures to be followed when a suicide attempt, threat or disclosure is reported. Counselors and the School Nurse shall also provide training for students, parents/guardians and staff to help them recognize the warning signs of severe emotional distress and take preventive measures to help potentially suicidal students.

Staff shall promptly report suicidal threats or statements to the Administration, Counselors, or School Nurse, who shall promptly report the threats or statements to the student's parents/guardians. These statements shall otherwise be kept confidential. In addition, if a student self-reports that they are considering suicide, demonstrates any suicidal ideation or reports are received by any school member that another student may be suicidal, they will automatically be referred to the Student Assistance Program (SAP).

Technology and Internet Appropriate Usage Policy

The use of technology is a privilege and an important part of the overall curriculum of the school.

PDLCS does not warrant that technology resources will meet any specific requirements the student, or other users may have, or that they will be error free or uninterrupted. PDLCS will, from time to time, make determinations on whether specific uses of technology are consistent with school policies for students and school employees. PDLCS always reserves the right to monitor and log technology use, to monitor file server space utilization by users, and to examine specific network usage (as may be deemed necessary) for maintenance, safety or security of the technology resources or the safety of the user. It is the policy of PDLCS to:

- Annually require students and parents to sign the Technology and Internet Acceptable Usage Policy;
- Prevent user access over its computer network to receive or transmit inappropriate material via Internet, electronic mail, or other forms of direct electronic communications;
- Prevent unauthorized access and other unlawful online activity and damage to school resources;
- Prevent unauthorized access and other unlawful online activity and/or damage to school resources;
- Prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors; and
- Comply with the Children's Internet Protection Act [Publ. L. No. 106-554 and 47 USC 254(h)].

The Google G Suite for Education is utilized across all aspects of the school for educational purposes in grades K-12. This account will potentially provide the student's name to Google G Suite Applications and other third party applications. Parents/Guardians consent to the creation of a Google G Suite account for all students by the School to be utilized for school communication, lesson activity completion and as a means for logging into third party educational applications that utilize a Google account single sign on protocol.

Weapons Policy

The PDLCS Board of Trustees recognizes the importance of a safe school environment relative to the educational process. Possession of weapons in the school setting is a threat to the safety of students and staff and is prohibited by law.

Purpose

Weapons serve no educational purpose. The Board of Trustees directs that any student of PDLCS found to be in possession of a weapon at a school related function shall be subject to discipline as outlined herein.

Definitions

Weapon - the term shall include but is not be limited to any knife, cutting instrument, cutting tool, martial arts device, firearm, air rifle, pistol, slingshot device, explosive device, replica of a weapon, and/or any other tool or instrument capable of inflicting serious bodily injury.

According to statute, "weapon" shall be defined as a device, instrument, material or substance (animate or inanimate) that is used for, or is readily capable of, causing death or serious bodily injury, except that such term does not include a pocket knife with a blade of less than 2 ½ inches in length.

Possessing - a student is in possession of a weapon when the weapon is found on the person of the student, in the student's vehicle, under the student's control while on school property or on property being used by the school, at any school function or activity(testing locations or field trips), or at any school event.

Prohibited Activity

Any student of the school who is in possession of a firearm, explosive, or weapons as defined herein, at any school function or activity, including school authorized events held away from school property, shall be in violation of this policy.

Investigation Procedures

An investigation based upon reasonable suspicion requires specific objective facts that reasonably lead one to believe that the individual in question is in possession of a weapon(s).

When determining if there is reasonable suspicion, there are some factors that a school official may consider. These factors include the student's age, history and school record, the prevalence of weapon(s) in the school, the importance of not delaying the search, the value and reliability of the school official's information, and the school official's personal experiences with the student.

Only areas and spaces that could potentially contain a weapon may be searched. This is called the "scope of the search". If there is reasonable suspicion that an individual is in possession of a weapon, a police officer should be summoned to conduct the search.

- School officials should only search individuals of the same gender.
- The individual should be moved to a private area in which the search should take place. Such search should be witnessed by one individual who should note all of the surroundings and circumstances as well as all of the actions that take place.

- The police officer will pat-down the individual in a manner consistent with all applicable Federal and State laws and guidelines as well as the officer's training.
- If the search of the individual and/or his/her belongings does not reveal any weapon(s), then all removed items will be returned to the individual. The search is complete.
- If the search reveals any weapon(s), the police officer will immediately confiscate the item(s) and take appropriate action.

After the search is completed, the site employee shall notify and/or summon:

- Local police;
- PDLCS Chief Executive Officer and Principals;
- Parent(s) or guardian(s) of any student(s) involved in the violation;
 - Any employee at the site of a school related activity, upon learning of a possible violation of this policy, shall immediately notify the school's Administration of the violation and the identity of the student(s) involved.
 - O After the Administrator has confirmed the violation of the policy, he/she shall immediately notify the student(s) and the parent(s) or the guardian(s) of the student(s) in writing that the student(s) is/are suspended from school as outlined in the "Penalties" provisions of this policy.
 - The Administrator shall be directly responsible for investigating the violation on behalf of PDLCS with the requested assistance of other school personnel.

Penalties

PDLCS shall expel for a period of not less than one (1) year any student who violates this weapons policy. Such expulsion shall be given in conformance with formal due process proceedings required by law. The school's Administrator may recommend modifications of such expulsions on a case-by-case basis.

In the case of an exceptional student, the school's Administrator shall take all necessary steps to comply with the Individuals with Disabilities Education Improvement Act (IDEIA).

Reenrollment to School

Before any student found in violation of this policy may be reenrolled to school, a conference involving parents and school officials shall be held to determine if any remediation and/or guidelines for reenrollment are necessary.

As a condition of Reenrollment to PDLCS, the following items shall be considered:

- Recommendation for outside counseling;
- Referral to the Student Assistance Program;
- Referral to a school counselor.

Any student discovered, without previous plan or knowledge that he/she is in possession of a weapon as defined, shall:

- Immediately report the weapon to a school official;
- Not be in jeopardy of the discipline code unless it can be shown the student had knowledge
 of the weapon prior to his/her admitted discovery.

Enrolling Students

When the school receives an application from a student who was previously expelled from a Pennsylvania public school for an offense involving a weapon, PDLCS will not accept the student during the expulsion period without prior approval of a PDLCS Administrator.

School Records

Student records are directly accessible only to the professional staff and to the students' parents until the student reaches eighteen years of age. Parents have the right to review records, and a request for that viewing should be made through the Administrator.

An official cumulative record is maintained for each student. Recognizing students' rights for privacy, this record shall contain only verified information of recognized importance.

Release of Records

School records are only released to another school upon request from that school stating that the student is now enrolled in that school, from a signed release by the parent or guardian or as otherwise required by law.

Updates

To keep the student's records up to date and for times of emergency, parents must keep PDLCS informed of any address, and/or telephone changes that may occur during the school year. Parents are required to provide at least one working phone number at all times.

Requests for Records

The Records Department will request the student's records upon completion of the enrollment process. Pennsylvania mandates that the requested records must be received within 10 days. If the

records are not received within 10 days, the local law enforcement agency will be notified. The requirement in Pennsylvania that records must be received in a given time comes from school mandates relating to missing children.

Student Directory Information

It is the policy of the PDLCS not to release any personal information such as names, home address, and phone numbers to outside agencies or requesting parties without the direct written consent of the parent or as otherwise required by law. If the parent authorizes release of this information, a completed Authorization to Release Information Form must be on file in the student's record folder.

Access to Student Recruiting Information

All local educational agencies (LEAs) must provide to military recruiters or institutions of higher education, upon request, access to secondary school students' (i.e., juniors and seniors) names, addresses and telephone listings. The state military affairs law requires the release of directory information consisting of a list of senior male and female students by name, home address and telephone number. The list will be compiled by the first day of the academic year in which the senior students will graduate. Additionally, parents are notified that the school routinely discloses names, addresses, and telephone numbers to military recruiters upon request, subject to a parent's request not to disclose such information without written consent. Please contact your child's counselor if you would like to opt-out of the public, non-nonconsensual discloser of directory information. You must contact the counselor and submit the opt-out form no later than the first day of the academic year in which the senior students will graduate.

Parents' Rights

Teacher Qualifications

PDLCS will annually notify parents of their right to request the following regarding their child's teacher(s): 1) licensure and certification information emergency or provisional status educational background; 2) qualifications of Instructional Aides.

Title I LEA and School Parent and Family Engagement Policy

The Title I program of PDLCS will foster and enhance parent/involvement in the school. PDLCS wants to involve parents in their children's learning and to form an open line of communication between school and home. This will be accomplished through the following programs, activities and procedures that will be planned and implemented with meaningful consultation with parents and families. This policy was

- Developed jointly with and agreed upon by parents and family members of Title I chidren;
- Written in an understandable format and provided in a language parents can understand;
- Distributed to all parents and family members of Title I children;
- Made available to the local community;
- Updated annually to meet the changing needs of parents, family members and the school.

Commitments:

- 1. PDLCS will hold an Annual Title I Meeting. Parents have the opportunity to review Title I programs and provide input into the planning process during the annual Title I meeting held at the school during flexible dates and times. Additionally, parents' rights and Title I requirements will be discussed. Information about the Title I program will be included in the student handbook.
- **2.** Parent/Family meetings, events, conferences, etc., will be offered at different times of day to encourage as mush parent participation as possible.
- **3.** Parent and family members will be involved in the planning, review and improvement of this Parent and Family Engagement Policy through Title I meetings and written and verbal feedback opportunities.
- **4.** Parents and family members will be involved in the planning, review and improvement of the Title I program and Family Engagement through Title I meetings. For parents and family members who cannot attend the meeting, they will be offered other opportunities to provide feedback, including surveys, etc.
- **5.** PDLCS will provide parents and family members with timely information about the Title I program, a description and explanation of the high-quality curriculum at the school, and forms of assessments used to measure student progress. PDLCS will provide, if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children and respond to any such suggestions as soon as practically possible.
- **6.** PDLCS will involve parents and family members in the joint development of the Schoolwide Program Plan.
- 7. A school-parent compact will be jointly developed with parents and family members. The compact outlines how parents/family members, the entire school staff and students will share in the responsibility for improved student achievement. The company will be reviewed at Title I meetings and distributed in the Fall or when students enter the Title I program, and included in the student handbook.

- **8.** PDLCS will address the importance of communication between teachers and parents/family members on an ongoing basis. Opportunities for communication include:
 - **a.** Parents are informed about school activities and events through interim progress reports, report cards, mailings, email correspondence, school announcements, parent newsletters, parent/teacher conferences and informal personal and telephone conferences.
 - **b.** Reasonable access to staff, opportunities to volunteer on any given day of the week and participate in the child's class and observation of classroom activities.
 - **c.** All parents in grades K-12 are scheduled for a mid-year parent-teacher conference. At any other time, a parent may ask to schedule a conference with the student's teacher(s) or an administrator.
 - **d.** Ensuring regular two-way, meaningful communication between family members and school staff and to the extent possible, in a language that family members can understand.
- 9. PDLCS will provide assistance to parents and family members in understanding the challenging State academic standards, State and local academic assessments and how to monitor a child's progress and work with teachers to improve the achievement of their children. PDLCS will also provide assistance materials and training to help parents work with their children to improve their children's achievement, such as literacy training and using technology including education about the harms of copyright piracy, as appropriate, to foster parent engagement.
- **10.** PDLCS will education teachers, support personnel and other staff, with the assistance of parents/family members, in the value and utility of contributions of parents and family members, and in how to reach out to, communicate with, and work with parents and family members as equal partners, implement and coordinate parent programs and build ties between parents and family members and the school.
- **11.** To the extent feasible and appropriate, PDLCS will coordinate and integrate parent and family engagement programs and activities with other Federal, State and local programs.
- **12.** PDLCS will ensure that information related to school and parent programs, meetings, events, and activities is sent to parents and family members in a format and to the extent practical, that family members can understand.
- **13.** PDLCS will provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children) in the Title I program.

Conferences

Parents have the right to request at any time conferences referring to the cumulative progress of the student with an Administrator.

School Contacts with Non-Custodial¹ Parents

Access to student records will be in accordance with the Family Educational Rights and Privacy Act of 1974 and other relevant Federal and State laws as pertaining to the release of records. Upon request, non-custodial parents shall be entitled to exercise all parental rights to the extent that such rights are not restricted by a legally binding instrument or court order.

If there is a court order concerning legal custody of a child, the information must be shared with PDLCS and filed in the child's cumulative record.

Special Education

PDLCS fully complies with state and federal laws regarding the education of students with disabilities. In the event that a parent, or a teacher, suspects that a child may have a disability, instructional intervention strategies will be provided through the Response to Intervention Team. When it has been determined that intervention strategies have not been successful, and the child continues to demonstrate a learning deficit, a multi-factored evaluation may be conducted to determine if the child does have a disability. PDLCS shall comply with all mandated timelines to complete the evaluation process.

When a child is identified as having a disability, an IEP will be provided to meet the specialized needs of the child. As a distance-learning school that relies upon parent educators, PDLCS may deliver educationally appropriate services to students with an IEP using methods that differ from those used at traditional public schools. These methods and services will be determined by the IEP Team. It is the responsibility of the student's parent to take his/ her child to a location specified by PDLCS, for state-mandated standardized testing and other purposes, including certain special education related services.

Policy and Procedure for Parental Complaints

Any parent may file a complaint regarding a violation of school policies, regulations, rules or procedures or federal, state or local law to the Board of Trustees of PDLCS by filing the same in writing with the School Administrator. To file a complaint with the Administrator, the parent shall deliver the written complaint containing:

¹ A non-custodial parent refers to the parent who does not have physical custody of the child, but does have the right to information about the child's education.

- The student's and parent's name (anonymous complaints will not be processed);
- The signature of the complainant;
- The complainant's name and phone number;
- The specific violation of school policy, regulation, rule and procedures, and/or federal, state or local law. The complaint may be delivered in person or by U.S. Mail properly addressed to PDLCS in care of an Administrator.

Upon filing of any complaint, PDLCS will do the following:

- Date stamp the complaint upon receipt;
- Notify the President of the Board of Trustees and the Board's attorney;
- Send a letter of acknowledgement to the complainant within 7-10 business days. The letter should address the general procedures that will be followed.
- Conduct an investigation as directed by the President of the Board of Trustees. This
 process may include the following:
 - o Collaborating with other offices, employees and personnel within the school;
 - Conducting a telephone or personal interview and/or conference(s) with complainant and other necessary parties; and/or
 - Sending written correspondence.
- The Administrator will inform the President of the Board of Trustees of the investigation process and findings.
- The investigation will be based on fact and findings specific to the allegation(s) stated in the complaint. (The reason for the decision will be outlined in the letter of findings.)
- The Board of Trustees, or its representative, will issue a letter (or approve the letter) to the complainant of:
 - o Compliance (findings were unsubstantiated and school has complied); or
 - Non-Compliance noting the areas of non-compliance, recommending possible changes/technical assistance and requesting that the school respond to the complainant with a corrective action plan letter within 10-15 business days. All documentation of the complaint, findings and any corrective action plan(s) must be placed in the appropriately market complaint file for closure.

Withdrawal

It is against Pennsylvania state code for a student to be simultaneously enrolled in PDLCS and another school district; therefore, the parent is responsible for contacting the PDLCS Records Department <u>before</u> his/her student enrolls in another public school. It is critical that parents send

PDLCS a written request for withdrawal as soon as the decision to withdraw a student has been made.

To withdraw a student from PDLCS, the parent must contact the School to obtain the necessary forms, sign and submit the forms to PDLCS Records Department. This signed form gives official notice of the child's withdrawal and grants permission for PDLCS to send records to the student's new school. Except as prohibited by law, the student's grades and credits will not be released until all obligations are met, including the return of all textbooks, equipment, and materials as detailed in this handbook. PDLCS will contact the family via telephone to discuss the reasons for the withdrawal and what steps may be taken to keep the student enrolled in PDLCS.

Should a student decide to return to PDLCS, the enrollment process will be the same as for newly enrolled students and required documentation must be received prior to enrollment.

PDLCS has an obligation under Pennsylvania Law to immediately initiate proceedings to withdraw a student in the event that said student, without a legitimate excuse, fails to participate in 10 consecutive school days (the equivalent of 55 Continuous Educational Learning Hours of curriculum-based educational learning) during any academic year.

REQUIRED ANNUAL NOTICES

Student Records

It is the intent of this Annual Notice and policy to inform parent/guardian(s) and eligible children (i.e. students 18 and older) of their rights relevant to their privacy rights in the collection, maintenance, release and destruction of these records as required by the *Family Educational Rights and Privacy Act (FERPA)*, 20 U.S.C. '1232g. 34 C.F.R. part 99.

Annual notice of this policy is provided on the PDLCS website, in Student and Family Handbooks, and is available at the school.

The different categories of information maintained by PDLCS are as follows; educational and health records, personally identifiable information and directory information. Information known as directory information can be released without consent. Parents may opt out of this by requesting in writing to the school principal that some or all directory information not be released. In addition, photographs, audio, videos may be used in publications, websites, or social media highlighting various school activities or coverage of school events. If you do not wish your child to be photographed or videotaped for these purposes, you must inform PDLCS principal in writing.

Educational Records include records directly related to a student that are maintained by Pennsylvania Distance Learning Charter School (PDLCS). The educational records of PDLCS students may include all of the following (this list is not intended to be exhaustive): grades, standardized test results, student evaluation reports, samples of student work, records transferred from sending schools, discipline records, medical records and any other records created and maintained by the school district directly related to the student. Educational records do not include communications with legal counsel that are attorney client privileged. Educational records do not include records maintained solely by the creator for their personal use, not shared with others. The contents of a student's educational file shall be determined by the District unless a specific parental request is made or a complaint is made consistent with this Notice

PDLCS shall permit the parent/guardian(s) of a student or an eligible special education student, who is or has been in attendance in the school, to inspect and review the education records of the student upon written request. The school will comply with a written request to review records within a reasonable period of time (never to exceed 45 calendar days from the date of written request) after the request has been made. When there are special cases and where necessary, a parental request to review records will be granted and arranged as soon as possible. Visits to review a student's records shall be arranged and facilitated by a Principal or designee, or any party selected by the school, for the purposes of security and assistance in explaining or interpreting the data. The right to inspect and review education records includes:

- 1. The right to a response from PDLCS to reasonable requests, made in writing, for explanation and interpretations of the record; and
- 2. The right to obtain copies of records from PDLCS where failure of PDLCS to provide the copies would effectively prevent a parent or eligible student from exercising the right to inspect and review the educational records (e.g. where the parent lives too far to come review the records personally). A reasonable fee of \$0.25 will be charged per page for duplicate copies of documents already provided to parents/guardians.

In accordance with FERPA, PDLCS will not produce or compile documentation that does not already exist.

It is presumed by the school that both natural parent/guardian(s) of a student has authority to inspect and review the educational records of the student at the school in the conference room by appointment unless there is evidence that there is a legally binding instrument, or a State law or court order governing such matters as divorce, separation or custody, which provides to the contrary. A school designee will sit with the parent when the parent reviews the records in a private conference area of the main office.

Under federal law, parental consent is not required for the release of Directory Information, which is information contained in an education record of a student that would not generally be considered harmful or an invasion of privacy if disclosed.

PDLCS designates the following as **Directory Information:** information contained in an education record of a student that would not generally be considered harmful or an invasion of privacy if disclosed.

- (a) Directory Information typically includes, but is not limited to, the student's name; address; telephone listing; date and place of birthdates of attendance; participation in officially recognized activities and sports.
- (b) Directory Information does not include a student's:
 - (1) Social security number; or
 - (2) Student identification (ID) number, except as provided in paragraph (c) of this section.
- (c) Directory Information includes a student ID number, user ID, or other unique personal identifier used by the student for purposes of accessing or communicating in electronic systems, but only if the identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity, such as a personal identification number (PIN), password, or other factor known or possessed only by the authorized user.

A written record of this information, or electronic copy of the same, including grade level completed and year completed, may be maintained at least 100 years after a student attains age 21. A parent/guardian or eligible student may notify the school in writing of their refusal to allow the school to release directory information without prior consent. Such written refusal for consent must be sent to the Right to Know Officer, 2100 Corporate Drive, Suite 500; Wexford, PA 15090 1.888.997.3352.

The school is required to release student directory information (access to names, addresses, and phone numbers of high school juniors and seniors) to **military recruiters and college admissions officers**. The law requires high schools to release information to colleges or other higher learning institutions upon request. Any parent/guardian or student who has reached age eighteen may notify the School **in writing of their refusal** for this information to be released. Letters seeking the withholding of information to military recruiters should be sent to: The Right to Know Officer, 2100 Corporate Drive, Suite 500; Wexford, PA 15090 1.888.997.3352.

Per federal guidance, **student medical records**, maintained by the nurses' office, are considered educational records and will be shared with staff who the school determines has a legitimate educational interest in the information and a need to know medical information to protect the safety and health of the student. **Once provided to the School, specific parental consent will not be sought to share information on a need to know basis. Parental requests to maintain the confidentiality of specific medical information must be made in writing to the nurse's office.** Requests for complete confidentiality of medical information will be granted at the discretion of the nurse. These requests will be granted unless dangerous to the student.

If an agency reports a crime committed by a student with a disability, the school will ensure that copies of the special education records and disciplinary records of the student will be transmitted properly and only to the extent possible that the transmission is permitted by the Family Educational Rights and Privacy Act.

The school can communicate about sex offenders from agency to agency.

The school shall obtain the written consent of the parent(s)/guardian(s) of a student age eighteen before disclosing Personally Identifiable Information, other than directory information, from the education records of a student to a third party. Consent is not required where the disclosure is to the parent/guardian(s) of a student who is not an eligible student or the student himself or herself.

Personally Identifiable Information for Educational Records

The term includes, but is not limited to:

- (a) The student's name;
- (b) The name of the student's parent or other family members;
- (c) The address of the student or student's family;
- (d) A personal identifier, such as the student's social security number, student number, or biometric record;
- (e) Other indirect identifiers, such as the student's date of birth, place of birth, and mother's maiden name;
- (f) Other information that, alone or in combination, is linked or linkable to a specific student that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty; or
- (g) Information requested by a person who the educational agency or institution reasonably believes knows the identity of the student to whom the education record relates.

Uses of Personally Identifiable Information

The school may disclose Personally Identifiable Information from the education records of a student without written consent of the parent/guardian(s) or the student or the eligible student in several situations. (See 34 C.F.R. § 99) Some important examples of when no consent to release information include (list not exhaustive):

- 1. To other school officials, including teachers, guidance counselors, nurses, and Intermediate Unit personnel within the School who have been determined by the School to have legitimate educational interests or are providing instruction or services to students. The School has determined that all school employees involved in the direct supervision of a student (academic or non-academic) (including support staff) have a legitimate education interest in academic and health related student information if the information is necessary to ensure appropriate fulfillment of their professional duties and to ensure the health and safety of the student.
- 2. To officials of another school or school system or post-secondary schools in which the student seeks or intends to enroll, subject to the requirements set forth in 99.34. Parents may request a copy of the record sent.
- 3. To appropriate parties in a health or safety emergency, subject to the conditions set in 34 C.F.R. § 99.36, if knowledge of the information is necessary to protect the health or safety of the student or other individuals.
- 4. Information designated by the School as Directory Information.
- 5. Generally, schools must have written permission from the parent/guardian or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):
- Specified officials for audit and evaluation purposes
- Appropriate parties in connection with financial aid to a student
- Organizations conducting studies for or on behalf of the school
- Accrediting organizations
- To comply with a judicial order or lawfully issued subpoena
- State and local authorities, within the juvenile justice system, pursuant to specific state law
- Contracted, consultant, volunteer, or other party to whom an agency or institution has outsourced institutional services or functions may be considered a school official under this paragraph--
 - (1) Performs an institutional service or function for which the agency or institution would otherwise use employees;
 - (2) Is under the direct control of the agency or institution with respect to the use and maintenance of education records; and
 - (3) Is subject to the requirements of 34 C.F.R. §99.33 (a) governing the use and redisclosure of personally identifiable information from education records.
 - (ii) An educational agency or institution must use reasonable methods to ensure that school officials obtain access to only those education records in which they have legitimate educational interests. An educational agency or institution that does not use physical or technological access controls must ensure that its administrative policy for controlling access to education records is effective and that it remains in compliance with the legitimate educational interest requirement.

When providing records to authorized third parties, the school will make a reasonable attempt to notify the parent/guardian(s) of the student or the eligible student of the transfer of the records at the last known address of the parent(s)/guardian(s) or eligible student. Per state law, the school will not provide any notice of transfer of records of a student to a school in which a student seeks or intends to enroll.

The school maintains student records in locked filing cabinets within the confines of PDLCS. This storage space contains special education student records, student health records, 504 Student Service Plan records, etc. Current original special education records with psychological records are maintained in the Special Education Department. All school records of students (K-12) who were evaluated by the school psychologist(s) and found not to be non-exceptional are kept and are secured in the school(s)'offices. All records are kept in a secure location and access to files is limited.

PLEASE NOTE: PDLCS BOARD POLICY PROVIDES RESIDENT STUDENTS AND THEIR PARENTS WITH NOTICE THAT THE SCHOOL MAY DESTROY RECORDS UNDER THE FOLLOWING CIRCUMSTANCES AND TIMELINES:

- a. Records that include a student's name, address, grades, attendance records, classes attended, grade level completed and year completed may be destroyed once 100 years have passed since the student's 21st birthday.
- b. Special Education records, Section 504 records, Response to Intervention (RTI) records, and health records may be destroyed once 7 years have passed from the date a student has graduated or reached graduation age (if exiting the school before graduation) as long as there is no outstanding request to inspect and review the records and the records are no longer deemed useful to the school.
- c. Notice of destruction of these records is provided annually via this publication. Educational records of a student are no longer needed by PDLCS to provide educational services at the end of one year following a student's graduation from PDLCS. A parent/guardian may submit a written request for the destruction of all education records at that time.
- d. Destruction will proceed where parents or eligible students have not requested copies by July 1 of the year the records may be destroyed as per paragraphs *a* and *b* above. Parents or students over eighteen have the right to request a copy of their record before destruction.

Parents are reminded that copies of the records might be needed for the acquisition of Social Security benefits or for other purposes.

Amendment of Education Records

A parent/guardian or eligible student has the right to request amendment of a student's educational file if it is believed that any information is inaccurate, or in violation of a student's rights. The educational agency shall decide within a reasonable time whether to amend the record. If PDLCS decides not to amend the educational record it shall notify the parent/student of the right to and arrange an informal hearing. The hearing will be conducted by an official of the school without an interest in the outcome, who will be either the Right to Know Officer or their designee. The parent may present relevant evidence. The school will issue a written decision based on the hearing. Informal inquiries may be sent to: ferpa@ed.gov or ppra@ed.gov. The website address is: www.ed.gov/policy/gen/guide/fpcd

Complaints regarding violation of rights accorded parent(s)/guardian(s) and eligible students with respect to student records are to be submitted to the a PDLCS Principal, 2100 Corporate Drive, Suite 500; Wexford, PA 15090 1.888.997.3352. All complaints will be investigated and responded to in writing within a reasonable period of time. If complaints cannot be satisfactorily resolved by the school, complaints can be filed with the following

Family Policy Compliance Office U.S. Department of Education 400 Maryland Avenue, SW Washington, D.C. 20202-4605

Questions regarding the above information or requests for a copy of the records policy may be referred to The Right to Know Officer, 2100 Corporate Drive, Suite 500; Wexford, PA 15090 1.888.997.3352.

Screening and Evaluation

The PDLCS employs the following procedures for locating, identifying and evaluating the needs of school age students who may require special education programs and/or services. These procedures, as required by state regulation, are as follows:

As prescribed by Section 1402 of the Pennsylvania school code, PDLCS helps families make provisions for health screenings for kindergarten (K) through 12th grade students and new students without history of recent exams: Vision (Gr. K-12); Hearing (Gr. K, 3, 7 and 11 and any student with a known history of hearing loss); Mandated Physical Exams (Gr. K, 6, and 11); Dental Screenings (Gr. K, 1, 3, and 7); Scoliosis Screening (Gr. 6, 7) and Body Mass Index (BMI) screening (Gr. K-12).

Speech and language skills are screened in kindergarten and on a referral basis by speech clinicians.

Gross-motor and fine-motor skills, academic and social-emotional skills are assessed by the teachers and support staff. Screening activities include: review of group-based data such as cumulative enrollment and health records, report cards and

academic skills scores. Identified needs from these screening sources, as well as information obtained from parents and outside agencies, is assessed, noted within the student's record and discussed with parents.

PDLCS has intervention/prevention teams in place to support students as a pre-referral system. A **Student Academic Team** has been established as part of the pre-referral intervention process. The team consists of principal, guidance counselor, regular education teachers, reading specialists, school psychologist when needed and special education staff when needed. Parents are also part of this process and are contacted and strongly encouraged to participate in all phases of the Student Academic Team process. The Student Academic Team assists teachers and parents with supporting students who are experiencing academic, behavioral, medical, emotional and social skills difficulties.

The Response to Instruction and Intervention (RTII) model is utilized as part of the pre-referral intervention process. The MTSS-RTII team coordinates and oversees the MTSS-RTII pre-referral process. The team coordinates all meetings between parents and staff and identifies researched evidenced-based strategies that can be implemented in the regular education classroom setting for students who are at-risk. The MTSS-RTII team will develop appropriate academic goals that the students need to achieve in order to succeed academically in the regular classroom setting. The MTSS-RTII teacher also monitors the effectiveness of the instructional strategies that are utilized in the regular classroom environment. The teacher also works with students on study skills, organizational skills, preparedness, and will, on occasion, provide individual or small group focused tutoring sessions.

The **Student Assistance Program (SAP)** is an additional support used by the school to identify at-risk students. SAP teams are currently in place at the middle and high school levels. SAP is a cooperative effort with parents, utilizing the support staff, students, and community services. It is a proactive prevention/intervention program that attempts to provide intervention before school performance is seriously compromised. The SAP Core Team of individuals are trained in the SAP Model and focus on screening/intervention for student who may be experiencing drug and alcohol, depression, and/or family issues, and will make referrals to appropriate agencies or treatment facilities, aftercare for those returning from treatment, and crisis intervention as needed. If appropriate, a referral process is initiated at each building level through the Student Academic Team, Response to Intervention Team, and Student Assistance Teams, guidance departments, principal or the Department of Special Education. Assessment data is used by the team to meet the student's specific needs by recommending modifications or adaptations to the regular education program, creating interventions to address the problem and monitoring the student's response to intervention, or to document the need for further evaluation.

If it is determined that a student is in need of further evaluation, the student is referred for a multidisciplinary team (MDT) evaluation, which requires parent permission and includes parent input. Next, a "Permission-to-Evaluate Consent Form" is issued to the parent to sign giving the school district permission to conduct the evaluation. The school has 60 calendar days to complete the evaluation. After the evaluation is completed, an evaluation report is prepared which includes specific recommendations for the types of intervention necessary to meet the needs of the student and to determine the child's eligibility for special education services based upon a disability.

When the evaluation report is completed, parents are invited, if necessary, to a multidisciplinary team meeting to review findings and plan for the student's needs. After the MDT evaluation is completed, parents are given a Notice of Recommended Educational Placement/Prior Written Notice (NOREP), which they sign to indicate their agreement or disagreement with the recommendation.

Parents of students who suspect that their child has a disability and is in need of special education may request a Response to Intervention meeting or multidisciplinary team evaluation of their child through a written request to a PDLCS Principal.

You may find information regarding the appropriate developmental milestone descriptors for infants and toddlers at the Center for Disease Control (CDC) website: http://www.cdc.gov/ncbddd/actearly/milestones/index.html For additional information regarding the signs of developmental delays, please contact PDLCS, Director of Special Education, 2100 Corporate Drive, Suite 500; Wexford, PA 15090 1.888.997.3352 x105

Services for School Age Students with Disabilities

PDLCS provides a free, appropriate public education to students with disabilities according to state and federal rules. To be eligible, the child must:

- Be of school age.
- Have a disability *and* be in need of specially designed instruction.
- Meet eligibility criteria for one or more of the following physical or intellectual disabilities as set forth in the Pennsylvania State Standards: autism, deaf-blindness, blindness, visual impairment, emotional disturbance, specific learning disability,

other health impairment, traumatic brain injury, and speech/language impairment, orthopedic impairment, hearing impairment, deafness, multiple disabilities or intellectual disabilities. Services designed to meet the needs of eligible disabled students include:

- o The annual development of an individualized education program (IEP).
- A triennial multidisciplinary re-evaluation for students with disabilities (except for those students with intellectual disabilities where evaluation remains biennial).
- A range of supports for students from itinerant level to supplemental level to full time level special education support within the school district or placement in a full-time special education disabilities class outside of the regular school.

The extent of special education services for disabled students and the location for the delivery of such services are determined by the parents and the district staff at the IEP team meeting and are based on the student's identified needs and abilities, chronological age and the level of intensity of the specified intervention. PDLCS also provides related services such as speech therapy, physical therapy, occupational therapy and assistive technology if they are required to enable the student with disabilities to derive educational benefits.

Prior to initiation of services, parents of a student with disabilities are presented a "Notice of Recommended Educational Placement/Prior Written Notice" (NOREP) with which they agree or disagree. If parents agree to the program outlined by the multidisciplinary team, the parent signs either the NOREP or NORA, and the program is implemented for the student. If parents disagree with the program being recommended, they have the right to request IEP facilitation, mediation and/or a due process hearing. Parents are issued "Procedural Safeguards" which outlines in detail their legal rights as a parent of a child identified as having a disability. If a child proves to have a disability or handicapping condition under PA Chapter 15 and the American Disabilities Act and it is determined the child is entitled to services and accommodations that are necessary to enable them access and safety when participating in programs and activities of the school, then a 504 Student Services Plan is outlined between the parent, district LEA and district staff. Parents are also given "Procedural Safeguards" for Chapter 15 504 Student Services Plans which outlines their rights as a parent of a student who has a disability and requires accommodations.

Detailed information regarding Chapter 14 Special Education, Chapter 711 Charter School and Cyber Charter School Programs for Children with Disabilities, and Chapter 15 504 Service Plan/Agreement procedures and services may be obtained by contacting a PDLCS Principal, 2100 Corporate Drive, Suite 500; Wexford, PA 15090 1.888.997.3352.

Services for Students in Nonpublic Schools

Public school education may be accessible to resident students attending nonpublic schools on a dual enrollment basis in a special education program operated in a public school. A multidisciplinary evaluation which determines the child's eligibility for services must be conducted and, if eligible, an individualized education program plan (IEP) is developed. Parents of nonpublic school students who suspect that their child is disabled and in need of special education may request a multidisciplinary evaluation of their child through a written request to a PDLCS Principal or Director of Special Education.

Services for Protected Handicapped Students

The school will provide to each protected handicapped student without discrimination or cost to the student or family those related aids, services or accommodations which are needed to provide equal opportunity to participate in and obtain the benefits of school programs and extracurricular activities to the extent appropriate to the student's abilities. To qualify as a protected handicapped student, the child must be of school age with a physical or mental handicap which substantially limits or prohibits participation in or access to an aspect of the school program.

Services for protected handicapped students are distinct from those applicable to disabled students enrolled in special education programs. Protected handicapped students fall under Pennsylvania's Chapter 15, sometimes known by its federal name, Section 504 (of the 1973 Rehabilitation Act). In contrast, students with disabilities who qualify for special education services are covered by regulations contained in Pennsylvania's Chapter 14. While both Chapter 14 and 15 provide services to students, there are technical differences between the two. Additional information about evaluation procedures and provision of services to protected handicapped students is available by contacting a School Administrator.

Services for Preschool Age Children

Act 212, the Early Intervention Systems Act, entitles all preschool age children with disabilities to appropriate intervention services. Young children experiencing developmental delay or physical or intellectual disabilities are eligible for early intervention services if it is determined that they meet eligibility requirements.

The **Pennsylvania Department of Public Welfare** is responsible for providing services to infants and toddlers, defined as children from birth to three year of age. Contact the Early Learning Institute, 2510 Baldwick Road, Pittsburgh, PA, 15205-4104, 412-922-8322.

The Pennsylvania Department of Education is responsible for providing services to preschool age children from ages three through five. Contact the **Allegheny Intermediate Unit, Project DART**, 425 East Waterfront Drive, Homestead, PA 15120, 412-394-5941.

Confidentiality of Student Records

The privacy rights of parents and students are mandated by federal legislation known as the Family Educational Rights and Privacy Act of 1974 (FERPA - C.F.R. Part 99), most recently amended in November 1996, state regulations (Chapter 14-Special Education Services and Programs, Chapter 12-Student Rights and Responsibilities) and district policy.

Highly Qualified Teachers

All Pennsylvania public school teachers with primary responsibility for direct instruction in one or more of ESSA's core content areas are required to demonstrate that they satisfy the State's certification and licensure requirements. This requirement includes:

- Elementary level (grades K-6) teachers who teach all subjects to a particular grade;
- Middle- and secondary-level (grades 7-12) core content area teachers;
- Special education teachers who provide direct instruction in one or more core content areas;
- English as language (EL) teachers who provide direct instruction in one or more core content areas

Pennsylvania's Definition of Highly Qualified Teacher

PDLCS staff meets the Every Student Succeeds Act (ESSA) for highly qualified teachers. A highly qualified teacher, according to the United States Department of Education, is fully certified, has a bachelor's degree, a content area major and has passed a content area test. In addition, fully certified teachers in Pennsylvania have completed pedagogical course work in education, including student teaching. We take pride in the tremendous skill and dedication of our faculty and staff.

Please note that, as parents, you have a right to request and receive timely information regarding the professional qualifications of your child's classroom teacher. If you have any questions about our Title I Program or about your child's teacher, please feel free to contact a PDLCS Principal, 2100 Corporate Drive, Suite 500; Wexford, PA 15090; 888.997.3352.

Parents' Right to Know

As stipulated in ESSA, parents/guardians may request information regarding the professional qualifications of their child's classroom teacher(s). Specifically, individuals have the right to ask for the following information:

- Whether the student's teacher has met state qualifying and licensing criteria for the grade level or subject he/she is teaching;
- Whether the teacher is teaching under emergency or other provisional status;
- The teacher's college major, the baccalaureate degree, and/or any advanced degrees earned by the teacher;
- Whether the child is provided services by paraprofessionals and, if so, their qualifications.

To obtain this information, please submit your request in writing to a PDLCS Administrator who oversees teacher/paraeducator certifications/qualifications. Each request should include the child's name, and his/her teachers' names. Please be certain to include your name, address and a telephone number at which you can be contacted during the day.

Pennsylvania Distance Learning Charter School Attn: PDLCS Principal 2100 Corporate Drive Wexford, PA 15090 888.997.3352

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Surrogate Parents for Students with Special Needs

Surrogate Parent Program

Federal law establishes the right of a free and appropriate public education for all children with disabilities. To ensure that this right is realized for all such children, procedures are written into the laws to ensure that children with disabilities who are wards of the state, or whose parents are unknown, unavailable, or have had their parental rights legally terminated, have appropriate representation when educational programming decisions are made. This is provided through the recruitment, training and assignment of volunteer surrogate parents who represent the child during the educational process. In Pennsylvania, Intermediate Units have been given the responsibility of recruiting, training and assigning parents to children meeting the qualifications listed. PDLCS works with the Allegheny Intermediate Unit #3 in providing this service.

Identification of Children Eligible for Surrogate Parents

Special needs preschool and school-aged children receiving a free and appropriate education in a public school or an approved private school, who meet one of the following criteria, are eligible for the assignment of a qualified surrogate parent:

- 1. No IDEA parent can be identified;
- 2. The local educational agency, after reasonable efforts, cannot located a parent;
- 3. The child is a ward of the State as defined by State law (Pennsylvania does not have a state law definition of ward of the State so this provision does not apply in Pennsylvania); or
- 4. The child is an unaccompanied homeless youth as defined in the McKinney-Vento Homeless Assistance Act (i.e., a youth who lack a fixed nighttime residence and are not in the care of a parent or guardian).

To be identified as being in need of a surrogate parent, the preschooler or school-aged child must have special needs, or be thought to have special needs, and be in need of special education services at PDLCS.

Qualification for Surrogate Parents

Surrogate parents must meet the following qualifications:

- Be a person of good character,
- Be at least 18 years of age,
- Possess reasonable abilities to make decisions regarding a child's educational needs,
- Be willing to acquaint themselves with the child's educational needs and with the special education system in the Commonwealth of Pennsylvania,
- Have no vested interest that would conflict with the primary allegiance to the child they are representing. The surrogate
 parent should not be an employee of the agency responsible for the care of the child,
- Foster parents may be considered if they meet all other qualifications,
- Have Act 33 and Act 34 clearances from the Commonwealth of Pennsylvania,
- Be willing to complete a training program conducted by the Allegheny Intermediate Unit.

Responsibilities of the Surrogate Parent

The surrogate parent is expected to act in place of a parent for the student concerning his or her educational program. This involves:

- Attending a planning conference to develop an individualized educational program
- Being familiar with appropriate procedures for due process and confidentiality of school records
- Receiving and responding to requests and notices concerning the evaluation and/or educational placement of the assigned student
- Making self familiar with the unique educational needs of the assigned student

The surrogate parent takes on certain quasi-legal responsibilities in order to serve the best interests of the child. The primary function is to represent the student in those circumstances in which decisions need to be made concerning the student's educational program or placement. It is necessary for the surrogate parent to receive considerable training to familiarize him or herself with all aspects of the

surrogate parent role. The demands of the role may be extensive and require the volunteer to make a significant commitment of time and learning in order to serve the best interest of the child.

If you are interested in being a surrogate parent for a child/youth with disabilities, please contact the Director of Special Education or Principal, at 2100 Corporate Drive, Suite 500; Wexford, PA 15090 1.888.997.3352.

English as a Second Language Services (EL)

In accordance with federal law and state regulations, the PDLCS must identify all students who have "limited English proficiency" (LEP). These students typically have a primary language other than English that is used in their homes. Students identified with a limited English proficiency are eligible for ESL instructional services to help them attain proficient skills in their use of the written and spoken English language.

All students must have a Home Language Survey completed by their parents prior to admission into the school district. This survey allows the PDLCS to identify possible LEP students. Our EL Coordinator will conduct a family interview as indicated by EL regulations of any student identified as possibly having a limited English proficiency and will facilitate services to students based on their level of need.

Parents or guardians who feel that their child may have a limited English proficiency should the EL Coordinator, 2100 Corporate Drive, Suite 500; Wexford, PA 15090 1.888.997.3352 for more information.

Title I Performance Report

The PDLCS receives Title I funds annually. This funding is used schoolwide to assist students who are below basic or basic in reading and math skills.

Title I Home-School Compact

The Pennsylvania Distance Learning Charter School, the families and the students agree that this compact outlines how the families, the entire school staff, and the students will share the responsibility for improved student academic achievement. This will serve as the means by which the school and families will build and develop a partnership that will help children achieve Pennsylvania's high standards.

School Responsibilities

PA Distance Learning Charter School will:

- Provide high quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet Pennsylvania's Core Standards as follows:
 - All students will participate in the curriculum wich is driven by Pennsylvania Core Standards. Students will be supported in a learning environment that provides multiple levels of instruction, considering a variety of learning skills. Supplemental resources will be provided to the students to enhance their curriculum and extend or reinforce learning.
- Hold parent-teacher conferences periodically over the course of the school year to discuss the individual child's achievement.
 - Parent-Teacher conferences will be held mid-year (February) for students in grades
 K-8 and as needed for students in grades 9-12. All parents may request a conference
 at any time to discuss their individual student.
- Provide parents with frequent reports on their child's progress.
 - All students in grades K-8 will receive quarterly report cards. Students in grades 9-12 will receive quarterly progress reports. Standardized assessment results will also be communicated and reported to parents.
- Provide parents reasonable access to staff.
 - Specifically, staff will be available for consultation with parents Monday Friday between the hours of 7:30 a.m. 3:30 p.m. by phone or email.
- Provide parents opportunities to volunteer and participate in their child's educational program as follows:
 - o Parents may participate in their child's class by having access to the Student Information System (SIS) for communicating with school staff, accessing daily

lessons and recorded live learning sessions and having access to their child's Guidance Counselor course.

Parent/Guardian Responsibilities:

We, as parent(s)/guardian(s), will support our child's learning in the following ways:

- Ensure that my child is ready for school each day.
- Develop a schedule to monitor my student's attendance on a daily basis to ensure they are attending live classes and completing daily lessons and assignments
- Participate in as many meetings, conferences, trainings, etc., as possible to help make decisions related to my child's education
- Promote positive use of my child's extracurricular time
- Communicate with all classroom teachers concerning my child's academic progress
- Read daily with my child or ensure that my child is reading each day.
- Encourage a positive attitude towards school.

Student Responsibilities:

We, as students, will share the responsibility to improve our academic achievement and achieve the state's high standards in the following ways:

- Login to the school each day to complete my lessons in all of my courses.
- Attend live learning sessions on a regular basis.
- Believe that I can and will learn.
- Let my teachers and family know if I need help.
- Participate and try my best in standardized testing.
- Read at least 15-30 minutes every day outside of school time.
- Give my parent/guardian any notice or information received by me from my school.
- Keep a positive attitude towards school at all times.

Please sign on the appropriate line below, acknowledging that you have read and agreed with the above compact. Return this signed form to your teacher as soon as possible.		
School	Date	
Parent/Guardian	Date	
Student	Date	

SIGNATURE PAGE

Pennsylvania Distance Learning Charter School PARENT/STUDENT INFORMATION HANDBOOK

The Parent/Student Handbook is available to all families who are enrolled in PDLCS. Please take the time to review the content with your child/children. We provide you with a copy of the handbook, but it is also available electronically.

The intent and the spirit of the handbook is what will help us create an emotionally and physically safe environment for all our children.

(Please call your child's teacher or Principal if you need any clarification or explanation).

"We have reviewed the PDLCS 2019-20 Parent/Student Handbook received from the school. We have discussed the content with our child/children."

PLEASE SIGN AND RETURN THIS FORM TO THE ENROLLMENT DEPARTMENT.

	M 10 THE ENROLLMENT DEPARTMENT.
Thank you.	
Printed Parent/Guardian Name	Parent/Guardian Signature
Printed Student Name	Student Signature

Book: Policy Manual

Section: Administration

Title: Visitation to School, Classroom or Program Site Policy

Reference: 34 CFR 300.519, 300.30, 300.45

22 PA Code 11.11

Adopted: September 11, 2017

Revised:

PURPOSE: The purpose of this Policy is to establish rules that recognize the need of parents and guardians to be informed in their decision-making about the education of their children without compromising unnecessarily the rights of other children to a stable, safe and disruption-free learning environment.

SCOPE: Parents of students attending PDLCS.

POLICY AUTHORITY: Policy draft is reviewed by the CEO of PDLCS; then (1) sent to the Board of Trustees, and (2) presented at the next formal, public Board Meeting for review, public comments and approval.

DETAILED POLICY STATEMENT: The Board of Trustees ("Board") of PDLCS encourages parents and guardians to make informed decisions about the programs and services recommended for, or to which the Charter School has assigned, their children. It also encourages parents and guardians who may potentially enroll their children in the Charter School to make informed decisions as well. Informed decision-making can involve visiting a recommended or assigned classroom or program site. The Charter School also encourages parents to become involved in the ongoing education and development of their children and recognizes that occasional classroom or program site visits can promote effective parental involvement. The interest that parents and guardians often have in visiting classrooms and program sites must; however, be weighed against the disruption and distraction that often accompanies such visitations. Many children require a high level of consistency and predictability and low levels of visual and auditory distraction to learn and develop.

CLASSROOMS AND PROGRAM SITES THAT ARE SUBJECT TO VISITATION: A parent or guardian, or a person with appropriate professional expertise designated by a parent or guardian, may visit a virtual classroom when (1) the Charter School has specifically recommended the classroom or program for the child; (b) the Charter School has assigned the child to that classroom or program; (c) the child is currently placed in that classroom or program. The provisions of this policy shall apply to all programs

and activities including those located in off-site locations, or before or after school hours, if at a school-sponsored event or activity.

SCHEDULING ADVANCE NOTICE: Parents or guardians must arrange visitations at least five (5) school days in advance with the Chief Executive Officer ("CEO") of the Charter School, or other Administrator of the school in which the classroom or program or in the case of a special education program or service, with the responsible Administrator for Special Education. The parent or guardian must state the reason for the visitation. Nothing in these guidelines shall require the Charter School to schedule a visitation within five (5) days of receipt of a request unless it is required to do so by law, regulation, or order, or by agreement of the Charter School and parents/guardians, concerning an emergency or urgent circumstance.

SCHEDULING TIME: The following shall apply to the timing of visitations, other than visitations that are by teacher invitation as part of a planned parent activity:

- Visits shall not exceed one (1) hour of silent observation areas while the teacher or professional is conducting a live learning session.
- The total number of visits per parent/guardian or designee of a parent/guardian to any one teacher during a live class session shall not exceed two (2) for any one child during any twelve month period. Parental participation in classroom activities or programs such as facilitating a live classroom, back-to-back events, and chaperones for field trips shall not constitute a classroom visit for purposes of this policy.
- Timing of visits shall be determined by the Charter School, in its sole discretion, depending on such factors as the type and intensity of planned instruction or activities, the susceptibility of individual students to the disruption known or likely to be caused by the visit, the stated purpose of the visit, the number of adults the visit will place in the room at the same time and the total amount of traffic in the classroom or program at or near the time of the visit.

CONDITIONS OF VISITATIONS: The following conditions shall be observed for all visits to the physical PDLCS office:

- Visitors shall consist of not more than two (2) parents, legal guardians, grandparents or surrogate parents or one (1) appropriately qualified professional designated by the parents/guardians, at any time, to visit a teacher while he or she is conducting an online class.
- Parents or guardians must identify in writing the name, address, telephone number and
 professional credentials of, and must sign a release permitting the disclosure of personally
 identifiable information to, any appropriately qualified professional that they have designated
 to visit the office. Such professional must provide all mandated State and Federal child abuse
 and criminal clearances prior to the date of the visit to the Charter School.
- A Charter School staff member shall accompany the visitor at all times that the visitor is in the Charter School facility.
- Visitors shall refrain from conversation and from interaction with children or staff during the period of instruction or program observation.

- The CEO or the staff member responsible for the classroom or program may, in his or her sole
 discretion, terminate a visit at any time if, in the judgement of the CEO or staff member, the visit
 is significantly disrupting children, staff or the learning process or becomes a threat to the
 health, safety, or welfare of children or staff. Failure to leave when asked or repeated,
 documented disruptions may result in loss of further classroom or program visitation privileges.
- During the visit, all visitors shall remain in such locations within the office or program site as are designated by the CEO or the staff member responsible for the online learning session. At the conclusion of the appointment, the parent/guardian or designated professional must report to the Charter School office to sign out in the visitor's log.
- Questions or concerns about a visit or about anything observed during a visit must be addressed
 to the CEO or, by appointment, to the staff member responsible for the classroom or program,
 before or after the visit and outside the presence of children or working staff members.
- Charter School staff shall not share with any visitor personally identifiable information concerning any students other than the student who is the subject of the observation.
- The photographic reproduction, filming or videotaping or electronic recording of an online session of school programs, students, or physical facilities by any visitor and/or any non-Charter School employee is prohibited unless prior permission is obtained in writing from the CEO.
- In response to extraordinary circumstances, or to comply with the requirements of law, regulation or order, the Charter School may waive any time line or condition established in these guidelines. No waiver given in accordance with this section shall be deemed to establish a revision or modification, or to establish a policy, practice or custom contrary to the terms and conditions, of these guidelines.

PROHIBITION OF VISITATION: Persons who arrive at the School without an established appointment will not be permitted beyond the School's designated main office until the appropriate person is notified. Failure to comply with the procedures outlines above, as incorporated into a procedure to be included in the Parent/Student Handbook, shall result in more limited access to the Charter School as determined in that procedure.

The CEO has the authority, in accordance with the Charter School rules and Federal and State law and regulations, to exclude any visitor who is considered to be disruptive or will cause disruption to the educational program, disturbing to students or staff, or intent on committing an illegal act. Whenever possible, the CEO shall specifically indicate the circumstances under which a parent may return. The CEO will implement this policy and control access to school building(s), classrooms, and school-sponsored events/programs through written procedures distributed annually to Charter School families through the Parent/Student Handbook or via other designated means of delivery.

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

Book: Policy Manual

Section: Administration

Title: Right to Know Policy

Reference: 65 P.S. 66.1 et seq

Adopted: June 30, 2009

Revised: February 20, 2014, May 6, 2016

PURPOSE: The purpose of this policy is to ensure compliance by PDLCS with the requirements of the Pennsylvania Right-to-Know Act, 65 P.S. 66.1 et seq, as amended, which allows Requestors to inspect and obtain copies of Public Records.

SCOPE: This policy applies to staff of PDLCS and any entity seeking access to a public record.

POLICY AUTHORITY: Policy draft is reviewed by the CEO of PDLCS; then (1) sent to the Board of Trustees, and (2) presented at the next formal, public Board Meeting for review, public comments and approval.

DEFINITIONS:

BUSINESS DAY: shall mean a calendar day in which the PDLCS administrative office is open for business and does not include any school day where the administrative offices are closed due to inclement weather, holidays, planned closures and emergencies.

FINANCIAL RECORD: shall mean any account, voucher, or contract dealing with the receipt or disbursement of funds or acquisition, use or disposal of services, supplies, materials, equipment or property; or the salary or other payments or expenses paid to an officer or employee of PDLCS, including the individual's name and title; and a financial audit report excluding the audit's underlying work papers.

PUBLIC RECORD: shall mean a record, including a financial record of PDLCS that:

- Is not exempt from disclosure under Pennsylvania's Right-to-Know Act.
- Is not exempt from being disclosed under any other federal or state law, regulation, judicial order or decree; and
- Is not protected by a privilege.

RECORD: shall mean information, regardless of physical form or a characteristic, that documents a transaction or activity of the school and that is created, received, or retained pursuant to law or in connection with a transaction, business or activity of the school. The term "record" includes a

document, paper, letter, map, book, tape, photograph, email, film or sound recording, information stored or maintained electronically and a data-processed or image-processed document.

REQUESTOR: shall mean any person who is a resident of the United States and requests access to a record pursuant to the Right-to-Know Act.

RESPONSE: shall mean access to a record or written notice from the district granting, denying or partially granting and partially denying access to a record.

DETAILED POLICY STATEMENT: PDLCS Board of Trustees appoints an Open Records Officer. The Open Records Officer shall be responsible for the following duties in order to implement the requirements of this Policy:

- Receive all written requests for access to records submitted to the school.
- Direct requests to other appropriate persons within the school or the school's program contractor for a response.
- Track the school's progress in responding to requests for access to records.
- Issue interim and final responses to submitted requests.
- Maintain a log of all record requests and the school's responses.
- Ensure appropriate PDLCS staff is trained to perform assigned job functions relative to requests for access to records.

After receiving the written request for access to a public record, the Open Records Officer shall take the following steps in order to track the ongoing status of and final disposition of the school's response:

- Note the date that the written request was received by PDLCS.
- Compute the day on which the five business day period for the school's response will elapse and make a notation of that date on the written request.
- Maintain an electronic or paper copy of the written request, including all documents submitted with the request at least until the request has been fulfilled.
- If the written request is denied, in full or in part, maintain the written request for at least thirty days or, if an appeal is filed to challenge the denial, until a final determination is issued regarding the appeal.

PDLCS shall post the following information on its official website to implement this policy and comply with the Right-to-Know Act:

- Contact information for the PDLCS Open Records Officer;
- Contact information for the State Office of Open Records;
- A copy of the school's form which may be used to file a request;
- A copy of this policy, its administrative regulations and the school's request form;

REQUESTS FOR ACCESS TO PUBLIC RECORDS: Any person seeking access to or duplication of a public record must submit a written request addressed to the Open Records Officer. All PDLCS employees are

directed to forward written requests for access to public records to the Open Records Officer, if they are inadvertently directed to them.

A requestor must complete the Right-to-Know Request Form created by either the school or the State Office of Open Records which submitting a written request. Copies of the school's form may be obtained at www.padistance.org. The written request must identify or describe the public record sought with sufficient specificity to allow the Open Records Officer to determine which record is being requested, and the name and address to which the school should send its response.

PDLCS may, in its sole discretion, honor verbal requests for public records in cases where access can be allowed immediately. However, a verbal request shall not be considered an official request requiring a school response under this policy.

PDLCS will not respond to verbal requests or any written request that does not identify the requestor.

Any requestor may submit a written request to the Open Records Officer using one of the prescribed Right-to-Know forms in the following manner.

- In Person: At the school's office located at 2100 Corporate Drive, Suite 500, Wexford, PA 15090 on any business day during regular business hours. Regular business hours are 7:30 a.m. to 4:00 p.m. EST
- **By Regular Mail:** Send to the attention of the Open Records Officer at the school office at: 2100 Corporate Drive, Suite 500, Wexford, PA 15090.
- **By Facsimile:** Send to the attention of the Open Records Officer at the following facsimile number (866.977.3527. A written request sent via facsimile will not be considered submitted until a complete and legible copy of the facsimile is received by the Open Records Officer.
- **By Email:** Send to the attention of the Open Records Officer. An email not be considered submitted until a complete accessible copy of that email is received by the Open Records Officer.

The School reserves the right to deny a requestor access to a public record if the requestor has made repeated requests for the same record, the record has already been provided to the requestor, or the request has been denied and the same has been communicated to the requestor in writing, and the repeated requests have placed an unreasonable burden on the school.

SCHOOL RESPONSE TO A WRITTEN REQUEST: The Open Records Officer will respond to a written request within five business days after its receipt. During that period, the Open Records Officer will make a good faith effort to located the requested record, determine if it constitutes a public record, redact any confidential portions to allow for disclosure and prepare an appropriate response. The school response may take any of the following forms:

 A decision that the requested record is a public record and allowing the requestor to inspect and obtain a copy of the public record, in whole or in part. If the requested record is on the school's

- official public website, the response should also explain how to access such information. Alternatively, the requested record may be provided with the response.
- A written denial explaining why the requested document in not a public record thus resulting in the denial of the request, in whole or in part.
- A written notice explaining the request is under review and a final determination can be expected within thirty calendar days from the date of the notice.

A denial of a request shall be in writing and shall set forth the following information:

- The description of the record requested;
- The specific reason for the denial, including a citation of supporting legal authority;
- The name, title, address, telephone number and signature of the Open Records Officer on whose authority the denial is issued;
- The date of the response;
- An explanation of the procedure to appeal the denial.

A written notice explaining a request is under review shall set forth the reasons for the review and advise when a final response can be expected, which date shall be within 30 calendar days from the date of the notice. The school may advise that the request is under review if any of the following applies:

- The requested record requires redaction;
- The request requires the district to retrieve records that are stored in a remote location;
- The school cannot timely respond due to a bona fide and specified staffing limitations;
- A legal review is necessary to determine if the record is a public record;
- The request does not comply with the school's policies regarding access to records;
- The requestor has filed to pay applicable fees;
- The extent of nature of the request precludes a response within the required time period.

The Open Records Officer shall render a final determination regarding a written request within thirty days from the date of written notice explaining a request is under review. If the Open Records Officer does not provide the requestor with a written response within the designated time period, the written request may be deemed denied and the requestor may file an appeal within fifteen business days of the expiration of the designated time period.

The Open Records Officer may consult with the school's solicitor or the Program Contractor's House Counsel to address the School's response to a Right-to-Know Act request.

REDACTING RECORDS TO ALLOW FOR PUBLIC ACCESS: If a requestor seeks access to a record determined to contain both public and confidential information, PDLCS shall grant access to the public information contained in that record and delete the confidential information; if it is possible to redact the confidential information. PDLCS, in its sole discretion, may provide public information contained in a redacted record in a format of its choice, which will allow for timely disclosure of public information while simultaneously protecting against the release of confidential information which is not required to

be disclosed under the Act. If the confidential information is an integral part of the record and cannot be separated, the School shall deny access to the record.

Personal identification numbers, financial information, home, cellular or personal telephone numbers, personal email addresses, spouse and/or dependent information, and Social Security number of individuals are generally not subject to public disclosure, and therefore will normally be redacted from a record otherwise considered a public record.

The Open Records Officer shall consult the school's administrative guidelines under this Policy when deciding what information may be redacted from a public record. If the School redacts information from any record, the redaction will be treated as a partial denial of the record request, and the Open Records Officer will provide the requestor with a written response regarding the partial denial.

DENIAL OF PUBLIC ACCESS TO CERTAIN RECORDS: In certain instances, a record will be exempt from the public disclosure requirements of the Right-to-Know Act. The Open Records Officer shall consult with the School's administrative guidelines under this policy when deciding whether or not a record constitutes a public record that must be available to the public. If the record is denied, the Open Records Officer will provide the requestor with a written response regarding the denial.

ELECTRONIC ACCESS TO PUBLIC RECORDS: The School shall make public records available through publicly accessible electronic means when they exist in that medium. When electronic access is sought for a public record, the school will notify a requestor when a requested record is available through publicly accessible electronic means and advise where the public record may be reviewed or downloaded. If the public record is only maintained electronically and is not publicly available, the school will make a paper copy available for inspection upon request subject to payment of the applicable fee.

The School will permit electronic access to a public record if it is routinely available only by electronic means, or if the requestor requests electronic access and the record exists in electronic form. A public record will not be considered "routinely available only by electronic means: if the School maintains a readily available paper copy of that record for the requestor to review. If a requestor makes a written request to access a public record in electronic form, and the public record exists in that medium, PDLCS will provide access to the record in one of the following manners:

- Provide a computer disk containing the record in electronic form;
- Respond with an email containing an attachment or electronic link to the record; or
- Provide a paper copy of an electronically stored public record, if confidential information must be redacted from that record to permit access to the public information.

INSPECTION OF PUBLIC RECORDS: After determining that the record requested is a public record, the school will allow inspection and duplication. PDLCS will provide access in the medium requested if the record exists in that medium. PDLCS need not create documents, but will provide access to public records in the formats in which they exist. The School shall not charge a fee if a requestor only seeks to inspect a public record, except where conversion from electronic to paper form is required.

The inspection of a public record by a requestor shall take place at the PDLCS administrative offices during regular business hours; unless an alternative location is designated in advance by the school. Except for copies made and delivered to a requestor pursuant to this Policy, no public record shall be removed from the control or supervision of the School. In order to preserve the integrity of its public records and the school facilities, PDLCS will take reasonable steps to ensure that a requestor does not alter, deface or otherwise damage public records or school facilities. Such reasonable steps may include, but are not limited to: the prohibition of eating and drinking when inspecting public records; employee monitoring of a requestor while inspecting public records; and the immediate termination of the inspection of public records if PDLCS reasonably believes the requestor's conduct would result in damage to its public records or school facilities.

A requestor is required to comply with all school rules and procedures to the public when present at school facilities. PDLCS may demand that the requestor immediately leave it school facilities if the requestor engages in conduct which materially disrupts the operations of school facilities or records, or threatens, harasses, or intimidates the PDCLC staff or students.

DUPLICATION AND FEES: A public record will be duplicated for the requestor, if duplication is requested. Generally, a requestor seeking to obtain a duplicate of a public record is required to appear in person to do so. In appropriate cases, the school may decide, at its sole discretion, to mail or otherwise duplicate copies of public records to a requestor. The fees set forth in this policy shall not exceed the maximum charges established by any duly promulgated regulations of the State Office of Open Records. PDLCS reserves the right to revise these fees from time to time to ensure they comply with the maximum charges allowed by law.

PDLCS will charge the following fees when a requestor seeks to obtain a copy and for conversion of an electronic record to paper:

- Printing copy on non-paper record: \$0.10 per page
- Photocopying: &0.25 per page
- Certified copy: \$5.00 flat fee
- Electronic copy of record: Electronic copies will be provided by means of a computer disk. For transfer of an electronic file to a computer disk, the charge is \$1.00 for the disk.
- Redaction: No fee
- Specialized documents: Actual cost
- Mailing copy of record: If a request is made for mailing and the School chooses to mail the copy instead of personal pickup, the requestor will pay the actual cost of shipping or postage.
- Facsimile transmission: Actual cost

The check or money order used to pay for fees hereunder shall by payable to: The Pennsylvania Distance Learning Charter School.

STATUTORY FEES: If a separate statute authorizes the Pennsylvania Distance Learning Charter School to charge a set amount for certain types of record, the School may charge no more than the statutory amount.

INSPECTION OF REDACTED RECORDS: If a requestor wishes to inspect rather than receive a copy of a record, and the record contains both public and non-public information, the School shall redact the non-public information. The School will not charge the requestor for the redaction. However, the School may charge for the copies it must make in order to appropriately redact the confidential material.

The Board of Trustees hereby appoints the following employee as the School's Open Records Officer:

Dr. Darla Posney

2100 Corporate Drive, Suite 500

Wexford, PA 15090

888.997.3352

Rtkofficer@padistance.org

Book: Policy Manual

Section: Administration

Title: Public Participation Policy

Adopted: November 15, 2004

Revised: December 3, 2012

PURPOSE: The purpose of this policy is to detail the procedures regarding public speakers at Board of Trustee meetings.

SCOPE: This policy applies to all individuals wishing to address the Board of Trustees.

POLICY AUTHORITY: Policy draft is reviewed by the CEO of PDLCS; then (1) sent to the Board of Trustees, and (2) presented at the next formal, public Board Meeting for review, public comments and approval.

DETAILED POLICY STATEMENT: Oral communication from persons other than Board members on matters before the Board or of interest to the Board shall be encouraged within reasonable limitations and shall be received at regular Board meetings within and subject to the following procedures:

- A Request to Speak Form shall be available at each Board meeting. The form shall provide for the person's name, address, the organization the person represents and the item(2) on which the person requests to speak. Facsimiles shall be accepted.
- A Request to Speak Form shall be submitted to the Treasurer or any Board Member prior to the
 convening of the Board meeting. The Treasurer shall organize the requests in chronological
 order according to the Board agenda. Items appropriately assigned to new or unfinished
 business shall be brought up at that time.
- Unless otherwise permitted by the Chair and agreed to by the Board, no person shall speak for more than three minutes and, at the prerogative of the Chair, may be limited to one topic per meeting.
- Unless otherwise permitted by the chair and agreed to by the Board, no more than three persons shall be permitted to speak on any single issue.
- Any questions or suggested solutions pertaining to the quality of education in the District or other problems, which have not been resolved shall be welcomed by the Board.
- All persons speaking at any Board or committee meeting shall confine all their remarks to the issue(s) at hand. No person, so speaking, shall make any reference to personalities, shall make derogatory statements concerning any individual or organization or shall act in a disorderly

- manner. Any violation of this paragraph shall subject said person to expulsion from said meeting.
- Any recording equipment must be silent, unobtrusive, self-contained, self-powered and not interfere with the ability of others present to hear, see and participate in the proceedings.

Book: Policy Manual

Section: Administration

Title: Public Records Policy

Adopted: November 15, 2004

Revised: December 6, 2010; December 3, 2012

PURPOSE: The purpose of this policy is to establish copy charges for public records requests and put in place a policy for persons or entities who request records and who do not pay for the copies.

SCOPE: This policy applies to anyone requesting public records.

POLICY AUTHORITY: Policy draft is reviewed by the CEO of PDLCS; then (1) sent to the Board of Trustees, and (2) presented at the next formal, public Board Meeting for review, public comments and approval.

DETAILED POLICY STATEMENT: PDLCS shall respond to all Public Records Requests as required and these Requests will be charged to all persons or entities requesting records in accordance with the Right to Know Policy. Persons or entities requesting records shall pay for them before they are mailed, or pay for the copies of records at the time they are picked up. Records shall not be copied for persons or entities who have outstanding balances for copies of records previously requested from this or another public body.

Book: Policy Manual

Section: Administration

Title: Conflict of Interest Policy

Adopted: November 15, 2004

Revised: December 7, 2015

PURPOSE: The purpose of this policy is to protect Pennsylvania Distance Learning Charter School ("PDLCS") ("the School") interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or trustee of the School. This policy is intended to supplement but not replace any applicable state laws government conflict of interest applicable to nonprofit and public cyber charter schools.

SCOPE: This policy applies to all Trustees and Administrators of PDLCS.

POLICY AUTHORITY: Policy draft is reviewed by the CEO of PDLCS; then (1) sent to the Board of Trustees, and (2) presented at the next formal, public Board Meeting for review, public comments and approval.

DEFINITIONS:

INTERESTED PERSON: Any Director, Principal Officer, or member of a committee with board delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person.

FINANCIAL INTEREST: A person who has a financial interest if the person has, directly or indirectly, through business, investment or family:

- An ownership or investment interest in any entity with which the Corporation has a transaction or arrangement; or
- A compensation arrangement with the Corporation or with any entity or individual with which the Corporation has a transaction, or arrangement, or
- A potential ownership or investment interest in, or compensation with, any entity or individual with which the Corporation is negotiating a transaction or arrangement.

Compensation includes direct and indirect remuneration as well as gifts or favors what are substantial in nature.

A financial interest is not necessarily a conflict of interest. A person who has a financial interest may have conflict of interest only if the appropriate board or committee decides that a conflict of interest exists.

DETAILED POLICY STATEMENT:

DUTY TO DISCLOSE: In connection with any actual or possible conflicts of interest, an interested person must disclose the existence of his or her financial interest and must be given the opportunity to disclose all material facts to the Trustees and Administrators with board delegated powers considering the proposed transaction or arrangements.

DETERMINING WHETHER A CONFLICT OF INTEREST EXISTS: After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he or she shall leave the Board or meeting while the determination of a conflict of interest is discussed and voted upon. The remaining Board members shall thereupon determine, by a vote of seventy-five percent (75%) of the votes entitled to vote, whether the disclosure shows that a conflict of interests exists or can be reasonably construed to exist.

PROCEDURES FOR ADDRESSING THE CONFLICT OF INTEREST: An interested person may make a presentation at a Board meeting, but after such presentation, he or she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement that may result in the conflict of interest.

The Chairperson of the Board shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.

After exercising due diligence, the Board shall determine whether the School can obtain a more advantageous transaction or arrangement with reasonable efforts from a person or entity that would not give rise to a conflict of interest.

If a more advantageous transaction or arrangement is not reasonably attainable under circumstances that would not give rise to a conflict of interest, the Board shall determine by a majority vote of the disinterested Trustees whether the transaction or arrangement is in the School's best interest and for its own benefit and whether the transaction is fair and reasonable to the School and shall make a decision as to whether to enter into the transaction or arrangement in conformity with such determination.

VIOLATIONS OF THE CONFLICT OF INTEREST POLICY: If the Board or Administrator has reasonable cause to believe that a Trustee or Administrator has failed to disclose actual or possible conflicts of interest, it shall inform the trustees of the basis for such belief and afford the Trustee or Administrator an opportunity to explain the alleged failure to disclose.

RECORDS OF PROCEEDINGS: The minutes of the Board and all Administration with Board-delegated powers shall contain:

 The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present and the Board's decision as to whether a conflict of interest in fact exists. • The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement and a record of any votes take in connection therewith.

COMPENSATION: A voting member of the Board of Trustees who receives compensation, directly or indirectly, from the School for services is precluded from voting on matters pertaining to that member's compensation.

A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the School for services is precluded from voting on matters pertaining to that member's compensation.

STATEMENTS OF UNDERSTANDING: Each Trustee, Principal Officer and Administrator with Board-delegated powers shall at the time of election and every anniversary thereof, sign a statement which affirms that such person:

- Has received a copy of the Conflict of Interest Policy,
- Has re ad and understands the Policy,
- Has agreed to comply with the Policy, and
- Understands that the School is a charitable organization and that in order to maintain its federal
 tax exemption, it must engage primarily in activities which accomplish one ore more of its taxexempt purposes.

PERIODIC REVIEWS: To ensure that the School operates in a manner consistent with its charitable purposes and that it does not engage in activities that could jeopardize its status as an organization exempt from federal income tax, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

- Whether compensation arrangements and benefits are reasonable and are the results of arm's length bargaining.
- Whether partners and joint venture arrangements and arrangements with management services
 organizations conform to written policies, are properly recorded, reflect reasonable payments
 for goods and services, further the School's charitable purposes and do not result in inurement
 or impermissible private benefit.
- Whether agreements to provide education and agreements with other employees and third
 parties further the School's charitable purposes and do not result in inurement or impermissible
 private benefit.

Book: Policy Manual

Section: Financials

Title: Fund Balance Policy

Reference: Ethics Standards and Financial Disclosure – 65 P.S. Sec. 1101 et seq

Governmental Accounting Standards Board, Statement No. 54

Adopted: June 24, 2014

Revised:

PURPOSE: The purpose of this policy is to outline the Fund Balance Policy as a result of the implementation of GASB 54 requirements. These apply to financial statements beginning July 1, 2010 – June 30, 2011 fiscal year.

SCOPE: PDLCS's financial goal is to have a sufficient balance in the operating fund with sufficient working capital and a margin of safety to address local and regional emergencies without borrowing. The School shall strive to maintain an unassigned general fund balance of not less than five percent and not great than ten percent of total operating expenditures.

POLICY AUTHORITY: When it is appropriate for fund balance to be assigned, the Board of Trustees delegates authority to the School's Chief Executive Officer in consultation with the Business Manager.

DEFINITIONS:

Fund Balance: shall mean the difference between assets and liabilities in each fund. Fund balance includes such items as money due, but not received by the school including, for example, delayed subsidy payments from the State. GASB Statement 54 classified fund balances based on the relative strength of the constraints that control the purposes for which specific amounts can be spent.

Non-Spendable: amounts that cannot be spent because they are in a non-spendable form (e.g., inventory) or legally or contractually required to be maintained intact (e.g., principal of a permanent fund).

Restricted: amounts limited by external parties, or legislation (e.g., grants or donations).

Committed: amounts limited by Board policy (e.g., future anticipated costs).

Assigned: amounts that are intended for a particular purpose, such as a rate stabilization fund or segregation of an amount intended to be used at some time in the future.

Unassigned: amounts available for consumption or not restricted in any manner.

DETAILED POLICY STATEMENT: Fund balance measures the net financial resources available to finance expenditures of future periods.

PDLCS' Unassigned General Fund Balance will be maintained to provide the School with sufficient working capital and a margin of safety to address local and regional emergencies without borrowing. The Unassigned General Fund Balance may only be appropriated by resolution of the Board of Trustees.

Fund Balance of the School may be committed for a specific source by formal action of the PDLCS Board of Trustees. Amendments or modifications of the committed fund balance must also be approved by formal action of the PDLCS Board of Trustees. The Board resolution(s) must be approved on or before June 30 for the fiscal year to which it applies. The resolution must state the purpose for which the funds are being committed, but does not have to specify the amount. The amount can be determined after the audit is finished but prior to financial statements being finalized.

In circumstances where an expenditure is to be made for a purpose for which amounts are available in multiple fund balance classifications, the order in which resources will be expended is as follows: restricted fund balance, followed by committed fund balance, assigned fund balance, and lastly, unassigned fund balance.

Book: Policy Manual

Section: Financials

Title: Fixed Asset Policy

Adopted: November 15, 2004

Revised: December 3, 2012, March 12, 2018

PURPOSE: The purpose of this policy is to set forth the requirements for the identification, inventory and reporting of all property owned by the Board of Trustees.

SCOPE: This policy applies to all fixed assets which

- Have a value of \$5,000 or more.
- Have a useful life of one year or more.
- Meet the definition of one of the major Asset Classes of Land, Buildings, Building Improvements, Furniture & Fixtures, Equipment, Computers & Software, or Construction-In-Progress.
- Must be of a tangible, distinguishable nature (possess unique physical substance).
- Are not repair parts, component parts or supplies, maintenance or service fees.

POLICY AUTHORITY: Policy draft is reviewed by the CEO of PDLCS; then (1) sent to the Board of Trustees, and (2) presented at the next formal, public Board Meeting for review, public comments and approval.

DETAILED POLICY STATEMENT:

LAND: Land is real property which generally includes both surface and content of the land. Land includes not only the original contract price, but also such related costs as liens assumed, legal and title fees and surveying. Land acquired through forfeiture is capitalized at the total amount of all tax liens and other claims surrendered (i.e., cost of acquiring ownership and perfecting title). Land acquired through donations is valued at the appraised fair market value at the date of the acquisition. Appraisal costs are not capitalized.

BUILDINGS: Buildings are real property consisting of structures erected above or below the ground for the purpose of sheltering persons or property. Building costs include construction and purchase costs and the cost of all fixtures permanently attached and made part of the building. For constructed buildings, costs include contractor payments, in-house labor costs, attorney fees, insurance during construction, architectural fees and similar types of costs.

Building records should include a quantitative and qualitative description of each structure segregating where possible the structure shell from the mechanical, roofing, electrical, plumbing, cafeteria and builtins. The latter assets may be replaced several times during the life of the structure shell. Segregations of these costs will ease accountability for replacing or improving the component parts and avoid pyramiding the asset valuation.

BUILDING IMPROVEMENTS: Building improvements consist of additions, improvements and replacements made to existing buildings. Building improvements increase the service potential of the building; they expand area, increase safety, improve climate control, extend the useful life of the structure or improve handicapped accessibility with the building. A building improvement must have a significant impact and be a material amount (\$5,000 or more) in order to be capitalized. Building improvement costs include construction costs, contractor payments, engineering costs and other costs required to place the improvement in its finished state. Building improvements are capitalized and depreciated separately from the buildings.

FURNITURE & FIXTURE: Furniture and Fixtures are defined as personal property not attached to land, building or improvements and which remains movable. Costs associated with direct purchase include shipping, site preparations and installation unless these are nominal. Fixed asset records should include the location, original voucher numbers and any identifying descriptions (manufacturer's model, serial number, etc.). Examples: standard classroom furniture and office furniture.

EQUIPMENT: Equipment is defined as personal property not attached to land, building or improvements and which remain movable. Costs associated with direct purchase include shipping, site-preparations and installation unless these are nominal. Fixed asset records should include the location, original voucher numbers and any identifying descriptions (manufacturer's model, serial number, etc.). Examples: business machines, compressors, power tools.

COMPUTERS & SOFTWARE: Computers and Software are defined as personal property not attached to land, building or improvements and which remain movable. Costs associated with direct purchase include shipping, site preparations and installation unless these are nominal. Fixed asset records should include the location, original voucher numbers and any identifying descriptions (manufacturer's model, serial number, etc.).

CONSTRUCTIONS-IN-PROGRESS: Construction-in-progress is used for the temporary segregation and accounting of expenditures related to the construction or improvement of capital assets. Expenditures include construction costs, including costs held for retainage, architect, engineer and permit fees, equipment in storage, interest costs applicable to the period of construction and other costs required to finish the project. Construction-in-progress should not be depreciated and should be shown separately on the Balance Sheet with other non-depreciable assets such as land and permanent land improvements.

USED EQUIPMENT: When the Board acquires used equipment, the following requirements must be adhered to:

- The acquisition cost, as noted on the invoice, will determine original cost-value.
- For determining useful life, one-half of a similar new asset useful life will be used.

FEDERAL PROGRAM PROPERTY: All acquisitions of federal property must be placed into the Board's inventory, consistent with the above capitalization requirements. In addition, all federal property must be appropriately tagged with the grant name and year, ex "Title I FY2017".

Publications detailed Capital Asset federal grant regulations include the following:

- OMB Circular A-87
- OMB Circular A-102
- OMB Circular A-110
- OMB Circular A-21

DEPRECIATION: Depreciation is required for the Board's capital assets. Depreciation is calculated using the Straight-Line Method. The Board calculates depreciation on all capital assets reported in the Board's financial statements other than land, permanent improvements to land and construction-in-progress.

Pro-Rate convention states that fixed assets are acquired throughout an accounting period and, likewise are disposed of throughout an accounting period. The decision as to when depreciation begins or ends is as follows: Depreciation commences in the month of acquisition and the Book Value Is removed in the year of disposal. The Book Value is the original cost less accumulated depreciation.

USEFUL LIVES: Useful lives of fixed assets are expressed in terms of the probably years of service. The Board has established the following categories of useful lives for its capital assets:

•	Land Improvements	10 years
•	Buildings & Additions	20 years
•	Building Improvements	20 years
•	Furniture, Fixtures & Equipment	5 years
•	Computers	3 years
•	Software	3 years

FIXED ASSET SYSTEM MAINTENANCE:

- Initial identification of qualified fixed assets.
- Maintaining the data records, as required.
- Assignment of actual cost, useful life and other required information.
- Determining Book Value for authorized sale items.
- Initiating the annual physical inventory process.

Business Service COMPANY RESPONSIBILITIES: The Board has delegated to the business service company, the following responsibilities:

• Identify current year additions and disposals based on the policy criteria.

- Calculate current year depreciation based on the policy criteria to be presented to the independent auditors.
- Maintain a fixed asset schedule.

PHYSICAL INVENTORY OF FIXED ASSETS: A periodic physical inventory of fixed assets is necessary for accountability and control. The inventory conforms or refutes the reliability of the property management system. The inventory taking process is initiated by the Board to:

- Confirm and validate fixed asset records and/or
- Comply with legal, auditing/reporting and insurance requirements.

Inventories should take place on a periodic basis (preferably near the fiscal year end), especially for furniture, fixture and equipment characterized as movable.

If a comparison indicates a problem exists or is beginning to develop, additional steps should be taken. These steps may include strengthening current controls to insure all purchases and disposals are recorded, tracking assets not on the listed location to determine if they are improperly recorded elsewhere, retraining inventory takers and/or department to adhere to fixed asset polices, etc. It is important to follow-up on any problem identified to ensure it has been corrected.

Book: Policy Manual

Section: Programs

Title: Wellness Policy

Reference: Public Law 108-25, Section 204

Adopted: December 10, 2007

Revised: December 10, 2010, November 1, 2017

PURPOSE: The purpose of this policy is to outline Pennsylvania Distance Learning Charter School's (PDLCS) Wellness Policy in accordance with Public Law 108-265, Section 204.

SCOPE: This policy applies to all students and staff of PDLCS.

POLICY AUTHORITY: Policy draft is reviewed by the CEO of PDLCS; then (1) sent to the Board of Trustees, and (2) presented at the next formal, public Board Meeting for review, public comments and approval.

DETAILED POLICY STATEMENT:

PDLCS is committed to helping students develop beneficial nutritional and physical health habits. Therefore, it is the policy of the School that:

- Student, parents, teachers, health professionals and community members will implement, monitor, and review the School's nutrition and physical activity policies.
- All students will be encouraged to stay physically active on a regular basis.
- The school will provide physical education curricula and nutrition education opportunities
 throughout the school year, as well as other developmentally appropriate activities that nurture
 enduring health habits.
- The student wellness policy shall be considered in planning all school-based activities.

Delegation of Responsibility:

- The School's Administration or designee shall monitor the school's programs and curricula to
 ensure compliance with this policy, related policies and to establish guidelines or administrative
 regulations.
- The School's Administration shall report to the Board of Trustees on the school's compliance with laws and policies related to student wellness.

Guidelines: The Board of Trustees shall appoint a Wellness Committee comprised of five individuals including at least one of each of the following: School Board Member, School Administrator or designee, student, parent/guardian, member of the public and may also include:

- Teacher
- Staff member
- Health professional
- Community member
- Other individuals chosen by the Board

The Wellness Committee shall serve as an advisory committee regarding student health issues and shall be responsible for maintaining compliance with the Wellness Policy. The Wellness Committee may examine related research and laws, assess student needs and the current school environment, review existing Board policies and administrative regulations, and raise awareness about student health issues. The Wellness Committee may make recommendations to the Board related to other health issues necessary to promote student wellness.

The Wellness Committee may survey parents/guardians and/or students; conduct community forums or focus groups; collaborate with appropriate community agencies and organizations; and engage in similar activities, within the budget established for these purposes.

The Wellness Committee shall provide periodic reports to the School Administration or designee regarding the status of its work, as required.

Committee members will serve a two year term.

Nutrition Education: The goal of nutrition education is the development of healthy eating habits among students. Promoting student health and nutrition improves readiness for learning and increases potential for achievement.

The nutrition curricula shall be age appropriate and focused on the development of sound health habits. The curricula will be a comprehensive health education program in accordance with Pennsylvania State Board of Education curriculum regulations and the academic standards for Health, Safety and Physical Education and Family and Consumer Science.

Physical Education: Comprehensive K-12 physical education courses shall be the principle channel fall students learn, practice developmentally-appropriate skills and knowledge that are considered necessary to sustain lifelong, health-enhancing physical activity.

The physical education curricula shall be taught by certified health and physical education teachers. The curricula will be a sequential, comprehensive program in accordance with the Pennsylvania State Board of Education curriculum regulations and the academic standards for Health, Safety and Physical education.

Physical Activity: In addition to planned physical education, age appropriate physical education, age appropriate physical activity opportunities shall be encouraged to meet the needs of all students. These may include activities offered by the school district of residence including intramurals and interscholastic athletics. Parents will have access to limited educational support funds to enroll their child in private physical activities including the YMCA, gymnastics, dance or martial arts.

Book: Policy Manual

Section: Programs

Title: Test Security Policy

Adopted: May 24, 2004

Revised: February 19, 2014

PURPOSE: The purpose of this policy is to ensure that test security for state, local and benchmark testing is not compromised.

SCOPE: This policy applies to all students and staff of Pennsylvania Distance Learning Charter School (PDLCS). Failure to comply with test security regulations may result in disciplinary measures with the possibility of suspension or expulsion for a student or termination for a staff member.

POLICY AUTHORITY: Policy draft is reviewed by the CEO of PDLCS; then (1) sent to the Board of Trustees, and (2) presented at the next formal, public Board Meeting for review, public comments and approval.

DEFINITIONS:

TESTING COORDINATOR: The Testing Coordinator is responsible for and trains Test Administrators and Proctors on test security and the proper administration of the PSSA tests and Keystone exams. The Testing Coordinator receives and inventories secure test materials and distributes them to Test Administrations for use at remote testing locations. The Testing Coordinator collects secure test materials, packages and return tests to the appropriate test vendor.

TESTING ADMINISTRATOR: The Testing Administrators is responsible for carrying out proper test procedures and protocol during test sessions. Test Administrators act as the "site leader" who oversee all other Proctors on site to ensure test security is maintained and tests are properly administered.

PROCTORS: Proctors administer tests to students.

DETAILED POLICY STATEMENT:

The Testing Coordinator is responsible for all test security during the entire tme such tests are in PDLCS possession (from the moment materials are received by PDLCS until after the testing is completed and they are shipped back to the appropriate test vendor.

The Testing Coordinator is responsible for all correspondence/materials received concerning such tests.

Upon receipt at PDLCS, the Testing Coordinator shall be the only person to open all tests.

It shall be the Testing Coordinator's responsibility to check received tests to ensure they are correct in number and form.

At no time shall any test materials be left unattended or unsecured.

All testing materials shall be secured in a dedicated, locked storage cabinet that is only accessible to the Testing Coordinator and PDLCS Administrator. Except when tests are being distributed, used and or collected, they are to remain secured and attended to at all times.

The Testing Coordinator shall develop a list of all persons designated as Test Administrators and the number of test copies each Test Administrator should be given.

For each testing location and session, the Testing Coordinator, Administrator and Test Administrator shall develop, monitor, and implement a sign in/sign out system, which shall include, the signature of the person taking/returning the tests.

While in transit to satellite testing locations, the Test Administrators will not at any time leave the test materials unattended or unsecured.

The Testing Coordinator, Administrator, Teacher and all testing staff shall abide by the test publishers designed testing procedures and will not participate in the reproduction of any tests or procedures, or distribute such materials to any person other than the appropriate person(s) at the time of testing.

Each Testing Administrator is responsible for ensuring that all test security provisions are met while each Test Administrator session is in progress. He/she must account for all test materials received from the Testing Coordinator or Administrator. At the end of the testing session, each Test Administrator will return all test materials to a secured location.

Only the Testing Coordinator, Administrator(s), Test Administrators, or other authorized personnel may be present in the testing room while the tests are being administered.

At the conclusion of the testing at the satellite locations, the Test Administrators will transport all test materials back to PDLCS. While in transit, the Test Administrators will not leave test materials unattended or unsecured.

Upon returning to PDLCS, the Test Administrators shall sign in the test materials used at the satellite locations with the Testing Coordinator. The Testing Coordinator will then ensure that all test materials from all locations are return shipped

Any suspected test security violations, including, but not limited to cheating or missing test materials, shall be reported to the Testing Coordinator or Administrator immediately upon discovery.

Upon hearing of an alleged violation, the Testing Coordinator or Administrator shall notify the CEO and the Board of Trustees in writing of the situation and keep them informed of the investigation.

Within ten (10) school days of the conclusion of the Testing Coordinator's or Administrator's investigation of a possible violation, he/she shall notify the proper authorities at the Pennsylvania Department of Education if a violation has, in fact, been found or remains unresolved. PDLCS and the Board of Trustees shall receive a written report of this communication.

If circumstances warrant that the Pennsylvania Department of Education assign an investigator to hold a hearing regarding any alleged breach, a PDLCS representative shall be present at any and all such hearings. It is imperative that all employees shall testify honestly and openly.

If the result of the investigation reveals cheating or wrong-doing by a staff members, it shall be grounds for termination.

In addition to the above policy guidelines, all Pennsylvania Department of Education guidelines for test security shall be followed.

GUIDELINES FOR POSSIBLE TEST VIOLATIONS:

Some examples of test security violations by **EDUCATORS** include but are not limited to:

- Leaving students unsupervised during testing;
- Leaving test materials in an unsecured place;
- Photocopying or keeping a personal copy of the test;
- Taking notes about test questions and using them or a close paraphrase to prepare students for testing;
- Offering "hints" that indicate an answer or help eliminate answer choices;
- Rephrasing the test questions;
- Editing (changing) student answers after completion of the test by erasing any wrong answers and writing in the correct ones;
- Allowing students to go back to previous sections in the test booklet to check their work; and
- Allowing students to go back to the current section in the test booklet to change their answers after allowed testing time has expired.

Some examples of test security violations by **STUDENTS** include but are not limited to:

- Illegally obtaining a test booklet to study or to let others study;
- Securing a marked test booklet or "crib sheet" from a teacher or another student;
- Copying or "stealing" answers from another student during testing;
- Sharing specific test information with other students in the same grade who are scheduled to take the same test at a later time; and
- Taking a test during the make-up period and asking a student who has already completed the test to disclose test questions and/or answers.

Potential sanctions for **EDUCATOR** violation of security measures may include:

• Suspension or acceptance of voluntary surrender of license

- Suspension without pay or a written reprimand
- Termination of contract, acceptance of resignation or retirement
- Legal prosecution

Possible sanctions for **STUDENT** violation of security measures may include:

- Invalidation of test results
- Invalidation of specific test questions or subtests, or invalidation of pass/fail proficiency results
- Suspension or expulsion from school or other disciplinary actions according to the code of conduct
- Suspension or expulsion from participating in school extra-curricular activities, such as sports, plays, school-sponsored social functions, etc., as dictated by the local school board policies
- Denial of appointment to a school membership team, such as math or debate team
- Removal from an elected office, such as president of student council, etc., as directed by the local school board policies
- Others as may be determined by the Board of Trustees and/or the Pennsylvania Department of Education.

Book: Policy Manual

Section: Programs

Title: Surrogate Parent and Emancipated Youth in Special Education Policy

Reference: 34 CFR 300.519, 300.30, 300.45

22 PA Code 11.11

Adopted: December 3, 2012

Revised:

PURPOSE: Pennsylvania Distance Learning Charter School (PDLCS) aims to ensure the rights of children are protected; specific to this POLICY, children who are wards of the state, whose parent(s) or guardian(s) cannot be located, or who are emancipated minors. Both the Code of Federal Regulations (34 CFR 300.30) and the Pennsylvania Department of Education, Bureau of Special Education require school districts to develop and maintain procedures for (1) determining whether a child needs a surrogate parent; and (2) assigned a surrogate parent to the child. As such, PDLCS has introduced and will maintain this Policy and a set of procedures assuring the identification and appointment of a surrogate parent for children in need of such presence as defined in this document.

SCOPE: Special educators and administrators who encounter children thought to be or who are currently IDEA eligible.

POLICY AUTHORITY: Policy draft is reviewed by the CEO of PDLCS; then (1) sent to the Board of Trustees, and (2) presented at the next formal, public Board Meeting for review, public comments and approval.

DEFINITIONS:

Emancipated Minor: (1) a person age 16 and over but age 21 years or younger who has chosen to establish domicile apart from the continued control of parent(s) or guardian(s). (2) A minor living with a spouse is deemed emancipated. (3) An orphan, age 16 or order, and who has sufficient mental ability to make a bargain; a minor who is married, regardless of whether the person continues to live the spouse. If the marriage is terminated by divorce or death of the spouse, the minor continues to be emancipated. If the marriage is terminated by annulment, the state of emancipation is as though the marriage never occurred. (4) An unmarried child committed to the care and control of the county authority can become emancipated before the age of 18 only by action of the court.

A school district should presume that all enrolled students are not emancipated absent (1) a request by a student to be considered emancipated for school purposes; and (2) that student provides satisfactory

evidence that she or he meets the legal definition of an "emancipated minor" as set forth in 22. P.A. Code 11.11.

Unemancipated Minor: A minor who has never been married or has the marriage annulled, but who remains under the control of the parents is unemancipated whether s/he lives in the parent household or not.

Parent: (1) A biological or adoptive parent of the child; (2) A foster parent, unless state law, regulations, or contractual obligations with a state or local entity prohibit a foster parent from acting as a parent; (3) A guardian generally authorized to act as the child's parent or authorized to make educational decisions for the child (but not the State, if the child is a ward of the State); (4) An individual acting in the place of a biological or adoptive parent (including a grandparent, stepparent, or other relative) with whom the child lives, or an individual who is legally responsible for the child's welfare; or (5) A surrogate parent who has been appointed in accordance with 300.519 or Section 639 (a)(5).

Surrogate Parent: An individual who meets specific qualifications and volunteers to perform the duties of a parent or guardian in the special education process.

Ward of the State: For IDEA purposes, Ward of the State is defined in 34 CFR 300.45 as a child who, as determined by the state where the child lives, is (1) a foster child; (2) a ward of the state; (3) in custody of a public child welfare agency.

DETAILED POLICY STATEMENT: PDLCS will ensure that the rights of a child are protected when:

- No parent can be identified (see definition of parent);
- The public agency cannot, after reasonable efforts, located a parent;
- The child is a ward of the State under the laws of that State, or;
- The child is an unaccompanied homeless youth as defined in section 725 (6) of the McKinney Vento Homeless Assistance Act.

PDLCS will review and maintain procedures for determining whether a child needs a surrogate parent and for assigning a surrogate parent to the child.

- If the child is a ward of the State, the judge overseeing the case may appoint the surrogate parent providing the surrogate meets the requirements of 34 CFR 300.15; (d)(2)(i) as further described.
- Criterial for selecting a surrogate parent: the school or judge may appoint a surrogate but must ensure that the individual selected (1) is not an employee of the SEA, the LEA or any other agency that is involved in the education or care of the child; (2) has not personal or professional interest that conflicts with the interest of the child the surrogate represents; and (3) has knowledge and skill that ensures adequate representation of the child.
- Non-employee requirement compensation: A person otherwise qualified to be a surrogate parent is not considered an employee of the agency/district solely because he or she is paid by the district/agency to serve as a surrogate parent.

- Unaccompanied Homeless Youth: Children who are homeless and therefore unaccompanied by an adult may disregard "criteria for selecting surrogate parent". It is deemed appropriate in this situation to have staff of emergency shelters, transitional shelters, independent living programs and street outreach programs as temporary surrogate parents until one can be appointed.
- Responsibilities of surrogate parents: To represent the child in all matters related to identification, evaluation and educational placement of the child as well as the provisions of FAPE to the child.

Book: Policy Manual

Section: Programs

Title: Positive Behavior Support and Restraints Policy

Reference: Individuals with Disabilities Education Act, Title 34, Code of Federal

Regulations 34 CFR Part 300

22 PA Code Sec. 4.133, 14.143. 14145

Individuals with Disabilities Education Act, 20 U.S.C. Sec 1400 et seq

Pennsylvania Training and Technical Assistance Network Questions and

Answers on the Restraint Reporting Requirements and System

Adopted: December 5, 2011

Revised: December 12, 2012, October 23, 2017, December 4, 2017

PURPOSE: Pennsylvania Distance Learning Charter School (PDLCS) recognizes the evidence-based research and the legal foundation supporting the implementation of positive behavior supports and plans for children in need of behavioral support. This policy and subsequent procedures, address specific behavior support techniques, positive behavior intervention plans, functional behavior assessments, use of restrictive or intrusive procedures or restraints and training of personnel. Charter and cyber schools have the primary responsibility to ensure that behavior support programs are in accordance with 22 PA Code 711.46.

SCOPE: This policy applies directly to all special educators, general educators and school administrators. Failure to (1) complete a functional behavior assessment; and (2) ensure that research-based, positive behavior supports are identified and implemented in the behavior support plan based on the function of the said behavior would result in noncompliance.

POLICY AUTHORITY: Policy draft is reviewed by the CEO of PDLCS; then (1) sent to the Board of Trustees, and (2) presented at the next formal, public Board Meeting for review, public comments and approval.

DEFINITIONS: The following terms are defined below unless context indicates otherwise:

Aversive Techniques: Deliberate activities designed to establish a negative association with a specific behavior.

Behavior support: Development, change and maintenance of selected behaviors through the systemic application of behavior change techniques.

Behavior Support Plan or Behavior Intervention Plan: A plan for students with disabilities who require specific intervention to address behavior that interferes with learning. A Behavior Support Plan shall be developed by the IEP team, be based on a functional behavioral assessment, and be included in the individual student's IEP. These plans must include methods that use positive reinforcements, other positive techniques and related services required to assist a student with a disability to benefit from special education.

Positive techniques: Methods that utilize positive reinforcement to shape a student's behavior, ranging from the use of positive verbal statements as a reward for good behaviors to specific tangible rewards and excluding any food incentives.

Restraints: The application of physical force, with or without the use of any devices, designed to restrain free movement of the student's body, excluding the following:

- 1. Briefly holding a student, without force, to calm or comfort him/her.
- 2. Guiding a student to an activity
- 3. Hand-over-hand assistance
- 4. Techniques prescribed by a qualified medical personal for reasons of safety or for therapeutic or medical treatment, as agreed to by the parents/guardians and specified in the IEP.

Seclusion: The involuntary confinement of a student alone in a room or area from which the student is physically prevented from leaving. It does not include a timeout, which is a behavior management technique that is part of an approved program, involves the monitored separation of the student in a non-locked setting, and is implemented for the purpose of allowing the student to regain self-control.

Students with disabilities: School-aged children within the jurisdiction of the district who have been evaluated and found to have one or more disabilities as defined by law, and who require, because of such disabilities, special education, with or without related services. School-aged children who have identified disabilities but do not require special education may be entitled to accommodations or services or to enroll in courses of study in the district which serve students with disabilities pursuant to other law or Board policy.

DETAILED POLICY STATEMENT: PDLCS utilizes positive behavior support as a primary method of addressing problem behaviors. A positive Behavior Support Plan, in the context of Individuals with Disabilities Education Act (IDEA), is a special education service for eligible students whose behaviors

impede learning. This policy is designed to enable students with individualized education plans (IEPs), who need a Behavior Support Plan, to benefit from their free and appropriate education program within the least restrictive environment. Therefore,

- Behavior Support Plans shall be developed for all eligible students whose behavior, as
 determined by the IEP team, is a manifestation of the student's disability and for students who
 have been identified as seriously and emotionally disturbed.
- Behavior Support Plans shall be based on Functional Behavior Assessments and include a variety
 of research-based techniques to develop and maintain skills that will enhance opportunities for
 learning.
- The use of restraints shall be considered a measure of last resort and shall only be used after other less restrictive measures, such as verbal and other de-escalation techniques that do not require the use of physical manipulation. Restraints may be included in an IEP only if:
 - The restraint is used with specific component elements of a positive Behavior Support Plan.
 - The restraint is used in conjunction with teaching socially appropriate alternative skills or behaviors.
 - Staff is authorized to use the restraint and have received appropriate training.
 - o The Behavior Support Plan includes efforts to eliminate the use of restraints.
- Development of a separate Positive Behavior Support Plan is not required when appropriate
 positive behavioral interventions, strategies and supports can be incorporated into a student's
 IEP.
- Student IEPs that permit the use of restraints explain how restraints will be used only with PBS and with the teaching of socially acceptable behavior.
- The IEP will also contain a plan for eliminating the use of restraints.
- When an intervention is necessary to address problem behavior, the types of intervention chosen for a student shall be the least intrusive possible. It is expected that school staff will implement positive behavior supports and interventions, functional behavioral assessments and related behavior plans, and constructive methods to de-escalate potentially dangerous situations.
- When included in a student's IEP, the LEA must obtain parental consent prior to the use of restraints or intrusive procedures.
- If a student is restrained, the parent must be notified and an IEP meeting must be convened within 10 schools days (or a written waiver provided by the parent.

PROHIBITIVE ADVERSE TECHNIQUES (FORBIDDEN BY STATE REGULATIONS AND STANDARDS): The following adverse techniques of handling behavior are considered inappropriate and MAY NOT be used by agencies in education programs:

Corporal punishment;

- Punishment for a manifestation of a student's disability;
- Locked rooms, locked boxes, or other locked structures or spaces from which the student cannot readily exit;
- Noxious substances;
- Deprivation of basic human rights, such as withholding meals, water or fresh air.
- Suspensions constituting a pattern under 22 PA Code 14.143(a);
- Treatment of a demeaning nature;
- Electric shock;
- Methods implemented by untrained personnel;
- Methods which have not been outlined in the agency's plan.
- Prone restraints

STUDENTS REFERRED TO LAW ENFORCEMENT: In the event that a student with a disability and a behavior support plan is referred to law enforcement, the district shall update the functional behavior plan and therefore the Behavior Support Plan. If the referral results in the student being detained or placed in a residential setting outside of PDLCS, the Director of Special Education or designee shall inform the responsible school district or setting of the need to conduct a Functional Behavior Assessment and subsequently revise the Behavior Support Plan. For students with a disability who does not have a Behavior Support Plan, subsequent to notification to law enforcement, the district shall convene the student's IEP team to consider whether a Behavior Support Plan should be developed to address the student's behavior, in accordance with law, regulations and Board policy.

MECHANICAL RESTRAINTS: Mechanical restraints, which as used to control involuntary movement or lack of muscular control of students when due to organic causes or conditions, may be employed only when specified by an IEP and as determined by a medical professional qualified to make the determination, as agreed to by the student's parents/guardians.

Mechanical restraints shall prevent a student from injuring him/herself or others or promote normative body positioning and physical functioning.

STAFF TRAINING: Training for staff must occur every two years. The following five components of training shall be included:

- Appropriate procedures for preventing the need for physical restraint/crisis intervention, including the de-escalation of problematic behavior, relationship building and the use of alternatives to such restraints.
- A description and identification of dangerous behaviors on the part of students that may indicate the need for physical restraint/crisis intervention and methods for evaluating the risk of harm in individual situations, in order to determine whether the use of physical restraint and crisis interventions are warranted.

- The simulated experience of administering and receiving physical restraint/crisis intervention instruction regarding the effect(s) on the person restrained, including instruction on monitoring physical signs of distress and obtaining medical assistance.
- Instruction regarding documentation and reporting requirements and investigation of injuries and complaints.
- Demonstration by participants of proficiency in administering physical restraint/crisis intervention.

Book: Policy Manual

Section: Programs

Title: Inter-District Open Enrollment Policy

Reference: 24 P.S. 17-1722-A

Adopted: November 15, 2004

Revised:

PURPOSE: The purpose of this policy is to outline Pennsylvania Distance Learning Charter School's (PDLCS) policy on inter-district open enrollment.

SCOPE: This policy applies to all students and staff of PDLCS.

POLICY AUTHORITY: Policy draft is reviewed by the CEO of PDLCS; then (1) sent to the Board of Trustees, and (2) presented at the next formal, public Board Meeting for review, public comments and approval.

DETAILED POLICY STATEMENT:

The PDLCS Board of Trustees shall permit the enrollment of students from adjacent or from other districts in a school or program of this District, providing that each enrollment is in accordance with the laws of the State of Pennsylvania, the provision of this Policy, and the administrative guidelines established to implement this Policy. The Administrator shall establish guidelines to implement the Open Enrollment Policy in accordance with Pennsylvania Consolidated Statutes, 24 P.S. 17-1722-A. The guidelines shall provide among other things, the following:

- Application procedures, including deadlines for application and for notification of students and the superintendent of the applicable district whenever an adjacent or other district student's application is approved;
- Procedures for admitting adjacent or other district applicants free of tuition obligation to the
 district's schools, including, but not limited to" (a) the establishment of district capacity limits by
 grade level, school building and education program; (b) a requirement that all native students
 wishing to be enrolled in the district shall receive preference over first-time applicants; and (c)
 procedures to ensure that the appropriate racial balance is maintained in either the sending or
 receiving school districts.

The procedures for admitting adjacent and other district students established by the Administrator shall not include:

- Any requirement of academic ability, or any level of athletic, artistic, or other extracurricular skills:
- Limitations on admitting applicants because of handicapping conditions, except that a Board may refuse to admit a student requiring special services, if the required special services described in the student's IEP are not available in the district's schools;
- A requirement that the student be proficient in the English language;
- Rejection of any applicant because the student has been subject to disciplinary proceedings, except that if an applicant has been suspended or expelled by the student's district for ten consecutive days or more in the term for which admission is sought or in the term immediately preceding the term for which admission is sought, the procedures may include a provision denying admission of such applicant.

The Board of Trustees shall provide information about the application procedure and deadlines, upon request, to the Board of Education of any other school district or to the parent of any student anywhere in the state.

Book: Policy Manual

Section: Programs

Title: English as a Second Language Policy

Reference: 2009 24 P.S. 13-1301-13-1306

Civil Rights Act of 1964, Title IV

22 PA Code 4.26, 22 PA Code 4.4(d)(3)

Titles I and III

20 U.S.C. 6311 (b)(7); 20 U.S.C 6841 (a)(4)

20 U.S.C. 6826 (b)(3)(C), (d)(2)

Lau v. Nichols, 414; U.S. 563 and Castaneda v. Pickard, 648 F.2d 989

34 CFR 300.160

ESSA

BEC Educating ELs Revised July 1,2017

Adopted: October 24, 2005

Revised: March 3, 2014, March 12, 2018

PURPOSE: To meet the Board's philosophy of providing a high quality education to all students, Pennsylvania Distance Learning Charter School (PDLCS) has put in place an appropriate planned instructional program for students who indicate on the Home Language Survey a language other than English. The purpose of the English as a Second Language program is to increase the English language proficiency of eligible students so that they will achieve academic success and be college and/or career ready.

SCOPE: This policy applies to students and staff of PDLCS.

POLICY AUTHORITY: Policy draft is reviewed by the CEO of PDLCS; then (1) sent to the Board of Trustees, and (2) presented at the next formal, public Board Meeting for review, public comments and approval.

DEFINITIONS:

ESL: English as a Second Language – Refers to the program in which English language learners are instructed in the use of the English language.

EL: English Language Learner – Refers to the student who has been assessed and found to be in need of ESL instruction.

ELD: English Language Development- Provided by ESL teachers and non-ESL teachers throughout daily instruction. In the ESL classroom it is driven by language using general education content to deliver language instruction by contextualizing it. In a classroom with a non-ESL teacher ELD is the deliberate planning and incorporation of language instruction which will allow students to access the course standards.

FEL: Former EL- student that has been exited from the ESL program

LEP: Limited English Proficiency – Refers to a person who is unable to communicate effectively in English.

LFS: Limited Formal School – Refers to students who have had little, if any, formal schooling prior to arrival in the U.S. It may also refer to students who have had major interruptions in their education process.

LIEP: Language Instruction Education Program — Used as evidence to show that each EL has been provided appropriate language instruction. Developed in conjunction with the EL instructors, content area instructors, administration, and if needed special education instructors.

WIDA: World Class Instructional Design & Assessment – Refers to a consortium which is a non-profit cooperative group whose purpose is the development of standards and assessment that meet the needs of No Child Left Behind and promote educational equity for ELs. Pennsylvania is one of 27 member states in the WIDA Consortium.

ELP Standards: English Language Proficiency Standards – Refers to standards based on performance indicators in five key areas; Social & Instructional Language, Language of Language Arts, Language of Science, Language of Mathematics and Language of Social Studies.

WIDA Screener/ K MODEL: WIDA-Access Placement Test – Refers to the English language proficiency assessment that is used to screen students that may be English language learners. It is used to test students in grades K-12 and is not only to identify English Language Learners but is also used for placement in English as a Second Language classes.

ACCESS for EL: Accessing Comprehension and Communication in English State-to-State for English Language Learners – Refers to the language proficiency test given to students once a year in grades K-12 to monitor a student's progress in attaining academic English success.

DETAILED POLICY STATEMENT:

STATEMENT OF PROGRAM GOALS: PDLCS has three primary goals for the ESL Program.

- To provide for our students appropriate curriculum and support developed using researchbased educational theory which leads to English language proficiency for college and career readiness.
- To have sufficient resources and instruction by highly qualified teachers who have the opportunity to participate in professional development in the instruction of English Language Learners and cultural awareness and sensitivity.
- To periodically evaluation program effectiveness.

STUDENT ENROLLMENT: Students and their parents/guardians will complete the PDLCS enrollment application. All enrollment procedures outlined for public school enrollment in Pennsylvania should be followed when enrolling a child with Limited English Proficiency.

STUDENT SCREENING: All school districts and charter schools are required to identify students whose dominant language is not English. In Pennsylvania, schools are required to administer the Home Language Survey to all students (those presently enrolled and those who may enroll). The Home Language Survey must contain at a minimum the following three questions.

- What is the first language your child learned to speak?
- Does the child speak a language other than English? If yes, specify the language. (Do not include languages taught in school.)
- What language(s) is/are spoken at home?

If a language other than English is documented on the survey, then the ESL Coordinator will be notified. The ESL Coordinator will then review student records and conduct a family interview. At the conclusion of the interview the ESL Coordinator will determine one of the following;

The student is not in need of ESL services: In this case, it has been determined the student does not need services because:

- The student was exited from ESL Program at their previous school.
- The student was tested using the K MODEL or WIDA SCREENER and found to be proficient in all testing domains.
- A review of the student academic records shows there is sufficient English proficiency that indicates that the student would not need specialized supports or accommodations in the classroom. Acceptable evidence can include but is not limited to
 - Standardized and summative test scores
 - o Passing grades in core content classes conducted in English
 - Work samples

The student is in need of ESL services: In this instance, there is evidence the student needs services because:

 The student needs to be assessed due to a lack of data and/or the results from the K Model or WIDA SCREENER show the need for services. • The most up-to-date records from the previous school district show that the student is still in need of services.

STUDENT ASSESSMENT: ESL and State Assessments

Once a student has been identified as a potential EL based on the Home Language Survey and has not been previously assessed for services or there is no evidence of previous services provided, PDLCS will administer the K MODEL or WIDA SCREENER.

- The K MODEL/WIDA SCREENER is aligned to the required Pennsylvania State ELP assessment and must be used to identify and place a student into the PDCLS ESL Program.
- Once the K-Model/WIDA SCREENER results are received, additional criteria such as the family interview and academic records will be reviewed in conjunction with the results.
- Parent permission to assess for placement is not required.
- Students enrolled in the PDLCS ESL Program must also participate in the annual state ACCESS for ELs testing. Annual assessment of progress is required by federal law.
- Assessment will also occur in the ESL classroom which can include but is not limited to: unit assessment, guizzes, formal and information observations and practice activities.

For students enrolled in the PDLCS ESL Program, the following guidelines for taking the Pennsylvania state assessments of the PSSA and the Keystone Exam are outlined below. Please note that PDE will provide, on a yearly basis, an update on applicable exemptions and accommodations for PSSA and Keystone testing.

- ELs who are enrolled in a U.S. school and considered to be in the first 12 months in a U.S. school are not required -to take the PSSA ELA test or the Literature Keystone exam.
- Should ELs in their first 12 months in a U.S. school choose to participate in the ELA PSSA or Literature Keystone exam, their performance will not be included but their participation will be counted for federal accountability purposes. Should they choose not to participate, their lack of participation will not count against the school.
- All ELs are required to participate in the Mathematics PSSA (grades 3-8) and the Science PSSA (grades 4 & 8) along with the Algebra 1 Keystone and Biology Keystone exams with accommodations as appropriate.

PARENT NOTIFICATION OF PLACEMENT AND OPTION TO OPT OUT

Upon classifying a student as qualifying or not qualifying for ESL Services PDLCS will be notified in writing the parent/guardian in their preferred language. This must occur within 30 days of the beginning of the school year or 14 calendar days within the student's start at the district.

Upon classification of qualifying for ESL Services a parent's/guardian's right to opt out of services must be presented to them in their preferred language. The decision to "opt out" of ELD programs must be an informed and voluntary decision to opt the child out of specialized instruction or services only provided for ELs. To do this PDLCS must:

- Provide a description of the ELD program recommended for their child and the advantages of the program
- Inform the parent/guardian of the right to decline in part or in whole ELD programs and services.
- Provide the parent/guardian with the ELD Program Waiver Form
- Continue to annually test opt-out EL students using the WIDA ACCESS of ELS 2.0 test
- Provide ELD instruction within the general education setting and report to parents/guardians if a student is struggling and present them with the ELD Inclusion form to opt back into the school's ELD program

ESL PROGRAM INSTRUCTION:

The PDLCS ESL Program currently follows the ESL Pull-Out format:

- Students have ESL class with other students where there is no support for their native language, students may have the same native language or not.
- All instruction in the ESL classroom and in the content areas are in English.
- Students meet with the ESL Instructor outside of the content area classroom to receive instruction focused on grammar, vocabulary, and communication. No content area instruction is taught in the ESL classroom.

This model will be reviewed on a yearly basis to determine if changes need to be made due to change in student population or student needs. The PDLCS ESL Program follows the basic criteria:

- All content area teachers and ESL Instructors must hold certifications and endorsements required by PDE.
- Instruction does not take place during other content area classes which are required under Pennsylvania law.
- Language instruction is in line with the student's proficiency level and the adaptations to instruction/assessment are also in line with the student's proficiency level.
- ESL classes are part of the daily schedule and thoughtfully planned.
- ESL classes are aligned with the Pennsylvania's Reading, Writing, Speaking and Listening Standards and the PA ELP Standards for ELs.

Additional criteria that is part of the PDLCS ESL Program are as follows:

- ESL Program is based on sound educational theory from experts in the field. The PDLCS ESL
 Program is designed from the PDE approved program models and is adjusted based on the
 student needs. To review the PDE approved program models, view Characteristics of the Major
 Program Models for LEP Students at the following link (www.ncela.gwu.edu)
- Resources, highly qualified personnel, and instructional materials are readily available so that instruction is effective.

 The program is evaluated and adjusted regularly to ensure student progress and student needs are met.

ACADEMIC CONTENT AREA INSTRUCTION OF ELS: Instruction of ELs in academic content areas at PDLCS will follow these guidelines outlined below:

- Once a student is identified as needing ESL services, the ESL Coordinator will meet with the student's academic team to discuss:
 - Student's present English proficiency levels.
 - Accommodations needed in academic content area classes identified by the ESL Classroom Instructor.
 - o Applicable student information needed to guide student success.
- EL students are graded using the same grading system as all other students.
- Academic content area teachers, ESL Instructor, and ESL Coordinator will discuss student progress on a regular basis. This will include but is not limited to quarterly observation reports completed by both the Academic content area teachers and the ESL Instructor.
- The PA ELP Standards are used as an overlay to the academic standards content standards and are incorporated by academic content area teachers of EL students.
- ELD instruction may not replace any other core content in a student's academic program unless
 for a limited time- to not exceed one school year- and PDLCS will have a plan for recovering any
 academic gaps that may result.
- A student cannot be retained in a grade level based only on language proficiency.

RECLASSIFICATION, MONITORING, AND RE-DESIGNATION OF ELS

Reclassification: Occurs when an EL demonstrates the ability to access challenging academic content and interact with teachers and peers in an academic and social setting. In conjunction with the student's ACCESS for ELs scores and the Language Use Inventories, completed by the ESL teacher and one core content area teacher before the release of the ACCESS scores, PDLCS will use the results to determine if the student should be classified as a former EL.

Monitoring: PDLCS will actively monitor former ELs (FELs) academic progress for two years. This will include tracking student progress in all core academic content areas and gathering teacher feedback on a quarterly basis. This will ensure that if the student is found to be struggling due to language barriers, it is recognized in a timely manner. PDLCS will continue to report FELs to the state in PIMS for an additional two years. Years three and four does not require active monitoring. At the end of the fourth year of reclassification, students are coded as Former ELs.

Re-designating: If it is found during the active monitoring period that a student is struggling academically due to language barriers then PDLCS will re-designate the FEL as an active EL and re-enroll the student in the LIEP. Once re-enrolled the student must meet the state required criteria to be reclassified as FELs. When this occurs, the monitoring process starts again at year one.

ELS WITH DISABILITIES: Some EL students may be eligible for Special Education. The IEP team must consider all of the students' needs related to the Free Appropriate Public Education (FAPE). All procedures for screening, evaluation, IEP and services and/or instruction must be in compliance with the Individuals with Disabilities Education Act (IDEA) and PA Chapter 14 Regulations. At PDLCS the following guidelines will be followed for EL students with disabilities:

- The IEP team will include input from the ESL Instructor on the student's language needs.
- The IEP team must check Limited English proficient under special considerations within the IEP.
- The English Language accommodations are not included in the IEP but shared with the IEP team.
- According to Titles I and III, students must participate in the annual assessment for ELs, either the ACCESS for ELs 2.0 or the Alternate ACCESS for ELs.

SUPPORT AND SUPPLEMENTAL PROGRAMS: ELs are able to participate in all federal and state programs which they are identified as qualifying for within the school.

COMUNICATION WITH PARENTS/GUARDIANS: To ensure that all parents receive communication in their preferred language, PDLCS uses the following services:

- Transact: Provider of documents regarding general education and NCLB requirements in multiple languages
- LanguageLine: Provides interpreting and translation services in multiple languages. These services will be evaluated on a yearly basis for effectiveness and may be replaced with other services as needed. Communication with parents/guardians is made using the above modes for the following purposes:
- Student enrollment in the ESL Program
- Student assessment notifications
- Student progress in courses

TITLE III: NCLB provides funds for LEAs to supplement existing ESL Programs. PDLCS is a member of the Title III Consortium and AIU3 applies for Title III funds on behalf of the consortium. Title III funds can be used for but are not limited to:

- After-school programs
- Summer programs
- Training for staff

PROFESSIONAL DEVELOPMENT: PDLCS will provide staff with professional development opportunities under Act 48 on a yearly basis when EL students are enrolled.

REPORTING PROCEDURES: The ESL Coordinator will work with the Records and School Reporting Coordinator to complete the recording requirements for the Pennsylvania Information Management System (PIMS).

Book: Policy Manual

Section: Programs

Title: Homeless Students Policy

Reference: Education for Homeless Children - 42 U.S.C. Sec. 11431 et seq.

24 P.S. Sec 1306

22 PA Code Sec 11.18, 403.1

No Child Left Behind Act - 20 U.S.C. Sec 6301 et seq

42 U.S.C. Sec 11431

Family Education Rights and Privacy, Title 34 CFR Part 99

Guidelines for Enrollment of Homeless Children - 67 Fed. Reg 10698

PA Education for Homeless Children and Youth State Plan

Adopted: March 3, 2014

Revised: March 6, 2017

PURPOSE: The purpose of this policy is to ensure Pennsylvania Distance Learning Charter School (PDLCS) communicates to current and prospective families homeless student enrollment information.

SCOPE: The Board recognizes its obligation to ensure that homeless students have access to the same educational programs and services provided to other district students. The Board shall make reasonable efforts to identify homeless children within the district, encourage their enrollment, and eliminate existing barriers to their attendance and education, in compliance with federal and state law and regulations.

The Board may wave policies, procedures and administrative regulations that create barriers for enrollment, attendance, transportation and success in school of homeless students, based on the recommendation of the Chief Executive Officer.

POLICY AUTHORITY: The Board and Chief Executive Officer designate the Director of Special Education to serve as the school's liaison for homeless students and families. The school's liaison shall coordinate with:

- Local service agencies that provide services to homeless children and youth and families.
- Other school districts on issues of records transfer.
- State and local housing agencies responsible for comprehensive housing affordability strategies.

The school's liaison shall provide public notice of the educational rights of homeless students on our public and internal school websites.

DEFINITIONS: The following terms are defined below unless context indicates otherwise:

Homeless Students: are defined as individuals lacking a fixed regular and nighttime residence, which include the following conditions:

- Sharing the housing of others persons due to loss of housing or economic hardship.
- Living in motels, hotels, trailer parks or camping grounds due to lack of alternative adequate accommodations.
- Living in emergency, transitional or domestic violence shelters.
- Abandoned in hospitals.
- Living in public or private places not designated for or ordinarily used as regular sleeping accommodations for human beings.
- Living in cars, parks, public spaces, abandoned buildings, substandard housing, transportation station or similar settings.
- Living as migratory children in conditions described in previous examples.
- Living as run-away children.
- Abandoned or forced out of homes by parents/guardians or caretakers.
- Living as school age unwed mothers in houses for unwed mothers if they have no other living accommodations.

SCHOOL OF ORIGIN: is defined as the school the student attended when permanently housed or the school in which the student was last enrolled.

DETAILED POLICY STATEMENT: Students shall not be discriminated against, segregated nor stigmatized based on their status as homeless.

To the extent feasible, and in accordance with the student's best interest, a homeless student shall continue to be enrolled in his/her school of origin while s/he remains homeless or until the end of the academic year in which s/he obtains permanent housing. Parents/Guardians of a homeless student may request enrollment in the school in the attendance area where the student is actually living or other schools. If a student is unaccompanied by a parent/guardian, the PDLCS homeless liaison will consider the views of the students in determining where s/he will be enrolled.

The selected school shall immediately enroll the student and begin instruction, even if the student is unable to produce records normally required for enrollment pursuant to PDLCS policies. However, PDLCS may require a parent/guardian to submit contact information. The homeless liaison may contact the previous school for oral confirmation of immunizations, and the school shall request records from

the previous district. Homeless families are not required to prove residency regarding school enrollment.

SCHOOL/HEALTH RECORDS: PDLCS may contact the district of origin for oral confirmation that the student has been immunized, but must not be a barrier to enrollment. Oral confirmation between professionals is a sufficient basis to verify immunization with written confirmation to follow within thirty (30) days. The instructional program should begin as soon as possible after the enrollment process is initiated and should not be delayed until the procedure is completed. The Homeless Liaison will assist the parent/guardian in obtaining necessary immunizations, or immunization and medical records.

PLACEMENT/DISPUTE/COMPLAINTS: If PDLCS is unable to determine the student's grade level due to missing or incomplete records, the school shall administer tests or utilize appropriate means to determine the student's placement.

If a dispute arises over school selection or enrollment, the student shall be immediately enrolled in the school in which enrollment is sought, pending resolution of the dispute. The parent/guardian/student will be provided with a written explanation of the school's decision on the dispute, including the right to appeal. The parent/guardian/student will be referred to the Homeless Liaison who will carry out the state's grievance procedure as expeditiously as possible after receiving notice of the dispute. In the case of an unaccompanied student, the Homeless Liaison shall ensure that the student is immediately enrolled in school pending resolution of the dispute.

If disputes or complaints on noncompliance arise regarding the education of homeless students, the following steps may be taken:

- The person filing the complaint shall first contact the school's Homeless Liaison, the Principal or the Chief Executive Officer to present their concerns to the people closest to the situation and most likely to be able to resolve it quickly.
- If Step 1 is not successful or is not possible under the circumstances, contact should be made with the Homeless Project Education Liaison, or the Pennsylvania Department of Education (PDE) will accept complaints directly through the Education for Homeless Children and Youth Program.
- Individual cases may be referred to PDE's Office of Chief Counsel and the Office of the Deputy Secretary for Elementary and Secondary Education, as needed, by the State Homeless Coordinator.

PDE will deliver a response within fifteen (15) business days of the receipt of the complaint. The complaint may arrive in the form of a copy of the school/district letter or on the Dispute Letter Form if given directly to a Liaison of the Homeless Initiative.

SERVICES: Homeless students shall be provided services comparable to those offered to other PDLCS students including but not limited to: programs for students with limited English proficiency; and educational services for which students meet eligibility criteria, such as programs for disadvantaged students, and students with disabilities.

FISCAL RESPONSIBILITIES: The following guidelines will be followed in cases when the education of the student is provided by PDLCS while the student meets the homeless student definition. The guidelines shall also apply in cases when the LEA of prior attendance, is not the LEA the student attended when permanently housed, will education the student:

- Homeless individuals not in facilities (shelters) or institutions, as well as homeless individuals
 living in hotels, motels, cars, tents, doubled-up with a resident family, shall be reported and
 reimbursed as resident students.
- For homeless individuals in temporary shelters, the educating school, PDLCS, will send a form for the determination of district residence for students in facilities or institutions to the presumed district of residence.
- If the form is acknowledged by the resident district, the educating school, PDLCS, will enter the student on its rolls as a student from the acknowledging resident school. The educating school, PDLCS, will bill the resident district for tuition and will report membership data according to state child accounting procedures.
- If the form is disclaimed and a district of residence cannot be determined, the student will be considered a ward of the state. The educating school, PLDCS, will enter the student on its rolls as a nonresident ward of the state and will report membership according to state child accounting procedures. The Department of Education will pay tuition to the educating school, PDLCS, based on membership reported to child accounting.

In cases when the education of the student is provided by PDLCS that is the LEA where the student attended when permanently housed, PDLCS will continue to educate a homeless student for the period of temporary displacement and should maintain the student on its rolls as a resident student.

In cases when the student becomes permanently housed during the academic year and continues in the school of origin, which is not the district of new residence, the educating school, PDLCS, will continue to educate the formerly homeless student on its rolls as a nonresident student.

Book: Policy Manual

Section: Programs

Title: Child Find and Special Education Policy

Reference: State Board of Education Regulations 22 PA Code Sec 12.1, 12.4, 12.41, 14.101

14.121, 14.122, 14.123, 14.125, 14.131, 14.125, 14.131, 14.132, 14.145, 711.41

Individuals with Disabilities Education Act – 20 U.S.C. Sec. 1400 et seq.

Rehabilitation Act of 1973, Sec. 504-29 U.S.C. 794

Americans with Disabilities Act 42 U.S.C. Sec 794

Individuals with Disabilities Education Act, Title 34, Code of Federal

Regulations Part 300

Adopted: December 3, 2102

Revised: September, 2015, October, 23, 2017

PURPOSE: This policy is to ensure Pennsylvania Distance Learning Charter School (PDLCS) is communicating to current and prospective families the availability of special education for students.

SCOPE: This policy applies to all staff members, educators, and Administrators of PDLCS.

POLICY AUTHORITY: Policy draft is reviewed by the CEO of PDLCS; then (1) sent to the Board of Trustees, and (2) presented at the next formal, public Board Meeting for review, public comments and approval.

DETAILED POLICY STATEMENT:

CHILD FIND: All children with disabilities, including those attending private schools, who are in need of special education and related services are identified, located and evaluated (34 CFR 300.125). A practical method shall be developed and implemented to determine which children are currently receiving needed special education and related services. (34 CFR 300.125)

This policy applies to highly mobile children with disabilities and children that are suspected of being a child with a disability under 34 CFR 300.7 and in need of special education, even though they are advancing from grade to grade. (34 CFR 300.125)

The Superintendent, or designee, shall ensure that the district annually conducts awareness and outreach programs and activities designed to reach district residents including parents/guardians of

students with disabilities who are enrolled in the district, preschool-aged children, students who attend private school, homeless children, children who are wards of the state homeless children and highly mobile children, including migrant children.

PDLCS's public awareness activities include: annual publication of a written notice on the main screen of the home webpage visible "above the crease"; monthly family network notification; and trifold publication outlining child identification activities available at all public outreach events as well as on the website.

PDLCS's public awareness activities shall include content addressing: available special education services and programs and how to request them; procedures used to ensure confidentiality of student information; potential signs of developmental delays and other risk factors that could indicate disabilities.

The Intermediate Units shall be responsible for conducting child find activities necessary to provide equitable participation services to students with disabilities who are enrolled by their parents/guardians in private schools.

It is the policy of PDLCS that all students with disabilities, regardless of the severity of their disability, who are in need of special education and related services, are identified, located and evaluated. This responsibility is required by a Federal law called the Individuals with Disabilities Education Improvement Act of 2004 (IDEIA 2004). Chapter 711 of Title 22 of the Pennsylvania Code requires the publication of a notice to parents sufficient to inform parents of children applying to or already enrolled in the charter school of (1) available special education services and programs, (2) how to request those services and programs, and of (3) systematic screening activities that lead to the identification, location and evaluation of children with disabilities enrolled in the charter school. The purpose of this Annual Notice is to comply with the school's obligations under Chapter 711 of Title 22 of the Pennsylvania Code. This Annual Notice is made available both in the school's Parent-Student Handbook and on the school's website: www.padistance.org.

QUALIFYING FOR SPECIAL EDUCATION AND RELATED SERVICES: Under the Federal IDEIA 2004, there are two steps for a student to qualify for Special Education and related services. The first step is a finding that the student has one or more of the following disabilities that interfere with his or her educational performance: (1) autism, (2) deaf-blindness, (3) deafness, (4) emotional disturbance, (5) hearing impairment, (6) intellectually disabled, (7) multiple disabilities, (8) orthopedic impairment, (9) other health impairment (includes ADD, ADHD, epilepsy, etc.), (10) specific learning disability, (11) speech or language impairment, (12) traumatic brain injury, and/or (13) visual impairment including blindness. (IDEIA 2004 provides legal definitions of the above-listed disabilities, which may differ from those terms used in medical or clinical practice or daily language.) The second step in determining eligibility for Special Education and related services is a finding by the school's multi-disciplinary team (MDT) that the student with one or more of these disabilities is in need of specially-designed instructions.

WHAT PARENTS CAN DO IF THEY THINK THEIR CHILD MAY QUALIFY FOR SPECIAL EDUCATION? Some potential signs of a student having a qualifying disability include experiencing years of difficulty in reading, writing or solving math problems, difficulties focusing and concentrating on schoolwork, difficulties sitting still in the classroom, and difficulties controlling emotions (such as anxiety and depression) and behaviors. If parents believe that their child has had difficulties in school over the years and may have one or more of these conditions, they should contact the school's Director of Special Education.

Parents who think their child is eligible for special education may request, at any time, that the school conduct a Multi-Disciplinary Evaluation. Requests for a Multi-Disciplinary Evaluation must be made in writing to the school's Director of Special Education. If a parent makes an oral request for a Multi-Disciplinary Evaluation, the school shall provide the parent with a form for that purpose. If the school denies the parents' request for an evaluation, the parents have the right to challenge the denial through an impartial hearing or through voluntary alternative dispute resolution such as mediation.

SYSTEMATIC SCREENING AND REFERRAL PROCESSES: Through our systematic screening and referral processes, PDLCS identifies and refers for evaluation students who are thought to be eligible for special education services. These screening and referral processes include the initial admissions academic placement tests, classroom performance, vision and hearing screenings, response to intervention (RTI) and the student assistance program known as SAP.

PDLCS regularly assesses the current achievement and performance of the child, designs school-based interventions, and assesses the effectiveness of interventions. (The screening of a student by a teacher or specialist to determine appropriate instructional strategies for curriculum implementation is not to be considered an evaluation for eligibility for special education and related services.) If a concern can be addressed without special education services, or if the concern is the result of limited English proficiency or the lack of appropriate instruction, a recommendation may be made for interventions other than a multidisciplinary team evaluation.

Parents have the right to request a multidisciplinary team evaluation at any time, regardless of the outcome of the screening process. Moreover, screening or pre-referral intervention activities may not serve as a bar to the right of the parent to request an evaluation, at any time, including prior to or during the conduct of screening or pre-referral intervention activities.

Whenever a student is referred for an evaluation, PDLCS must obtain written permission from a parent before the evaluation can be conducted. A surrogate parent must be appointed when no parent can be identified; a public agency, after reasonable efforts, cannot locate a parent; the child is a ward of the State under the laws of Pennsylvania, or the child is an unaccompanied homeless youth. The surrogate parent may represent the child in all matters relating to the identification, evaluation, and educational placement of the child. Reasonable efforts must be made to ensure the assignment of surrogate parent not more than 30 days after it is determined that the child needs a surrogate parent.

If parents need additional information regarding the purpose, time, and location of screening activities, they should call or write the school's Director of Special Education.

EVALUATION: An evaluation involves the use of a variety of assessment tools and strategies to gather relevant functional, developmental, and academic information about the child, including information provided by the parent that may assist in determining whether the child is a child with a disability and the content of the child's IEP. The Charter School does not use any single measure or assessment as a sole criterion for determining an appropriate educational program for the child. Technically sound instruments are used to assess the relative contribution of cognitive and behavioral factors in addition to physical or developmental factors.

Parental consent must be obtained by the Charter School prior to conducting an initial evaluation to determine if the child qualifies as a child with a disability, and before providing special education and related services to the child. Parental consent for an evaluation shall not be construed as consent for their child to receive special education and related services. The screening of a child by a teacher or specialist to determine appropriate instructional strategies for curriculum implementation is not considered to be an evaluation for eligibility for special education and related services; therefore, parental consent is not required in this instance.

The Multidisciplinary Evaluation (MDE) process is conducted by the Multidisciplinary Team (MDT), which includes a teacher, other qualified professionals who work with the child, the parents and other members as required by law. The MDE process must be conducted in accordance with specific timelines and must include protection-in-evaluation procedures. For example, tests and procedures used as part of the Multidisciplinary Evaluation may not be racially or culturally biased.

The MDE process results in a written report called an Evaluation Report (ER). This report makes recommendations about a student's eligibility for special education based on the presence of a disability and the need for specially designed instruction. If the student's Multidisciplinary Team determines that the student is eligible for special education and related services, then the student's IEP Team writes a detailed plan for supporting the student in his/her area(s) of need over the coming year so that the student can be successful in school – and then later in life.

PROGRAMS AND SERVICES FOR CHILDREN WITH DISABILITIES: The IEP Team (which includes the parent) determines the type and intensity of special education and related services that a particular child needs based exclusively on the unique program of special education and related services that the school develops for that child. This program is called an Individualized Education Plan – the IEP – and is different for each student. An IEP Team consisting of educators, parents and other persons with special expertise or familiarity with the child. The participants in the IEP Team are dictated by IDEIA 2004.

The parents of the child have the right to be notified of and to be offered participation in all meetings of their child's IEP Team. The IEP is revised as often as circumstances warrant but reviewed at least annually. The law requires that the program and placement of the child, as described in the IEP, be reasonably calculated to ensure meaningful educational benefit to the student. In accordance with IDEIA 2004, there may be situations in which the school may hold an IEP meeting if the parents refuse or fail to attend the IEP team meeting.

THE INDIVIDUALIZED EDUCATION PLAN (IEP): IEPs generally contain: (1) a statement of present levels of academic achievement and functional performance; (2) a statement of measurable annual goals established for the child; (3) a statement of how the child's progress toward meeting the annual goals will be measured and when periodic reports will be provided; (4) a statement of the special education and related services and supplementary aids and services and a statement of the program modifications or supports for school personnel that will be provided, if any; (5) an explanation of the extent, if any, to which the child will not participate with non-disable children in the regular class and in activities; (6) a statement of any individual appropriate accommodations that are necessary to measure the academic achievement and functional performance of the child on State and school assessments; and (7) the projected date for the beginning of the services and modifications and the anticipated frequency, location and duration of those services or modifications.

TYPES OF SERVICES AVAILABLE: Special education services are provided according to the educational needs of the child, not the category of disability. Types of service that may be available, depending upon the child's disability and needs include, but are not limited to: (1) learning support; (2) life skills support; (3) emotional support; (4) deaf or hearing impaired support; (5) blind or visually impaired support; (6) physical support; (7) autistic support; (8) multiple disabilities support; and (9) speech and language support.

RELATED SERVICES: Related services are designed to enable the child to participate in our access his or her program of special education. Examples of related services that a child may require include but are not limited to: speech and language therapy, transportation, occupational therapy, physical therapy, school nursing services, audiologist services, counseling, or training.

LEAST RESTRICTIVE ENVIRONMENT: PDLCS ensures that children with disabilities are education to the maximum extent possible in the regular education environment or "least restrictive environment". To the maximum extent appropriate, students with disabilities are educated with students who are not disabled. Special classes, separate schooling or other removal of students with disabilities from the general educational environment occurs only when the nature or severity of the disability is such that education in the general education classes, even with the use of supplementary aids and services, cannot be achieved satisfactorily. Programs and services available to students with disabilities might include: (1) regular class placement with supplementary aides and services provided as needed in that environment; (2) regular class placement for most of the school day with interact service by a special education teacher either in or out of the regular classroom; (3) regular class placement for most of the school day with instruction provided by a special education teacher in a resource classroom; (4) part-time special education class placement in a regular public school or alternative setting; and (5) special education class placement or special education services provided outside the regular class for most or all of the school day, either in a regular public school or alternative setting, such as an approved private school or other private facility licensed to serve children with disabilities.

EXTENDED SCHOOL YEAR: Some students may also be eligible for extended school year services if determined needed by their IEP teams in accordance with Chapter 711 regulations contained in Title 22 of the PA Code.

TRANSITION PLANS: Beginning not later than the first IEP to be in effect when the child turns 14, or younger if determined appropriate by the IEP Team, and updated annually, thereafter, the IEP must include appropriate measurable postsecondary goals and transition services needed to assist in reaching those goals. The Charter School must invite the child to the IEP team meeting at which the transition plan is developed.

Beginning not later than one year before the child reaches the age of 21, which is the age of majority for education purposes under Pennsylvania law, the IEP must include a statement that the student has been informed of the student's rights, if any, that will transfer to the student on reaching the age of 21.

SECTION 504 PLANS: Services for Protected Handicapped Students, Other than Special Education Services Under Section 504 of the Federal Rehabilitation Act of 1973, some school age children with disabilities who do not meet the eligibility criteria outlined above might nevertheless be eligible for special protections and for adaptations and accommodations in instruction, facilities and activities. Children are entitled to such protections, adaptations, and accommodations if they have a mental or physical disability that substantially limits or prohibits participation in or access to an aspect of the school program and otherwise qualify under applicable laws.

The Charter School must ensure that the qualified handicapped students have equal opportunity to participate in the school program and activities to the maximum extent appropriate for each individual student. In compliance with applicable state and federal laws, the Charter School provides to each qualifying protected handicapped student without discrimination or cost to the student or family, those related aids, services or accommodations which are needed to provide equal opportunity to participate in and obtain the benefits of the school program and extracurricular activities to the maximum extent appropriate to the student's abilities and to the extent required by the laws.

These services and protections for "protected handicapped students" may be distinct from those applicable to eligible or thought-to-be eligible students. The Charter School or the parent may initiate an evaluation if they believe a student is a protected handicapped student. For further information on the evaluation procedures and provision of services to protected handicapped students, parents should contact the school's Director of Special Education.

Book: Policy Manual

Section: Federal Programs

Title: Procurement Using Grant Funds Policy

Adopted: February 29, 2016

Revised: March 6, 2019

PURPOSE: The purpose of this Policy is to ensure compliance with securing goods and services using grant funds by PDLCS with reputable and responsible suppliers in an equitable and competitive manner. This policy is intended to supplement but not replace any applicable State or Federal laws governing Federal grants applicable to nonprofit and public cyber charter schools.

SCOPE: The Policy applies to the Board of Trustees, school administration, and other school employees with Board delegated powers direct or indirect in grant expenditure decisions related to the school.

POLICY AUTHORITY: Policy draft is reviewed by the CEO of PDLCS; then (1) sent to the Board of Trustees, and (2) presented at the next formal, public Board Meeting for review, public comments and approval.

DEFINITIONS:

2 C.F.R. 200.317: U.S. Government Publishing Office: Federal Regulations for Procurement by States for grant and agreements using Federal funds.

DETAILED POLICY STATEMENT: The U.S. Government under 2 CFR Part 200.317, Procurement by States requires that grantees and sub grantees will use their own procurement procedures which reflect applicable state (PA School Code Section 807.1) and local laws and regulations, proved that procurements conform to applicable Federal law and other standards. In using Federal funds for procurements, the School is bound to adhere to all of the procurement standards identified in 2 CFR Part 200.317 et. seq. If the School's procurement policies and procedures are more restrictive than State or Federal laws and regulations, School policies must be followed. 2 CFR Part 200.318 includes but is not limited to the following requirements:

- The School will use its own procurement procedures which reflect applicable state and local laws and regulations, provided that the procurements conform to applicable Federal law and regulations.
- The School will have written selection procedures for procurement transactions.
- Any lists of prequalified persons, firms, or products to be used by the School will be updated regularly and will ensure open and free competition.

- Only responsible contractors that have the ability to successfully complete contract terms will be used.
- If available and applicable, excess Federal property and equipment will be used before purchasing new equipment.
- The School will ensure no real or apparent conflicts of interest during the procurement activities and will adhere to the School's Conflict of Interest Policy.
- All transactions will be conducted in a manner providing full and open competition (See 34 CFR 80.36 © for examples of restrictive procurement situations.
- Unnecessary or duplicative purchases will be avoided.
- The School will perform a cost or price analysis in connection with every procurement action including contract modifications.
- Detailed records to substantiate procurement decisions, rationale and history will be maintained.
- The School will handle and resolve any contract or procurement disputes.
- The School must make available, upon request of the awarding agency, technical specifications
 on proposed procurements where the awarding agency believes such review is needed to
 ensure that the item and/or service specified is the one being proposed for purchase.
- The School's contracts must contain provisions of paragraph 2 CFR 200.326.
- Contracting with faith-based organizations is allowed provided there is no discrimination for or
 against the organization and provided that the faith-based organization offers any religious
 worship, instruction or proselytization at a time and in a location separate from any programs or
 services provided to the School and any participation in such services by beneficiaries of grant
 programs is voluntary.

Purchasing procedures using Federal and non-Federal grant funds will conform to applicable state, local and Federal law and any regulations identified in 2 CFR. Procurements may be awarded through noncompetitive means under certain circumstances such as if the goods/services are only available from a single source, public exigency or emergency necessitates noncompetitive procurement, the awarding agency authorizes it, or if competition is deemed inadequate. See 2 CFR Part 200.320 for additional guidance on when noncompetitive procurement may be used.

Federal regulations (See 2 CFR Part 200.320) stipulate that procurements of services under \$250,000 may be conducted via less formal competitive procedures such as price or rate quotations.

Grant Program Manager (GPM) and Principal will communicate the needs of the program to the Business Manager, Chief Executive Officer, and Director of Student Services and assist in the evaluation of competitive bidders and vendors responding to Request for Proposals (RFPs). GPMs must contact the Chief Executive Officer prior to the issuance of any RFPs to ensure compliance with grant requirements and to consult the Director of Student Services for guidance on when to use a specific type of procurement method. The GPM is responsible for obtaining price quotations and for completing a quote evaluation for procurements of goods/supplies with a potential value of up to \$20,100 and for procurements of services with a value of up to \$249,999. The GPM will attach completed quote

evaluations to all procurement requisitions documents – contract forms for services or purchase requisitions for goods. The GPM will also ensure that the goods and services they seek to purchase meet the School's Allowable Uses of Funds and Adherence to Cost Circulars Policy. The GPM will be responsible for capturing and maintaining any procurement documentation.

The Director of Student Services is responsible for ensuring that procurement procedures are followed and that staff are properly training in State, local, and Federal law and regulations as well as School policies. The Director of Student Services is also responsible for conducting formal bid solicitation processes for procurements of goods/supplies with potential value of more than 420,100 and for procurements of services of \$250,000 or more.

Book: Policy Manual

Section: Federal Programs

Title: Drawdowns and Reimbursement Requests Policy

Adopted: February 29, 2016

Revised:

PURPOSE: The purpose of this Policy is to ensure requested grant and subgrantee funds of PDLC are for immediate needs, limited the time between receipt of funds and disbursement. This policy is intended to supplement but not replace any applicable State or Federal laws governing Federal grants applicable to nonprofit and public cyber charter schools.

SCOPE: The Policy applies to the Board of Trustees, school administration, and other school employees with Board delegated powers direct or indirect in grant expenditure decisions related to the school.

POLICY AUTHORITY: Policy draft is reviewed by the CEO of PDLCS; then (1) sent to the Board of Trustees, and (2) presented at the next formal, public Board Meeting for review, public comments and approval.

DEFINITIONS:

Subgrantee: The government or legal entity to which a sub-grant is awarded and which accountability for the proper use of funds is provided.

Grant Program Manager: Provides oversight and coordination of Federal and State grant activities for the School.

DETAILED POLICY STATEMENT: The School receives grant funds in multiple ways. Some grant programs provide all of the funds up-front via a lump sum check or wire transfer, some grants are disbursed in regularly scheduled payments, and some grants require the School to request reimbursement after program expenses have been incurred through the use of invoices or cash draw downs. Most funding agencies, Federal and non-Federal, specify the particular method required for requesting grant funds. In order to avoid funding delays (or potential penalties or funding withdrawal), the School must abide by the grantor's rules and regulations.

For Federal grants awarded before December 26, 2014, 34 CFR Part 80.21 states that a grant recipient or subgrantee of Federal funds shall minimize the time elapsing between the transfer of funds from the Federal government and disbursement by the grant recipient or subgrantee. Federal grants awarded on or after December 26, 2014 must adhere to 2 CFR 200.305 which requires that an entity's payment

methods minimize the time elapsing between the transfer of funds from the United States Treasure and the disbursement of these funds.

For all funding methods, the School will follow the grantor's preferred method of requesting funds while attempting to minimize the time between fund receipt and the disbursement of grant funds for program-related expenditures.

Regardless of the method of grant fund receipt, all program expenditures that will be paid for with grant funds must be allowable and meet applicable cost restrictions.

Grant fund receipts will be deposited and coded to the correct amount by the Business Manager and will be reported accurately to the grantor.

The Grant Program Manager (GPM) and Chief Executive Officer are responsible for supporting the Business Manager's efforts to ensure compliance with grant fund receipt requirements. GPMs are responsible for ensuring that grant funds received are expended in accordance with all grantor regulations and Allowable Uses of Funds and Adherence to Cost Circulars for Federal grants awarded. Any funds received directly by the GPM should be forwarded to the Business Manager.

The GPM is expected to have a full understanding of grant requirements and regulations pertaining to cash management. GPMs are responsible for monitoring expended disbursements and forecasting cash flow needs and for executing cash drawdowns using invoices or the grantor-preferred method (this may include grantor operated web-based systems). GPMs will retain all documentation related to requested drawdowns, reimbursements and any scheduled pay based requests. Any funds received directly by the GPMs should be forwarded to the Business Manager.

The Business Manager is responsible for notifying GPMs and Chief Executive Officer when grant funds are received directly by the Business Office. The Business Office is responsible for processing any grant funds received by other offices or staff and forwarded to them. The Business Office will ensure that deposited funds are coded to the proper grant accounts and will seek guidance from the GPM if the proper account is unknown.

Book: Policy Manual

Section: Federal Programs

Title: Allowability of Costs Policy

Adopted: February 29, 2016

Revised:

PURPOSE: The purpose of this Policy is to ensure all expenditures align with approved budgeted items of Pennsylvania Distance Learning Charter School (PDLCS) and grant applications approved by the State. This policy is intended to supplement but not replace any applicable State or Federal laws governing federal grants applicable to nonprofit and public charter schools.

SCOPE: The Policy applies to the Board of Trustees, school administration, and other school employees with Board delegated powers direct or indirect in grant expenditure decisions related to the school.

POLICY AUTHORITY: Policy draft is reviewed by the CEO of PDLCS; then (1) sent to the Board of Trustees, and (2) presented at the next formal, public Board Meeting for review, public comments and approval.

DEFINITIONS:

EDGAR: Education Department General Administrative Regulations which manages compliance and awards of federal grants.

GAAP: Generally Accepted Accounting Principles are a common set of accounting principles, standards and procedures used to compile financial statements.

DETAILED POLICY STATEMENT: When determining PDLCS will spend its grant funds, Administration and the Business Office will review the proposed cost to determine whether it is an allowable use of Federal grant funds *before* obligating and spending those funds on the proposed good or service. All costs supported by federal education funds must meet the standards outlined in EDGAR, 2 C.F.R. Part 3475 and 2 C.F.R. Part 200, Subpart E, which are provided in the bulleted list below. Administration and the Business Office must consider these factors when making an allowability determination. Additional helpful questions to ask when making allowability determinations are located on subsequent pages of this Policy.

Be Necessary and Reasonable for the Performance of the Federal Award. School staff must
consider these elements when determining the reasonableness of a cost. A cost is reasonable if,
in its nature and amount, it does not exceed that which would be incurred by a prudent person

under the circumstances prevailing at the time the decision to incur the cost was made. For example, reasonable means that sound business practices were followed, and purchases were comparable to market prices. When determining reasonable of a cost, consideration must be given to:

- Whether the cost is a type generally recognized as ordinary and necessary for the operation of the School or the proper and efficient performance of the Federal award.
- The restraints or requirements imposed by factors, such as: sound business practices; arm's-length bargaining; Federal, State and other laws and regulations; and terms and conditions of the federal award.
- Market prices for comparable goods or services for the geographic area.
- Whether the individuals concerned acted with prudence in the circumstances considering their responsibilities to the School, its employees, its students, the public at large, and the Federal government.
- Whether the school significantly deviates from its established practices and policies regarding the incurrence of costs, which may unjustifiably increase the federal award's cost. 2 C.F.R. 200.404

While 2 C.F.R. 200.404 does not provide specific descriptions of what satisfies the "necessary" element beyond its inclusion in the reasonableness analysis above, necessary is determined based on the needs of the program. Specifically, the expenditure must be necessary to achieve an important program objective. A key aspect in determining whether a cost is necessary is whether the School can demonstrate that the cost addresses an existing need and can prove it. For example, the school may deem a language skills software program necessary for a limited English proficiency program.

When determining whether a cost is necessary, consideration may be given to:

- Whether the cost is needed for the proper and efficient performance of the grant program.
- Whether the cost is identified in the approved budget or application.
- o Whether there is an educational benefit associated with the cost.
- Whether the cost aligns with identified needs based on results and findings from a needs assessment.
- Whether the cost addresses program goals and objectives and is based on program data.
- Allocable to the Federal award: A cost is allocable to the Federal award if the goods or services involved are chargeable or assignable to the Federal award in accordance with the relative benefit received. This means that the Federal grant program derived a benefit in proportion to the funds charged to the program (2 C.F.R. 200.405). For example, if 50% of a teacher's salary is paid with grant funds, then that teacher must spend at least 50% of his or time on the grant program.
- Consistent with policies and procedures that apply uniformly to both federally-financed and other activities of the School.

- Conform to any limitations or exclusions set forth as cost principles in Part 200 or in the terms and conditions of the Federal award.
- **Consistent treatment:** A cost cannot be assigned to a Federal award as a direct cost if any other cost incurred for the same purpose in like circumstances has been assigned as an indirect cost under another award.
- Adequately documented: All expenditures must be properly documented.
- Be determined in accordance with GAAP, unless provided otherwise in Part 200.
- Not included as a match or cost-share, unless the specific federal program authorizes Federal costs to be treated as such. Some Federal program statutes require the non-federal entity to contribute a certain amount of non-federal resources to be eligible for the Federal program.
- Be the net of all applicable credits. The term "applicable credits" refers to those receipts or reduction of expenditures that operate to offset or reduce expense items allocable to the Federal award. Typical examples of such transactions are: purchase discounts; rebates or allowances; recoveries or indemnities on losses; and adjustments of overpayments or erroneous charges. To the extent that such credits accruing to or received by the State relate to the Federal award, they shall be credited to the federal award, either as a cost-reduction or a cash refund, as appropriate. 2 C.F.R. 200.406

Part 200's cost guidelines must be considered when federal grant funds are expended. As provided above, Federal rules require state and school level requirements and policies regarding expenditures to be followed as well. For example, State and/or School policies relating to travel or equipment may be narrower than the Federal rules, and the stricter State and/or School policies must be followed. Further, certain types of incentives are allowable under Federal law, but are not allowable under State law.

Selected Items of Cost: Part 200 examines the allowability of 55 specific cost items (commonly referred to as Selected Items of Cost) at 2 C.F.R. 200.420-200.475. These cost items are listed in the chart below along with the citation where it is discussed whether the item is allowable. Please do not assume that an item is allowable because it is specifically listed in the regulation as it may be unallowable despite its inclusion in the selected items of cost section. The expenditure may be unallowable for a number of reasons, including: the express language of the regulation states the item is unallowable; the terms and conditions of the grant deem the item unallowable; or State/local restrictions dictate that the item is unallowable. The item may also be unallowable because it does not meet one of the cost principles, such as being reasonable because it is considered too expensive. If an item is unallowable for any of these reasons, Federal funds cannot be used to purchase it.

School personnel responsible for spending Federal grant funds and for determining allowability must be familiar with the Part 200 selected items of cost section. The School must follow these rules when charging these specific expenditures to a federal grant. When applicable, School staff must check costs against the selected items of cost requirements to ensure the cost is allowable. In addition, State, School and program-specific rules may deem a cost as unallowable and School personnel must follow those non-Federal rules as well.

The selected item of cost addressed in Part 200 includes the following in alphabetical order:

Item of Cost	Citation of Allowability Rate		
Advertising and public relations costs	2 C.F.R. 200.421		
Advisory councils	2 C.F.R. 200.422		
Alcoholic beverages	2 C.F.R. 200.423		
Alumni activities	2 C.F.R. 200.424		
Audit services	2 C.F.R. 200.425		
Bad debts	2 C.F.R. 200.426		
Bonding costs	2 C.F.R. 200.427		
Collection of improper payments	2 C.F.R. 200.428		
Commencement and convocation costs	2 C.F.R. 200.429		
Compensation – personal services	2 C.F.R. 200.430		
Compensation – fringe benefits	2 C.F.R. 200.431		
Conferences	2 C.F.R. 200.432		
Contingency provisions	2 C.F.R. 200.433		
Contributions and donations	2 C.F.R. 200.434		
Defense and prosecution of criminals and civil	2 C.F.R. 200.435		
proceedings, claims, appeals and patent			
infringements			
Depreciation	2 C.F.R. 200.436		
Employee health and welfare costs	2 C.F.R. 200.437		
Entertainment costs	2 C.F.R. 200.438		
Equipment and other capital expenditures	2 C.F.R. 200.439		
Exchange rates	2 C.F.R. 200.440		
Fines, penalties, damages and other settlements	2 C.F.R. 200.441		
Fund raising and investment management costs	2 C.F.R. 200.442		
Gains and losses on disposition of depreciable	2 C.F.R. 200.443		
assets			
General costs of government	2 C.F.R. 200.444		
Goods and services for personal use	2 C.F.R. 200.445		
Idle facilities and idle capacity	2 C.F.R. 200.446		
Insurance and indemnification	2 C.F.R. 200.447		
Intellectual property	2 C.F.R. 200.448		
Interest	2 C.F.R. 200.449		
Lobbying	2 C.F.R. 200.450		
Losses on other awards or contracts	2 C.F.R. 200.451		
Maintenance and repair costs	2 C.F.R. 200.452		
Materials and supplies costs including costs of	2 C.F.R. 200.453		
computing devices			
Memberships, subscriptions and professional	2 C.F.R. 200.454		
activity costs			
Organization costs	2 C.F.R. 200.455		
Participant support costs	2 C.F.R. 200.456		
Plant and security costs	2 C.F.R. 200.457		
Pre-award costs	2 C.F.R. 200.458		
Professional services costs	2 C.F.R. 200.459		
Proposal costs	2 C.F.R. 200.460		

Publication and printing costs	2 C.F.R. 200.461
Rearrangement and reconversion costs	2 C.F.R. 200.462
Recruiting costs	2 C.F.R. 200.463
Relocation costs of employees	2 C.F.R. 200.464
Rental costs of real property and equipment	2 C.F.R. 200.465
Scholarships and student aid costs	2 C.F.R. 200.466
Selling and marketing costs	2 C.F.R. 200.467
Specialized service facilities	2 C.F.R. 200.468
Student activity costs	2 C.F.R. 200.469
Taxes (including Value Added Tax)	2 C.F.R. 200.470
Termination costs	2 C.F.R. 200.471
Training and education costs	2 C.F.R. 200.472
Transportation costs	2 C.F.R. 200.473
Travel costs	2 C.F.R. 200.474
Trustees	2 C.F.R. 200.475

Likewise, it is possible for the State and/or School to put additional requirements on a specific item of cost. Under such circumstances, the stricter requirements must be met for a cost to be allowable. Accordingly, employees must consult Federal, State and School requirements when spending Federal funds. For example, often the State's travel rules are more restrictive than Federal rules, which mean the State's policies must be followed.

In order for a cost to be allowable, the expenditure must also be allowable under the applicable program statute (e.g., Title 1 of the Elementary and Secondary Education Act (ESEA), or the Carl D. Perkins Center and Technical Education Act (Perkins)), along with accompanying program regulations, non-regulatory guidance and grant award notifications.

The State and/or Schools rules related to some specific cost items are outlined in the Employee Handbook. School employees must be aware of these State and School rules and ensure they are complying with these requirements.

Helpful Questions for Determining Whether a Cost is Allowable: In addition to the cost principles and standards described above, Administration and Business Offices can refer to this section for a useful framework when performing an allowability analysis. In order to determine whether federal funds may be used to purchase a specific cost, it is helpful to ask the following questions:

- Is the proposed cost allowable under the relevant program?
- Is the proposed cost consistent with an approved program plan and budget?
- Is the proposed cost consistent with program specific fiscal rules?
 - o For example, the School may be required to use federal funds only to supplement the amount of funds available from nonfederal (and possibly other Federal) sources.
- Is the proposed cost consistent with EDGAR?
- Is the proposed cost consistent with specific conditions imposed on the grant (if applicable)?

As a practical manner, Administration and Business Offices should also consider whether the proposed cost is consistent with the underlying needs of the program. For example, program funds must benefit the appropriate population of students for which they are allocated. This means that, for instance, funds allocated under Title III of the Elementary and Secondary Education Act (ESEA) governing language instruction programs for Limited English Proficient (LEP) students must only be spent on LEP students and cannot be used to benefit non-LEP students.

Funds should be targeted to address areas of weakness, as necessary. To make this determination, Administration and Business Offices should review data when making purchases to ensure that Federal funds meet these areas of concern.

Book: Policy Manual

Section: Federal Programs

Title: Allowable Use of Funds and Adherence to Cost Circulars Policy

Adopted: February 29, 2016

Revised:

PURPOSE: The purpose of this Policy is to ensure all non-personnel grant expenditures of PDLCS are compliant with cost circulars. This Policy is intended to supplement but not replace any applicable State or Federal laws governing Federal grants applicable to nonprofit and public cyber charter schools.

SCOPE: The Policy applies to the Board of Trustees, school administration, and other school employees with Board delegated powers direct or indirect in grant expenditure decisions related to the school.

POLICY AUTHORITY: Policy draft is reviewed by the CEO of PDLCS; then (1) sent to the Board of Trustees, and (2) presented at the next formal, public Board Meeting for review, public comments and approval.

DEFINITIONS:

Supplement: Something that completes or enhances something else when added to it; an extra element or amount of something already in existence.

Supplant: Supersede or replace someone, or something else already in existence.

DETAILED POLICY STATEMENT: The Grant Program Manager (GPM) and the School Principal are responsible for ensuring that all expenditures processed against grant funds are consistent with the terms of the grant and, for Federal funds, compliant with the applicable Federal Uniform Grant Guidance. Federal grant expenditures must be reasonable, necessary, and allocable. GPMs and the School Principal or their designated representatives should review requests to expend prior to the data entry into the Advantage Financial System.

Most non-personnel expenditures are processed initially though the Advantage Financial system before the obligation has been incurred and therefore provides an opportunity for the Grant Compliance Office (GCO) to review the request. However, in the case of travel and meal requests, the obligations are typically incurred prior to the entry into the Advantage Financial system and therefore require special procedures.

NON-PERSONNEL COST PRINCIPLES: As with personnel costs, non-personnel costs charged to Federal funds with "Supplement, Not Supplant" provisions can only be used to provide additional programs and

resources beyond what the School would have made available in the absence of the Federal funding. Therefore costs that would have been incurred had the Federal funds not been available are not chargeable to Federal funds containing "Supplement, Not Supplant" provisions.

Under Uniform Grant Guidance provisions, all Federal grant award expenditures must be allocable to the grant program. Federal grant funds must be expended in proportion to the federal program's benefit. For example, if a computer is purchased with 100% Title I, Part A funds, the computer must be used solely for Title I, Part A purposes. Likewise, if a computer is bought with 50% Title I, Part A funds and 50% nonfederal funds, the computer must be used at least 50% of the time for Title I, Part purposes. In addition, all costs supported in whole or in part with Federal grant funds, must be necessary, reasonable and allocable.

In some circumstances, costs related to a single, non-personnel activity may be apportioned across more than one funding source. According to the Education Department's General Administrative Requirements (EDGAR), a school may use funds under more than one program to support different parts of the same project if (1) the school complies with the requirements of each program with respect to the part of the project assisted with the funds under that program, and (2) the school has an accounting system that permits identification of the costs paid for under each program. Additionally, the Uniform Grant Guidance provides that costs be allocated among grants proportionate to the benefit received.

For example, contract costs to develop a system to help convert multi-year grand budgets to a 12-month fiscal year basis to improve management and decision-making benefits all grant funds. An equitable methodology to apportion those costs among grant funds according to relative benefit could be to charge grants during the year based on the proportion of each grant's actual expenditures to total actual grant expenditures for the prior year. At the time of the yearly Financial Close, an analysis of each grant's actual expenditure to total actual grant expenditures for the current year could be made and a "true-up" adjustment made to grant charges prior to the Financial Close.

Another example is the cost of developing a database to record employee time, produce Personnel Activity Reports (PARs), and to report time for the purpose of charging Federal grants. An equitable methodology to apportion costs among the multiple Federal cost objectives could be to charge federal grants based on the proportion of each Federal grant's actual expenditures to total actual Federal grant expenditures for the prior year. At the time of the yearly Financial Close, a "true-up" calculation could be made as described above.

Another example is contract and other non-personnel costs that support general activities, but also benefit grants as well. The cost of the maintenance and administration of the School's budget development system and the development of expenditure projections and analysis falls into this category. If the school would incur these costs whether or not grants existed, then the costs are not allocable to federal grants with supplanting provisions. The costs potentially chargeable to grants are those additional costs that occur only because of grants and there is an equitable methodology to define and apportion those costs to grants with a "Supplement, Not Supplant" provision. Given that the grant only portions of these activities in whole or in part would optimally be covered by indirect cost rate.

INVOICE CONTENT: To reconcile that the goods or services being paid for through a vendor invoice was in fact the items ordered and are allowable, the invoice must detail the goods and/or services described below. For goods, most purchases are made through vendors approved by the Administration Office and the items purchased are almost always itemized with the cost for each item. For goods not utilizing standard SDP contracts, the vendor invoicing should contain the elements described below. For service contracts, vendor invoice formats vary significantly. However, the program manager should convey in the LCA or full SDP contract the invoicing requirements, and remind the vendor of those requirements prior to the first invoice being submitted. The invoice should contain, in addition to standard elements (vendor name, address, date of invoice and number, etc), the following:

- An itemized list of the service performed by date and hours to include a brief description.
- The number of hours or quantity of items provided and the cost (per hour or item cost) consistent with the terms of the contract, and the extended cost for the date (for example, number of hours x hourly rate = Cost for the date).
- Any other backup material that may be required by the terms of the contract (e.g., employee sign-in and sign-out sheets).

The Program Manager should review the services to ensure the invoice is consistent with the services/goods received, the detail hours tie to a summary (if provided), and the rates are consistent with the contract. Once satisfied that the invoice represents a true statement, the program manager should physically sign the invoice, date it and indicate "approved for payment" or something similar. The invoice should be processed for payment against the encumbrance created for the good/service.

PURCHASE (EXPENDITURE) APPROVAL THROUGH THE ADVANTAGE FINANCIAL SYSTEM: To ensure grant compliance, Advantage system controls have been established to ensure that the proposed encumbrance (set-aside) of funds by schools and central offices are grant compliant BEFORE they are fully approved in the system.

All system related purchase documents in Advantage require a minimum of two levels of approval with the 1st level of approval normally applied by the document initiator and the 2nd level of approval applied by the administrator of the respective school or office. Additional levels of approval are determined by the type of document (transaction involved) that is generated which can be:

Purchase Orders: PD, PG, RX/PC & SCE

Service Contracts: SCPayment Voucher: PVPrint Services: RQI

• Warehouse: SR (forms and "used" furniture)

For example, all service contracts (SC) documents require a 3rd level of approval by the Office of Management & Budget. The Advantage system documents impacted included all transactions types that seek to encumber funds to make a purchase for goods or services.

Book: Policy Manual

Section: Federal Programs

Title: Allowable Use of Funds and Adherence to Uniform Grants Policy

Adopted: February 29, 2016

Revised:

PURPOSE: The purpose of this Policy is to ensure all allowable use of grant funds by PDLCS adhere to Uniform Grant Guidance. This policy is intended to supplement but not replace any applicable State or Federal laws government Federal grants applicable to nonprofit and public cyber charter schools.

SCOPE: The Policy applies to the Board of Trustees, school administration, and other school employees with Board delegated powers direct or indirect in grant expenditure decisions related to the school.

POLICY AUTHORITY: Policy draft is reviewed by the CEO of PDLCS; then (1) sent to the Board of Trustees, and (2) presented at the next formal, public Board Meeting for review, public comments and approval.

DEFINITIONS:

EDGAR: Education Department General Administrative Regulations which manages compliance and awards of federal grants.

GAAP: Generally Accepted Accounting Principles are a common set of accounting principles, standards and procedures used to compile financial statements.

DETAILED POLICY STATEMENT: When determining PDLCS will spend its grant funds, Administration and the Business Office will review the proposed cost to determine whether it is an allowable use of Federal grant funds *before* obligating and spending those funds on the proposed good or service. All costs supported by federal education funds must meet the standards outlined in EDGAR, 2 C.F.R. Part 3475 and 2 C.F.R. Part 200, Subpart E, which are provided in the bulleted list below. Administration and the Business Office must consider these factors when making an allowability determination. Additional helpful questions to ask when making allowability determinations are located on subsequent pages of this Policy.

Be Necessary and Reasonable for the Performance of the Federal Award. School staff must
consider these elements when determining the reasonableness of a cost. A cost is reasonable if,
in its nature and amount, it does not exceed that which would be incurred by a prudent person
under the circumstances prevailing at the time the decision to incur the cost was made. For

example, reasonable means that sound business practices were followed, and purchases were comparable to market prices. When determining reasonable of a cost, consideration must be given to:

- o Whether the cost is a type generally recognized as ordinary and necessary for the operation of the School or the proper and efficient performance of the Federal award.
- The restraints or requirements imposed by factors, such as: sound business practices; arm's-length bargaining; Federal, State and other laws and regulations; and terms and conditions of the federal award.
- o Market prices for comparable goods or services for the geographic area.
- o Whether the individuals concerned acted with prudence in the circumstances considering their responsibilities to the School, its employees, its students, the public at large, and the Federal government.
- Whether the school significantly deviates from its established practices and policies regarding the incurrence of costs, which may unjustifiably increase the federal award's cost. 2 C.F.R. 200.404

While 2 C.F.R. 200.404 does not provide specific descriptions of what satisfies the "necessary" element beyond its inclusion in the reasonableness analysis above, necessary is determined based on the needs of the program. Specifically, the expenditure must be necessary to achieve an important program objective. A key aspect in determining whether a cost is necessary is whether the School can demonstrate that the cost addresses an existing need and can prove it. For example, the school may deem a language skills software program necessary for a limited English proficiency program.

When determining whether a cost is necessary, consideration may be given to:

- o Whether the cost is needed for the proper and efficient performance of the grant program.
- o Whether the cost is identified in the approved budget or application.
- Whether there is an educational benefit associated with the cost.
- Whether the cost aligns with identified needs based on results and findings from a needs assessment.
- Whether the cost addresses program goals and objectives and is based on program data.
- Allocable to the Federal award: A cost is allocable to the Federal award if the goods or services involved are chargeable or assignable to the Federal award in accordance with the relative benefit received. This means that the Federal grant program derived a benefit in proportion to the funds charged to the program (2 C.F.R. 200.405). For example, if 50% of a teacher's salary is paid with grant funds, then that teacher must spend at least 50% of his or time on the grant program.
- Consistent with policies and procedures that apply uniformly to both federally-financed and other activities of the School.

- Conform to any limitations or exclusions set forth as cost principles in Part 200 or in the terms and conditions of the Federal award.
- Consistent treatment: A cost cannot be assigned to a Federal award as a direct cost if any other
 cost incurred for the same purpose in like circumstances has been assigned as an indirect cost
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- Adequately documented: All expenditures must be properly documented.
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- Be the net of all applicable credits. The term "applicable credits" refers to those receipts or reduction of expenditures that operate to offset or reduce expense items allocable to the Federal award. Typical examples of such transactions are: purchase discounts; rebates or allowances; recoveries or indemnities on losses; and adjustments of overpayments or erroneous charges. To the extent that such credits accruing to or received by the State relate to the Federal award, they shall be credited to the federal award, either as a cost-reduction or a cash refund, as appropriate. 2 C.F.R. 200.406

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Selected Items of Cost: Part 200 examines the allowability of 55 specific cost items (commonly referred to as Selected Items of Cost) at 2 C.F.R. 200.420-200.475. These cost items are listed in the chart below along with the citation where it is discussed whether the item is allowable. Please do not assume that an item is allowable because it is specifically listed in the regulation as it may be unallowable despite its inclusion in the selected items of cost section. The expenditure may be unallowable for a number of reasons, including: the express language of the regulation states the item is unallowable; the terms and conditions of the grant deem the item unallowable; or State/local restrictions dictate that the item is unallowable. The item may also be unallowable because it does not meet one of the cost principles, such as being reasonable because it is considered too expensive. If an item is unallowable for any of these reasons, Federal funds cannot be used to purchase it.

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Proposal costs	2 C.F.R. 200.460	

Publication and printing costs	2 C.F.R. 200.461
Rearrangement and reconversion costs	2 C.F.R. 200.462
Recruiting costs	2 C.F.R. 200.463
Relocation costs of employees	2 C.F.R. 200.464
Rental costs of real property and equipment	2 C.F.R. 200.465
Scholarships and student aid costs	2 C.F.R. 200.466
Selling and marketing costs	2 C.F.R. 200.467
Specialized service facilities	2 C.F.R. 200.468
Student activity costs	2 C.F.R. 200.469
Taxes (including Value Added Tax)	2 C.F.R. 200.470
Termination costs	2 C.F.R. 200.471
Training and education costs	2 C.F.R. 200.472
Transportation costs	2 C.F.R. 200.473
Travel costs	2 C.F.R. 200.474
Trustees	2 C.F.R. 200.475

Likewise, it is possible for the State and/or School to put additional requirements on a specific item of cost. Under such circumstances, the stricter requirements must be met for a cost to be allowable. Accordingly, employees must consult Federal, State and School requirements when spending Federal funds. For example, often the State's travel rules are more restrictive than Federal rules, which mean the State's policies must be followed.

In order for a cost to be allowable, the expenditure must also be allowable under the applicable program statute (e.g., Title 1 of the Elementary and Secondary Education Act (ESEA), or the Carl D. Perkins Center and Technical Education Act (Perkins)), along with accompanying program regulations, non-regulatory guidance and grant award notifications.

The State and/or Schools rules related to some specific cost items are outlined in the Employee Handbook. School employees must be aware of these State and School rules and ensure they are complying with these requirements.

Helpful Questions for Determining Whether a Cost is Allowable: In addition to the cost principles and standards described above, Administration and Business Offices can refer to this section for a useful framework when performing an allowability analysis. In order to determine whether federal funds may be used to purchase a specific cost, it is helpful to ask the following questions:

- Is the proposed cost allowable under the relevant program?
- Is the proposed cost consistent with an approved program plan and budget?
- Is the proposed cost consistent with program specific fiscal rules?
 - o For example, the School may be required to use federal funds only to supplement the amount of funds available from nonfederal (and possibly other Federal) sources.
- Is the proposed cost consistent with EDGAR?
- Is the proposed cost consistent with specific conditions imposed on the grant (if applicable)?

As a practical manner, Administration and Business Offices should also consider whether the proposed cost is consistent with the underlying needs of the program. For example, program funds must benefit the appropriate population of students for which they are allocated. This means that, for instance, funds allocated under Title III of the Elementary and Secondary Education Act (ESEA) governing language instruction programs for Limited English Proficient (LEP) students must only be spent on LEP students and cannot be used to benefit non-LEP students.

Funds should be targeted to address areas of weakness, as necessary. To make this determination, Administration and Business Offices should review data when making purchases to ensure that Federal funds meet these areas of concern.

Book: Policy Manual

Section: Federal Programs

Title: Cash Management Policy

Adopted: February 29, 2016

Revised:

PURPOSE: The purpose of this Policy is to ensure compliance with applicable methods and procedures for payment to minimize the time elapsing between the transfer of funds and disbursement by PDLCS with the Cash Management Improvement Act 31 CFR Part 205. This policy is intended to supplement but not replace any applicable State or Federal laws governing Federal grants applicable to nonprofit and public cyber charter schools.

SCOPE: The Policy applies to the Board of Trustees, school administration, and other school employees with Board delegated powers direct or indirect in grant expenditure decisions related to the school.

POLICY AUTHORITY: Policy draft is reviewed by the CEO of PDLCS; then (1) sent to the Board of Trustees, and (2) presented at the next formal, public Board Meeting for review, public comments and approval.

DEFINITIONS:

Interest: Return paid regularly at a particular rate for money held without use for a period of time from a bank.

DETAILED POLICY STATEMENT: Generally, the School receives payment from the Pennsylvania Department of Education on a reimbursement basis (2 CFR 200.305). However, if the School receives an advance in Federal grant funds, the School will remit interest earned on the advanced payment quarterly to the Federal agency consistent with 2 CFR 200.305(b)(9).

According to guidance from the U.S. Department of Education, when calculating the interest earned on ED grant funds, regardless of the date of obligation, interest is calculated from the date that the Federal funds are drawn down from the G5 system until the date on which those funds are disbursed by the LEA.

Interest would not accrue if the LEA uses non-Federal funds to pay the vendor and/or employees prior to the funds being drawn down from the G5 system, commonly known as a reimbursement.

Payment Methods: Reimbursements: The School will initially charge Federal grant expenditures to non-Federal funds.

The School Business Manager will request reimbursement for actual expenditures incurred under the Federal grants monthly. Reimbursement requests will be submitted to the Pennsylvania Department of Education using the Department's portal. All reimbursements are based on actual disbursements not on obligations.

The Pennsylvania Department of Education will process reimbursement requests within sixty days. Consistent with State and Federal requirements, the School will maintain source documentation supporting the Federal expenditures (invoices, timesheets, payroll stubs, etc.) and will make such documentation available for the Pennsylvania Department of Education review upon request.

Reimbursements of actual expenditures do not require interest calculations.

Advances: To the extent the School receives advance payments of Federal grant funds, the School will strive to expend the Federal funds on allowable expenditures as expeditiously as possible. Specifically, the School attempts to expend all drawn downs of Federal funds within 72 hours of receipt. The School will hold Federal advance payments in interest-bearing accounts, unless an allowable exception applies. The School will begin to calculate interest earned on cash balances once funds are deposited into the School's account.

Interest will be calculated consistent with Pennsylvania Department of Education grant management. Total Federal grant cash balances will be calculated on cash balances per grant and applying the School's actual interest rate. The School will remit interest earned on grant funds annually to the U.S. Department of Health and Human Services Payment Management System (regardless of the Federal awarding agency for the grant) through an electronic medium using either Automated Clearing House (ACH) network or a Fedwire Funds Service payment (2 CFR 200.305(b)(9). The Business Manager will gain approval of the Chief Executive Officer to remit payment of owned interest documenting payments in the monthly financial statement. The School may retain up to \$500 of interest earned per year.

Book: Policy Manual

Section: Programs

Title: Technology and Internet Acceptable Usage Policy

Adopted: May 24, 2004

Revised: December 10, 2007, March 3, 2014, March 6, 2019

PURPOSE: Pennsylvania Distance Learning Charter School (PDLCS) is dedicated to providing services and educational programs using current technology necessary for providing a safe and orderly environment and protecting the health, safety, and welfare of all students.

The Internet as used by students and staff of PDLCS will be solely a tool to facilitate educational research. No other use of the Internet will be endorsed or allowed by PDLCS. Specifically, through the use of computers, students and staff will be able to access educational research materials stored on other computers at other facilities located throughout the world. They will also be able to collaborate with other students and peers with Internet access globally.

Although this represents a significant opportunity, there are important responsibilities that must be shared among students, parents and staff. The purpose of this policy is to detail these responsibilities in a manner understandable to all parties involved.

DETAILED POLICY STATEMENT:

COMPUTER NETWORK: PDLCS computer network includes all local area networking and wide area networking within the school community as well as all online and direct-wired networking such as Internet to which the PDLCS network may be linked.

ACCEPTABLE USE: All persons (students and staff) using PDLCS's computer network must conduct themselves in a responsible, ethical and polite manner. Students and staff of PDLCS shall practice responsible computing. Responsible computing encompasses the ethical use of computers and mobile devices as tools.

UNACCEPTABLE USES: PDLCS's Network is to be used for legitimate academic and employment related purposes only. The following types of access are considered to be inappropriate uses. This list is by no means exclusive and PDLCS reserves the right, at its sole discretion, to determine whether a particular use is considered inappropriate or unacceptable.

- 1. Accessing profane or obscene material, material suggesting illegal acts and material advocating violence or discrimination.
- 2. Using the access for illegal acts.

- 3. Attempts to access any resources that are restricted, confidential or privileged.
- 4. Posting chain letters.
- 5. Internet Relay Chat, news groups, or mailing list participation unless directed and supervised by a staff member for a classroom assignment.
- 6. Granting Internet or Network access to unauthorized persons intentionally or unintentionally, or failing to notify a teacher or administrator if you suspect someone of using your password.
- 7. Posting personal contact information.
- 8. Agreeing to meet someone met online without parental approval and under the supervision of a teacher or authorized adult.
- 9. Attempts to disrupt access.
- 10. Causing damage to our changing function, operation or design of technology.
- 11. Using obscene, profane, lewd, vulgar, rude, inflammatory, threatening language.
- 12. Harassing another person.
- 13. Posting false or defamatory information.
- 14. Plagiarizing information found on the Internet.
- 15. Disregarding the rights of copyright owners on the Internet.
- 16. Posting web pages without the consent of a teacher or authorized adult.
- 17. Conducting business unrelated to PDLCS.
- 18. Buying or selling any products or services.
- 19. Engaging in acts of bullying, harassment, intimidation, and/or threatening conduct including, but not limited to such conduct committed or furthered by means of an electronic act.
- 20. Using school provided devices to send, receive, or in any way access sexually explicit pictures and messages.

Students or staff who engage in such activities, or any others deemed inappropriate by PDLCS, shall be subject to disciplinary measures, as deemed appropriate by PDLCS administration, its Board of Trustees and PDLCS policy.

As stated above, use of the PDLCS computer network is to be limited to legitimate academic purposes. This means using the network in such a manner as to have a direct or indirect impact on the student's educational program at PDLCS. The use of computer network for sending frivolous electronic mail (e-mail), chatting, reading, and sending jokes, researching non-academic related sources such as MTV, sports sites, social networking sites such as Facebook, and playing computer games will not be supported or allowed to occur at PDLCS. The use of the system for defamatory, inaccurate, abusive, obscene, profane, sexually oriented, threatening, offensive, and illegal material or other prohibited activities shall not be permitted, and PDLCS will use any and all efforts, within the confines of the law, to prevent such material from entering the school's network. Individuals are encouraged to report such activity to the school administration. PLDCS also requires adherence to certain rules for use of its hardware:

- 1. Learn how to use the hardware properly.
- 2. Do not adjust, connect, or disconnect components without supervision unless you understand what you are doing and are authorized by PDLCS personnel to do so.

- 3. Do not connect your personal hardware to PDLCS's hardware.
- 4. No food or drink within 10' of computer stations.

PRIVACY: For the protection of our students, all users are advised and should be reinforced by parents/guardians to NEVER disclose personal information over the network or Internet, including but not limited to, home address, physical description, age, route to and from a location, or any other personal information that could threaten the safety, identity, and security of our students.

Electronic information and communication sent to, received by, or accessed on PDLCS-owned property, networks, and/or hardware, remain the property of PDLCS. PDLCS reserves the right to monitor electronic activities and communications.

COLLECTION, USE AND DISCLOSURE OF INFORMATION: PDLCS employs the Google Apps suite of products for student use. These applications are powered by Google but administered by PDLCS. Google Apps integrates with the school's standard web single sign-on system using the SAML2.-standard. These single sign-on systems are owned by PDLCS and housed in a secure datacenter within the school. Such systems permit students to access Google Apps only after their school-assigned credentials are authenticated by the systems.

PDLCS student email is provided as part of Google Apps. PDLCS utilizes a set of security tools that allow the school to restrict electronic communications to within the PDLCS domain or school-affiliated domains. PDLCS provides Google Apps and student email accounts to students for educational purposes only. PDLCS is the sole owner of user data. The Google Apps Terms of Service assures PDLCS that the controls, processes and policies that protect user data in Google's system adhere to strict auditing standards; and that Google complies with applicable laws and regulations, including but not limited to applicable privacy laws and the Family Education Rights and Privacy Act (FERPA).

GOOGLE G SUITE ACCOUNT USAGE: The Google G Suite for Education is utilized across all aspects of the school for educational purposes in grades K-12. This account will potentially provide the student's name to Google G Suite Applications and other third party applications. Parents/Guardians consent to the creation of a Google G Suite account for all students by the School to be utilized for school communication, lesson activity completion and as a means for logging into third part educational applications that utilize a Google account single sign on protocol.

GOOGLE APPS: Google Docs is a component of Google Apps. It is a collaborative tool that allows multiple users to collaborate on a single document in real time. PDLCS teachers or staff may assign students to use Google Docs to collaborate on assignments or projects. Students are to use this application for these purposes only. Using Google Docs for unauthorized communication with other students such as passing notes is unacceptable and will not be permitted.

WEBCAM: With technology advancing at such a rapid pace, it is important that we offer our students the tools needed to get the most out of their educational experience. With the growing use of video collaboration tools in schools, PDLCS may choose to offer webcams to some students. PDLCS webcams may be used for face-to-face video meetings between students and staff or parents and staff. They may

also be used as educational tools as directed by School Administration. These webcams may be external USB devices that can be connected to student computers as needed or built into the school issued computer. It is the personal responsibility of each student and staff member to use webcams in an appropriate manner, in accordance with the acceptable usage outlines on Page 1 of this policy. PDLCS does not employ the use of webcams to help enforce any polices or asset tracking, nor does the school use webcams to remotely monitor end use activity.

TABLETS: PDLCS is committed to providing a learning environment that will enable students to succeed in a constantly evolving technological landscape. The School believes in the importance of providing students with the 21st century skills they need to become self-motivated learners. To accomplish this vision, PDLCS may choose to loan tablet devices to some students. The following guidelines must be adhered to:

- 1. Students are expected to use tablets appropriately for educational purposes.
- 2. Students should not attempt to change the configuration of the devices or removed installed profiles.
- 3. Chrome Web Store free apps may be installed; however, only those free apps with an app store age appropriate level may be installed.
- 4. PDLCS will not reimburse for any paid app.
- 5. PDLCS will not reimburse for 3G coverage.

Tablets will be pre-configured and enrolled on the PDLCS mobile device management server before being assigned to students. This enrollment allows for asset management, as well as remote over-the-aire updates of any PDLCS in-house apps that may be distributed to students. The server also alerts school administration when a tablet has had unauthorized changes made to any installed configuration such as removal of profiles or restrictions. Restrictions will be implemented on each tablet. CIPA-compliant Internet filtering will be installed similar to laptop filtering. This filter is a Web browser that replaces a tablet's default browser on PDLCS tablets. Devices like a tablet can be a valuable tool to encourage students to use technology to research, explore, and be creative. Such tools also fit the mission of PDLCS to, "offer a valuable educational alternative; to practice and promote academic integrity; to present quality curriculum, technology, and support; and to foster academic excellence in our students."

NETWORK SECURITY: Using the guidelines of the U.S. Children's Internet Protection Act of 2000, PDLCS has implemented a technology protection measure (Internet site filtering software) to prevent all users of the network from accessing inappropriate Internet sites. "Inappropriate Internet sites: include the following content: Anything that falls under at least one of the categories below shall be blocked/filtered. This list will be updated/modified as required.

NUDITY/PORNOGRAPHY:

- 1. Prevailing U.S. standards for nudity (e.g., genitalia, female breasts)
- 2. Provocative semi-nudity (i.e., lingerie models)
- 3. Sites which include pornography or links to pornographic sites

4. Exceptions: Classical nudity (e.g., Michelangelo), swimsuit models

SEXUALITY:

- 1. Sites which contain material of a mature level (elementary/middle school levels)
- 2. Images or descriptions of sexual aids
- 3. Descriptions of sexual acts or techniques
- 4. Sites which contain inappropriate personal ads

VIOLENCE:

- 1. Sites which promote violence
- 2. Images or a description of graphically violent acts (rape, dismemberment, torture, etc.)
- 3. Graphic autopsy or crime-scene images

CRIME:

- 1. Information on performing criminal acts (e.g. drug or bomb making, computer "hacking")
- 2. Illegal file archives (e.g., software privacy)

DRUG USE:

- 1. Sites which promote the use of illegal drugs
- 2. Materials advocating the use of illegal drugs (e.g., marijuana, LSD) or abuse of any drug (e.g., drinking-game rules)
- 3. **Exception:** Material with valid-educational use (e.g., drug-use statistics)

Book: Policy Manual

Section: Administration

Title: Business Travel and Reimbursement Policy

Adopted: March 6, 2019

Revised:

PURPOSE: The purpose of this Policy is to establish guidelines for conducting business travel and submission of business travel expenses to include reimbursement for Federal Programs travel.

SCOPE: Staff members of PDLCS.

POLICY AUTHORITY: Policy draft is reviewed by the CEO of PDLCS; then (1) sent to the Board of Trustees, and (2) presented at the next formal, public Board Meeting for review, public comments and approval.

DETAILED POLICY STATEMENT: PDLCS seeks to simplify the travel process by providing guidelines to follow in order to protect the interests of both the employee and the School. The following information serves to clarify the means by which travel should be arranged and parameters that employees must adhere. It is School policy to reimburse employees for ordinary, necessary and reasonable travel expenses when directly connected with or pertaining to the transaction of school business. All travel must be conducted within these guidelines to qualify for reimbursement. Employees are asked to exercise prudent business judgement regarding expenses covered by these guidelines. When submitting expense report reimbursement claims, employees are expected to neither gain nor lose financially with regard to the below identified reimbursement expenses.

RESPONSBILITIES AND ENFORCEMENT: The School realizes business travel can, at times, be costly. With this understanding, an organized and clear process for submitted expenses is crucial to ensure all expenses are reimbursed in a timely manner. School employees who incur travel and entertainment expenses are required to comply with these guidelines. Employees submitting expenses that are not in compliance with the guidelines risk a delayed, partial or forfeited reimbursement.

Cases of significant abuse will be investigated and may result in disciplinary action up to and including employee termination.

All travel must be approved by School Administration prior to booking a trip. The travel request should be submitted on a **Pre-Travel Authorization Form**.

School Administration is responsible for assuring that all policies detailed herein have been adhered to prior to approving employee travel reimbursement expense reports. Any deviations must be explained in the employee's expense reimbursement request form for approval of the reviewer. School Administration is responsible for ensuring that any expenses reimbursed or paid for by the School are in compliance with these guidelines.

Reimbursements for expenses that are not in compliance with the guidelines require the written approval of a School Administrator.

Pre-Travel Authorization:

Obtaining Travel Authorization: School employees may be required to travel for school business throughout the year. At least **two (2) weeks** prior to travel, the employee must submit a Pre-Travel Authorization Form. All travel must be approved by the School Administration prior to booking a trip.

Car Rentals:

PDLCS has a corporate account for car rentals. Staff members must complete the Car Rental Request Form at least two (2) weeks prior to travel.

Size Limit: All rentals should be for intermediate size cars or smaller, unless three (3) or more people are traveling together, or if an upgrade is provided by the rental company at no cost.

Car Rental Insurance: For rentals within North America, optional theft and collision insurance premiums are not required for employees that are licensed drivers. Optional theft and collision insurance premium charges are not reimbursable. When renting a vehicle outside North America, purchasing optional insurance may be mandatory in certain countries. If this purchase is mandatory, then premiums are reimbursable to employees.

Refueling: Employees are expected to refuel cars prior to returning them to the rental company. This practice can save as much as 50% of the gasoline cost.

Payment and Documentation: The receipt of charges (not the email confirmation of the reservation), any refueling receipts, the Expense Reimbursement Form and an approved Pre-Travel Authorization Form are required documentation for reimbursement of car rental charges.

Other Transportation:

Personal Car: Employees may utilize personal cars for business travel if they so choose. Reimbursement for personal car use will be as follows:

Round Trip under 120 Miles: Expenses associated with the use of personal cars for business travel of 120 miles or less will be reimbursed at the standard rate set by the US General Services Administration under *Privately Owned Vehicle Mileage Reimbursement Rates*. This mileage allowance covers all auto costs (e.g., gasoline, repairs, insurance, etc.) other than parking and tolls. The starting location for all mileage reimbursement is the School address (2100 Corporate Drive, Wexford, PA 15090.)

- Round Trip over 120 Miles: Employees are encouraged to rent a car, if the round trip is expected to be 120 miles or greater. If an employee elects to use his or her personal car, the reimbursement will be actual gas (receipt required) plus \$45 per day for use of the vehicle.
- **Ride Sharing:** If two or more individuals are traveling to the same location, it is required that the employees share a ride whenever possible.
- Rail: All rail transportation must be in economy class in North America.
- Taxi and other Local Transportation: The cost of taxis to and from places of business, hotels, airports or railroad stations in connection with business activities is reimbursable. The use of taxis is authorized only when more economical services (hotel vans, shuttles, etc.) are not available. Employees are encouraged to utilize public transportation whenever feasible. Receipts are required for all transportation expenses.

Air Travel:

Note: Air Travel is not an option for Testing travel due to test security reasons.

Reservation Procedures: Upon receiving approval from School Administration for a business trip, flights may be booked through a reputable online travel source such as Orbitz, Expedia or Travelocity. Each employee is responsible for coordinating his or her own travel arrangements, obtaining confirmation numbers and ensuring proper payment is made. Reservations made before obtaining trip approval may not be reimbursable.

Class of Service: All employees should travel in economy class unless a free upgrade is received.

Lowest Available Airfare: All airline tickets must be booked at the lowest available airfare as determined by an approved online travel site. The following criteria will be utilized to determine lowest available airfare:

- The flight's departure or arrival time is within two hours before or after the requested departure or arrival time;
- One stop or connecting flights should be considered if savings of \$100 or more can be achieved;
- Employees may not specify a preferred carrier;
- Air travel is not an option for standardized testing.

Electronic Tickets (e-tickets): To capitalize on the cost benefits and convenience, use of electronic ticketing will be the primary method of ticketing, except multi-let international itineraries and airlines not yet allowing electronic tickets.

Frequent Flyer Programs: Employees may utilize personal frequent flyer program benefits and receive points and rewards appropriately. However, participation in these programs may not result in any incremental cost to the School beyond the "lowest available airfare," as identified above. Employees are responsible for any tax implications that may arise as a result of using school-paid rewards for personal use.

Charter or Private Aircraft: Use of charter or private aircraft will not be reimbursed.

Payment and Documentation: Travelers must use personal credit cards to make flight arrangements unless a corporate card has been made available for use.

Lodging Arrangements:

Hotel Selection – Room Type: A single room with a private bath in a moderately priced business class hotel or motel is the School's standard. Reimbursement for suites or luxury accommodations requires written permission from a School Administrator PRIOR to incurring the expense. Refer to the Domestic Per Diem Rates located on the US GSA website (http://www.gsa.gov) to gauge moderately priced lodging. Employees should compare prices before booking rooms through a reputable travel online site such as Orbitz, Expedia, Travelocity, etc.

A Per Diem Rate for the state of Pennsylvania may be found on http://www.gsa.gov. Partial rates for lodging change each October.

Cancellation: Employees must cancel room reservations by the required deadline, if the rooms are no longer needed, to avoid a "no-show" charge. Employees should request and retain a "cancellation number" as documentation of the transaction. "No-show" charges are not reimbursable.

Payment and Documentation: Lodging charges are to be billed to the employee and reported on his or her expense report for reimbursement. The original receipt of charges, the Expense Reimbursement Form and an approved Pre-Travel Authorization Form are required documentation for reimbursement of lodging charges.

Meals and Entertainment:

Personal Meals: When on an approved business trip, employees may expense the cost of personal meals. Personal meals will be reimbursed for the actual expense incurred up to the daily limits according to IRS regulations for each city/state. Original itemized receipts (plus any credit card receipts) must be submitted for reimbursement. A complete list of rates may be obtained at www.gsa.gov under Per Diem.

Amounts incurred in excess of the daily rate will be the obligation of the employee. On school related travel days, only those meals required after travel begins or before travel ends will be included in calculating reimbursement. Travel beginning before 8:00 a.m. will include breakfast, lunch and dinner; travel beginning between 8:00 a.m. to 12:00 noon will include lunch and dinner; travel beginning after 12:00 noon will include dinner. Travel ending before 12:00 noon will include only breakfast; travel ending before 5:00 p.m. will include only breakfast and lunch; and travel ending after 5:00 p.m. will include breakfast, lunch and dinner. All expenses for meals must have itemized receipts (plus any credit card receipts).

School events such as those held in fair ground settings with street type vendors will be permitted to use the Federal per diem rate for the city/county where the event is being held of 20% for breakfast, 30% for lunch and 50% for dinner of the daily per diem rate. The event per diem allows for \$9.20 for breakfast, \$13.80 for lunch and \$23.00 for dinner under the CONUS rate and provides consistency for all such events held at a fair ground or where street type vendors are the only option. It also allows for a combination of receipts and per diem for partial day events to be submitted for reimbursement.

The school event per diem is only permitted for **pre-approved school event travel.** All other travel related meals must have itemized receipts. Receipts deemed excessive by School Administration will be addressed on an individual basis.

Business Meals: Business meals are approved meals taken with clients, prospects or associates during which a business discussion takes place. Business meals will not be restricted under the same daily limits as personal meals. However, business meal expenses must be supported by an original itemized receipt and an expense report as described below.

Entertainment Expenses: These include events such as nightclubs, theater and sporting events when a business discussion takes place immediately before, during or immediately after the event. A School Administrator must give PRIOR written approval of entertainment expenses.

Payment and Documentation: For business meals and entertainment expenses, employees must submit the original itemized receipt of charges (along with any credit card receipts), the Expense Reimbursement Form and an approved Pre-Travel Authorization Form. Tear tab receipts, where the employee fills in the amount of the expense, will NOT be accepted as documentation for business meal and entertainment expenses.

Tax Requirements: The following specific information must be included on an employee expense report as support for all business meal and entertainment expenses in order to be compliant with current tax regulations.

- Name, title and company of all attendees
- Name and location of the establishment where the event took place
- Amount and date of expense
- Specific business topic discussed
- In the case of entertainment expenses, the specific time the business discussion took place (i.e., before during or after the event)

Spouse/Personal Travel Combined with Business: Travel expenses for spouse or other family member who is not an employee of PDLCS are not reimbursable as a business expense. Administrative approval is needed for any spouse/personal travel combined with approved business travel. Spouse/personal travel may not interfere with professional responsibilities of the business trip.

Out of State Travel: Travelling out of state for professional development or training is discouraged if there are comparable state level conferences or local trainings available. Only essential out of state travel will be approved by Administration. Essential travel includes conferences only held at the national (not state) level; necessary or required training that is only offered at an out of state location rather than online or in-state.

Other Reimbursable Expenses: The following incidental expenses, when directly related to business travel, are reimbursable:

- Tips: 15% at restaurants, \$1 per bag, \$2 per night for hotel maid service
- Laundry/Valet: for trips in excess of four (4) days
- Parking

- Currency Conversion
- Tolls
- Hotel Internet Access, if required
- No Receipt events (usually food expenses) may be reimbursable as long as the amount does not
 exceed the daily Per Diem. Include the possibility of this situation in the Request for Time OffBusiness Trip.

Receipts are required for all miscellaneous reimbursable expenses.

Non-Reimbursable Expenses: The following expenses are NOT reimbursable:

- Expenses without proper documentation including the approved Request for Time Off Business Trip
- Babysitter fees
- Charitable contributions
- Personal gifts
- Personal articles (i.e., toiletries, magazines, etc.)
- Gasoline, except for instances noted within this policy
- Normal commuting expenses
- Computer supplies
- Airline club dues
- Barber/Hairstylist
- Traffic and parking fines
- In-flight movies/refreshment
- Hotel movies, games and other discretionary charges
- Laundry and Dry Cleaning
- Luggage, Briefcases
- Air or rental car phone usage
- Additional travel insurance coverage

Reimbursement for Business Related Expenses:

The School has attempted to provide the employee maximum flexibility while keeping in compliance with IRS regulations and good business practice. As with any policy, if there are any questions or concerns, please contact a School Administrator.

Business expenses should be submitted no later than sixty (60) days after the expense has been incurred but no later than June 30th of each school year.

Reimbursement for Federal Programs Travel:

Travel costs are the expenses for transportation, lodging, subsistence and related items incurred by employees who travel on official school business of a grant recipient. Such costs may be charged on an actual cost basis, per diem or mileage bases in lieu of actual costs incurred, or on a combination of the two, provided the method used is applied to an entire trip and not selected days of the trip, and results in charges consistent with those normally allowed in like circumstances in the School's non-federally funded activities and in accordance with the School's written travel reimbursement policies. 2 C.F.R §200.474(a)

Costs incurred by employees and officers for travel, including costs of lodging, other subsistence, and incidental expenses, must be considered reasonable and otherwise allowable only to the extent such costs do not exceed charges normally allowed by the School in its regular operations as the result of its written travel policy. In addition, if these costs are charged directly to the federal award, documentation must be maintained that justifies (1) participation of the individual is necessary to the federal award; and (2) the costs are reasonable and consistent with the School's established policy. 2 C.F.R §200.474(b)

School Administration Travel and Business Expenses: School administration is responsible for the approval of all staff travel expense reports. The Board of Trustees may delegate approval of Administration expense reports to the CEO.

Book: Policy Manual

Section: Administration

Title: Records Retention Policy

Adopted: March 6, 2019

Revised:

PURPOSE: The purpose of this policy is to outline PDLCS's records retention policy with regards to both student records and fiscal records.

SCOPE: This policy applies to PDLCS staff members.

POLICY AUTHORITY: Policy draft is reviewed by the CEO of PDLCS; then (1) sent to the Board of Trustees, and (2) presented at the next formal, public Board Meeting for review, public comment and approval.

DETAILED POLICY STATEMENT: PDLCS maintains the following types of school records: (1) Student enrollment records, (2) Student health records, (3) Student Special Education records, and (4) School fiscal records.

Student Enrollment Records: These records contain at a minimum: (1) enrollment notification form, (2) copy of birth certificate; (3) language survey; (4) Act 26 (suspension/expulsion/weapon) form. In addition, these records may also contain academic records, documentation related to truancy and address change documents. All records (hard copy and virtual) are kept in a secure location and access to files is limited.

Student Heath Records: These records contain at a minimum: (1) Student immunization records; (2) private medical or dental evaluation forms. All records (hard copy and virtual) are kept in a secure location and access to files is limited.

Student Special Education Records: These records contain at a minimum: (1) current special education student records, including the Individualized Education Plan (IEP), and (2) psychological records. All records (hard copy and virtual) are kept in a secure location and access to the files is limited.

School Fiscal Records: These records contain at a minimum: (1) school tax returns; (2) school audit reports; (3) financial statements; (4) bank statements; (5) contracts; (6) invoices; (7) payroll records; and (8) insurance records.

Disposition of Student Records: Hard copy versions of student enrollment records will be maintained for seven years after the student has withdrawn or graduated from the school. Student health records will be physically maintained for a period of two years after the student has withdrawn or graduated from the school. Special education records may be destroyed once seven years has passed from the date a student has graduated or reached graduation age (if exiting the school before graduation). Virtual records of all categories will be maintained for a period of 100 years.

Disposition of Fiscal Records: Hard copy versions of all fiscal records will be maintained in a secure location for a period of seven years. Virtual records will be maintained on the school's server for a period of 100 years.

Pennsylvania Department of Education

Pennsylvania Distance Learning Charter School Board of Trustees

Chief Executive Officer - Patricia Rossetti (Foster Care Liaison) (Title IX Coordinator) (SafeZSay Something)

Director of Technology - Nick Kocuba School Safety & Security Coordinator and Safe2Say Something contact)	Director of Student Services - Sheryf Allmon	K-6 Principal - Aubrey Ploesch	7-8 Principal - Tara Webber	7-12 Principal - Kelly Crooks (Safe2Say Something Team)	Director of Special Education - Jamie Desrochers (Homeless Liaison)
Public Relations Family Outreach Coordinator	Records Coordinator	Federal Programs	K-12 School Counselors -School Counseling Comprehensive Plan	Graduation	Special Education Teachers
Technical Support	Testing Coordinator	Title I Reading Specialists Math Interventionists	7-8 Teachers	Career Education Work Team	Special Education Assistant
Technology Coaches	Enrollment	K-6 Teachers	7-8 Health & Wellness Teachers	Graduation Recovery Teachers	Schoolwide Positive Behavior Intervention and Supports
Materials Coordinator	Field Trip Committee	2, 4, 6 Music Teacher		9-12 English Language Arts Teachers	
Attendance Officer		3, 5, 7 Art Teacher		9-12 Mathematics Teachers	
Safety Committee		K-6 Health & Wellness Teachers		9-12 Science Teachers	
	<u> </u>			9-12 Social Studies Teachers	
			9-12 Art Teacher		
			9-12 Music Teacher		
				9-12 Business Technology Teachers	
				K-12 World Language Teachers	
				9-12 Health & Wellness Teacher	

Family Engagement Coordinator
- Darla Posney
(Right To Know Officer)

Family Engagement Coaches

Other Departments Under CEO:
- Human Resources/Board Liaison
- PIMS Coordinator

- School Nurse - Curriculum & Instruction Coach

After-School Program Management After-School Clubs Summer Camps -

COMMONWEALTH OF PENNSYLVANIA PENNSYLVANIA STATE ETHICS COMMISSION STATEMENT OF FINANCIAL INTERESTS SEC-1 REV. 01/19 (717) 783-1610 • TOLL FREE 1-800-932-0936 PLEASE PRINT NEATLY 01 LAST NAME SUFFIX MI Check applicable block or blocks, more than one block may be marked. (See instructions on page 2) Check this block if you C | Public Official (Current) D Public Employee (Current) Check this block if you are filing A Candidate (including write-in) are amending C Public Official (Former) D Public Employee (Former) an original filing Nominee as a solicitor Nold hold PUBLIC POSITION OR PUBLIC OFFICE (administrator, member, Commissioner, job title, etc.) held seeking hold held B GOVERNMENTAL ENTITY in which you are/were an Official, Employee, Candidate or Nominee (e.g., dept, agency, authority, borough, board, commission, county, school district, twp, etc.) 05 OCCUPATION OR PROFESSION (This may be the same as block 4) 07 YEAR SEE INSTRUCTIONS Information in Blocks 8 -15 represents 2 0 disclosure for the calendar year listed here: REAL ESTATE INTERESTS (See instructions on page 2) If NONE, check this box. CREDITORS (See instructions on page 2). Creditor (Name and Address) If NONE, check this box. Interest Rate Address: Name: DIRECT OR INDIRECT SOURCES OF INCOME including (but not limited to) all employment. (See instructions on pg. 2) ONLY IF NONE, (OFFICIAL USE ONLY) GIFTS (See instructions on page 2) If NONE, check this box. Source of Gift Value of Gift Address of Source of Gift Circumstances (including description) of Gift TRANSPORTATION, LODGING, HOSPITALITY (See instructions on page 2) If NONE, check this box. Source (Name and Address) OFFICE, DIRECTORSHIP, OR EMPLOYMENT IN ANY BUSINESS (See instructions on page 2) If NONE, check this box. Position Held (i.e., officer, director 13 Business Entity (Name and Address) FINANCIAL INTEREST IN ANY LEGAL ENTITY IN BUSINESS FOR PROFIT (See instructions on page 2) If NONE, check this box. 📈 Interest Held (i.e., 5%, 10%, etc.) BUSINESS INTERESTS TRANSFERRED TO IMMEDIATE FAMILY MEMBER (See instructions on page 2) If NONE, check this box. Business (Name and Address) Relationship Transferee (Name and Address) Date Transferred The undersigned hereby affirms that the foregoing information is true and correct to the best of said person's knowledge, information and belief; said affirmation being made subject to the penalties prescribed by 18 Pa.C.S. §4994 (unswo)n falsification to authorities) and the Public Official and Employee Ethics Act, 65 Pa.C.S. §1109(b). **Enter Current Date**

COMMONWEALTH OF PENNSYLVANIA SEC-1 REV. 01/19

STATEMENT OF FINANCIAL INTERESTS

PENNSYLVANIA STATE ETHICS COMMISSION (717) 783-1610 • TOLL FREE 1-800-932-0936

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	or home -y Avenue Pit		32 (412)A7-1-6420
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COMMONWEALTH OF PENNSYLVANIA SEC-1 REV. 01/19

STATEMENT OF FINANCIAL INTERESTS

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PENNSYLVANIA STATE ETHICS COMMISSION (717) 783-1610 • TOLL FREE 1-800-932-0936

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STATEMENT OF FINANCIAL INTERESTS

PENNSYLVANIA STATE ETHICS COMMISSION (717) 783-1610 • TOLL FREE 1-800-932-0936

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LEGAL NOTICE/PUBLIC NOTICE

Notice is hereby given that on September 19, 2018, a meeting of the Board of Trustees of the Pennsylvania Distance Learning Charter School (PDLCS) will be held at 11:30 a.m. The Board meeting will be held at 2100 Corporate Dr., Suite 500, Wexford, PA 15090 in the fourth floor Board Room. The purpose of this meeting will be to address business that may properly come before the Board of Trustees.

Board of Trustees Meeting for Pennsylvania Distance Learning Charter School

2100 Corporate Drive, Suite 500, Wexford, PA 15090 Telephone: (888) 997-3352 Facsimile: (866) 977-3527

Website: www.padistance.org

Board	Me	etina
Duaiu	TATE	СШИ

Date:

July 17, 2018 11:00 am

Time:

Location:

Pennsylvania Distance Learning Charter School

and via Teleconference

				MINITES			
	MEETI	NG TYPE	: 🗆 Regular	MINUTES Special	☐ Prop	osed	☐ Approved
7		g was calle	d to order at 11:00 a.n	1.	,		
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		J	ember Attendance: ohn Marous, Presiden William Donahue, Vic Greg Dolan, Trustee			x Present x Present x Present	□Absent □Absent □Absent
] ; ;]] 	tendees: Patricia Rossetti, Chieto Darla Posney, Principa Jamie Desrochers, Directo Michael Whisman, Charled Rocuba, Directo Cally Crooks, Curricu Leigh Anne Lord, Rec Andrea Bauer, Charter Dick Cassetti, Cusham Evan Cicirello, Cusham	Il, PDLCS ector SE, PDLCS or of Student Servi arter Choices ector of Technolog lum Coordinator, F ording Secretary, I Choices a & Wakfield, Scho	ces PDLCS y PDLCS PDLCS PDLCS PDLCS cool Broker	x Present x Present x Present □Present x Present x Present	□Absent
	C. Pledg	e of Allegia	ince				
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	E. Revie	w of Agen	la				
	F. Stand	lard Busin	ess				
	i.	Meeting	Minutes of June 25,	2018 Board Meeti	ing		
			Bill Donahue 2	• •	port: John M osed: 0	f arous	

Board of Trustees Meeting for Pennsylvania Distance Learning Charter School

2100 Corporate Drive, Suite 500, Wexford, PA 15090 Telephone: (888) 997-3352 Facsimile: (866) 977-3527

Website: www.padistance.org

G. NEW BUSINESS

i. Fund balance allocation

Mr. Whisman reviewed preliminary financial statements. Current assets increased from \$3,636,289 at June 30, 2017 to \$5,057,269 at June 30, 2018 due primarily to current year positive operations. Total liabilities (excluding long-term GASB 68 pension liabilities) at June 30, 2018, at \$1,829,949, were \$609,626 greater than at June 30, 2017. Local subsidies payable show a balance of \$758,210 for refunds due to districts. Total revenues for the year, at \$12,084,273 were \$472,229 greater than budgeted due to updated district rates and increased student enrollment. Monthly ratios indicate the school is at appropriate levels. Mr. Whisman stated the auditors are scheduled to be in the school offices on August 8 and 9, 2018.

Mr. Whisman stated the fund balance has \$1,900,000 committed to four areas; future capital needs \$200,000, PSERS \$400,000, operating costs \$800,000 and new programs \$500,000. The new program funds were released to support the Career to Work initiative. The school has \$1,500,000 in PNC investments. Mr. Whisman stated the school's total equity is \$2,515,072. Mr. Whisman recommended the board increase the committed funds to a total of \$2,400,000. Mr. Marous asked if it was still possible to commit funds for 2016-17. Mr. Whisman stated that as long as the audit is open, the board can move commitments.

Mr. Marous motioned to increasing the fund balance committing an additional \$500,000 for future capital; \$100,000 to future costs associated with increasing costs of the PSERS retirement program; and \$400,000 for future operating expenditures bringing the total committed funds to \$2,400,000.

ii. Introduction of new Board Member Greg Dolan

Motion: John Marous

Support: Bill Donahue

Ayes: 2

Opposed: 0

iii. Building RFP

Mr. Cassetti and Mr. Cicirello presented the proposals of expanding in the school's current location of Corporate Drive, or moving to Nicholson Road, or VIP Drive. Currently, there are no available office spaces with the capacity needed for the school. The goal was to gain efficiency of space usage which is 18% higher with the VIP Drive location. Nicholson Road is approved for 3 floors, but the developer stated they could increase to 4 floors. The parking at Nicholson Road limited. There parking of 126 spaces ate Corporate Drive or 186 spaces at VIP Drive. The cost comparison has Corporate Drive having a ceiling of 1,100 students, where VIP Drive offers larger enrollment capacity for the school. Mr. Cassetti stated that he has confidence in both builders. The time line for VIP Drive would be to sign lease in August, work with architect for approximately 3 months, developer would be ordering and securing permits over the 3 months, building would occur, and move-in date would be July 1, 2020. Mr. Marous stated the board would want the involvement of legal counsel in reviewing the terms. Discussion regarding the cash commitment for the school of \$1,250,000 for VIP Drive was had. At year 5 half of the deposit would be returned, and year 7 ½ all but 2 months would be returned. Nicholson drive was still to be determined. Corporate Drive has no additional deposit

Board of Trustees Meeting for Pennsylvania Distance Learning Charter School

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Website: www.padistance.org

requirement. Sub-leasing is available in all of the locations. Visibility would be higher at VIP Drive as it parallels I-79. Discussion was had regarding available signage and possible digital signage to offer flexibility of use. Mr. Cassetti and Mr. Cicirello recommend the VIP Drive location as it has the most potential for the school. Mrs. Rossetti stated there are other cyber charters looking at locations as well with all stating the cost is about \$24-27 per square foot. She explained that Corporate Drive is charging the most for least amount of usable space. Mrs. Rossetti recommended the board consider VIP Drive as purposeful growth, not reactive growth. Mr. Whisman stated the numbers make sense to support a larger office space. Discussion was had regarding the risks of regulations and reimbursements.

Motion was made by Mr. Dolan to have administration and brokers pursue discussion of terms for maximum flexibility for downside, signage, and deposit with VIP Drive.

Motion: Greg Dolan

Support: Bill Donahue

Ayes: 3

Opposed: 0

H. Next Board Meeting - Regular

To be held at the Pennsylvania Distance Learning Charter School and by teleconference on September 10, 2018.

Executive Session (if necessary) - none

The meeting concluded at 12:54 p.m.

Proposed minutes respectfully submitted,

Recording Secretary, Patricia R. Rossetti

Date Sept, 19, 2018

BYLAWS

Of

PENNSYLVANIA DISTANCE LEARNING CHARTER SCHOOL

1. BOARD OF TRUSTEES

1.1 General.

All powers vested by law in the Corporation shall be exercised by or under the authority of, and the business and affairs of the Corporation shall be managed under the direction of, the board of trustees.

1.2 Number, Qualifications, Term of Office.

The board of trustees of the Corporation shall consist of at least two (2) and not more than nine (9) members, the exact number to be set from time to time by resolution of the board of trustees of the Corporation. The initial board of trustees shall consist of two (2) members. Each trustee shall be a natural person of full age but need not be a resident of Pennsylvania or a member of the Corporation. Each trustee shall hold office until the expiration of the term for which he or she was selected and until said trustee's successor has been selected and qualified or until said trustee's earlier death, resignation or removal. A decrease in the number of trustees shall not have the effect of shortening the term of any incumbent trustee.

1.3 Election.

If the initial trustees elect to expand the board, they will select additional members of that board. Thereafter, the board will be split into two classes of approximately equal size whose terms shall run for three (3) years (with the exception of the initial term of certain trustees as designated by the initial trustees) and will expire in alternate years. The trustees whose terms are not expiring in a given year will select successors to any trustees whose terms are expiring in that year.

1.4 Vacancies.

Vacancies in the board of trustees, including vacancies resulting from an increase in the number of trustees, may be filled by a majority vote of the remaining members of the board though less than a quorum, or by a sole remaining trustee, and each person so selected shall be a trustee to serve for the balance of the unexpired term and until his or her successor has been selected and qualified or until his or her earlier death, resignation or removal.

1.5 Removal and Resignation.

(a) Removal by action of the trustees. The board of trustees may declare vacant the office of a trustee if said trustee: (i) has been judicially declared of unsound mind; (ii) has been convicted of an offense punishable by imprisonment for a term of more than one (1) year; or (iii) if within sixty (60) days after notice of his or her election, said trustee does not ac-

cept such office either in writing or by attending a meeting of the board of trustees and fulfilling such other requirements of qualification as these Bylaws or the Articles of Incorporation may provide.

(b) <u>Resignation</u>. Any trustee may resign at any time from his or her position as a trustee of the Corporation upon written notice to the Corporation. The resignation shall be effective upon receipt thereof by the Corporation or at such subsequent time as may be specified in the notice of resignation.

1.6 Regular Meetings.

The board of trustees shall hold an annual meeting for the election of officers and the transaction of other proper business at such day, hour and place as may be fixed by the board. The board of trustees may designate by resolution the day, hour and place, within or without the Commonwealth of Pennsylvania, of other regular meetings.

1.7 Special Meetings.

Special meetings of the board may be called by the chairperson of the board, if any, the president or any two (2) trustees. The person or persons calling the special meeting may fix the day, hour and place, within or without the Commonwealth of Pennsylvania, of the meeting.

1.8 Notice of Meetings.

No notice of any annual or regular meeting of the board of trustees need be given. Written notice of each special meeting of the board of trustees, specifying the place, day and hour of the meeting, shall be given to each trustee at least forty-eight (48) hours before the time set for the meeting. Notwithstanding the foregoing, at any time that the Corporation is chartered by the Department of Education of the Commonwealth of Pennsylvania as a Charter School under the Charter School Law, 24 P.S. §§17-1701-A, et seq. ("CSL"), all notices shall be given in compliance with the CSL and all other laws of the Commonwealth of Pennsylvania applicable to Charter Schools.

1.9 Quorum of and Action by Trustees.

A majority of the trustees in office shall constitute a quorum for the transaction of business, and the acts of a majority of trustees present and voting at a meeting at which a quorum is present shall be the acts of the board of trustees except where a different vote is required by law or the Articles of Incorporation or these Bylaws. Every trustee shall be entitled to one vote.

1.10 Presumption of Assent.

A trustee of the Corporation who is present at a meeting of the board of trustees, or of a committee of the board, at which action on any corporate matter is taken shall be presumed to have assented to the action taken unless his or her dissent is entered in the minutes of the meeting or unless such trustee files his or her written dissent to the action with the secretary of the meeting before the adjournment thereof or transmits the dissent in writing to the secretary of the Corporation immediately after the adjournment of the meeting. Such right to

dissent shall not apply to a trustee who voted in favor of the action. Nothing in this section shall bar a trustee from asserting that minutes of a meeting incorrectly omitted said trustee's dissent if, promptly upon receipt of a copy of such minutes, said trustee notified the secretary, in writing, of the asserted omission or inaccuracy.

1.11 Presiding Officer.

All meetings of the board of trustees shall be called to order and presided over by the chairperson of the board of trustees, if any, or, if there is no chairperson or in the chairperson's absence, by the president or, in the absence of the chairperson and president, by a chairperson of the meeting elected at such meeting by the board of trustees.

2. COMMITTEES OF THE BOARD

2.1 Committees of the Board.

The board of trustees may, by resolution adopted by a majority of the trustees in office, establish one or more committees, each committee to consist of one or more of the trustees of the Corporation. The board may designate one or more trustees as alternate members of any committee who may replace any absent or disqualified member at any meeting of the committee or for purposes of any written action of the committee. A committee, to the extent provided in the resolution of the board of trustees creating it, shall have and may exercise all of the powers and authority of the board of trustees except that a committee shall not have any power or authority as to: (i) the submission to members of any action requiring the approval of members pursuant to the Nonprofit Corporation Law, as it may hereafter be amended, (ii) the creation or filling of vacancies in the board of trustees, (iii) the adoption, amendment or repeal of the Bylaws, (iv) the amendment, adoption or repeal of any resolution of the board that by its terms is amendable or repealable only by the board, or (v) action on matters committee by the Bylaws or resolution of the board to another committee of the board. Each committee of the board shall serve at the pleasure of the board.

2.2 Committee Rules.

Unless the board of trustees provides otherwise by resolution each committee shall conduct its business and take action in the same manner as the board conducts its business pursuant to the Articles of Incorporation of the Corporation and these Bylaws.

3. OFFICERS

3.1 Officers and Qualifications.

The Corporation shall have a president, a secretary and a treasurer, each of whom shall be elected or appointed by the board of trustees. The board may also elect a chairperson of the board of trustees, one or more vice presidents, and such other officers and assistant officers as the board deems necessary or advisable. All officers shall be natural persons of full age, with the exception of the treasurer, which may be a corporation. Any two (2) or more offices may be held

by the same person. It shall not be necessary for officers to be trustees of the Corporation. Officers of the Corporation, as between themselves and the Corporation, shall have such authority and perform such duties in the management of the Corporation as is provided by or pursuant to these Bylaws or in the absence of controlling provisions in these Bylaws as is determined by or pursuant to resolutions or orders of the board of trustees.

3.2 Election, Term and Vacancies.

The officers and assistant officers of the Corporation shall be elected by the board of trustees at the annual meeting of the board or from time to time as the board shall determine and each officer shall hold office for one (1) year and until his or her successor has been duly elected and qualified or until said officer's earlier death, resignation or removal. A vacancy in any office occurring in any manner may be filled by the board of trustees and, if the office is one for which these Bylaws prescribe a term, shall be filled for the unexpired portion of the term.

3.3 Removal; Resignation; Bond.

- (a) <u>Removal</u>. Any officer or agent of the Corporation may be removed by the board of trustees with or without cause, but such removal shall be without prejudice to the contract rights, if any, of the person so removed. Election or appointment of an officer or agent shall not of itself create contract rights.
- (b) <u>Resignation</u>. Any officer may resign at any time upon written notice to the Corporation. The resignation shall be effective upon receipt thereof by the Corporation or at such subsequent time as may be specified in the notice of resignation.
- (c) <u>Bond</u>. The Corporation may secure the fidelity of any or all of its officers by bond or otherwise.

3.4 Chairperson of the Board.

The chairperson of the board of trustees, if any, shall preside at all meetings of the trustees at which he or she is present, and shall have such authority and perform such duties as the board of trustees may from time to time designate.

3.5 President.

The president shall, in the absence of the chairperson of the board, if any, preside at all meetings of the board of trustees at which he or she is present, and shall be the chief executive officer of the Corporation. Subject to the control of the board of trustees and, within the scope of their authority, any committees thereof, the president shall (a) have general and active management of all the business, property and affairs of the Corporation, (b) see that all orders and resolutions of the board of trustees and the committees thereof are carried into effect, (c) appoint and remove subordinate officers and agents, other than those appointed or elected by the board of trustees, as the business of the Corporation may require, (d) have custody of the corporate seal, or entrust the same to the secretary, (e) act as the duly authorized representative of the board in all matters, except where the board has formally designated some other person or

group to act, and (f) in general perform all the usual duties incident to the office of president and such other duties as may be assigned to such person by the board of trustees.

3.6 Vice Presidents.

Each vice president, if any, shall perform such duties as may be assigned to him or her by the board of trustees or the president. In the absence or disability of the president, the most senior in rank of the vice presidents, if any, shall perform the duties of the president.

3.7 Secretary.

The secretary shall (a) keep or cause to be kept the minutes of all meetings of the board of trustees, and any committees of the board of trustees in one or more books kept for that purpose, (b) have custody of the corporate records, (c) see that all notices are duly given in accordance with law, the Articles of Incorporation, and these Bylaws, and (d) in general perform all the usual duties incident to the office of secretary and such other duties as may be assigned to him or her by the board of trustees or the president.

3.8 Assistant Secretary.

The assistant secretary, if any, or assistant secretaries if more than one, shall perform the duties of the secretary in his or her absence and shall perform such other duties as the board of trustees, the president or the secretary may from time to time designate.

3.9 Treasurer.

The treasurer shall have general supervision of the fiscal affairs of the Corporation. The treasurer shall, with the assistance of the president and managerial staff of the Corporation: (a) see that a full and accurate accounting of all financial transactions is made; (b) invest and reinvest the capital funds of the Corporation in such manner as may be directed by the board, unless such function shall have been delegated to a nominee or agent; (c) deposit or cause to be deposited in the name and to the credit of the Corporation, in such depositories as the board of trustees shall designate, all monies and other valuable effects of the Corporation not otherwise employed; (d) prepare such financial reports as may be requested from time to time by the board; (e) cooperate in the conduct of any annual audit of the Corporation's financial records by certified public accountants duly appointed by the board; and (f) in general perform all the usual duties incident to the office of treasurer and such other duties as may be assigned to him or her by the board of trustees or the president.

4. MANNER OF GIVING NOTICE, WAIVER OF NOTICE ACTION WITHOUT MEETING, BY CONFERENCE TELEPHONE AND MODIFICATION OF PROPOSALS

4.1 Manner of Giving Notice.

Whenever written notice is required to be given to any person under the provisions of the Nonprofit Corporation Law, as it may hereafter be amended, or by the Articles of Incorporation or these Bylaws, it may be given to the person either personally or by sending a

copy thereof by first class or express mail, postage prepaid, or by telegram (with messenger service specified), telex or courier service, charges prepaid, or by telecopier, to the address (or to the telex, telecopier or telephone number), supplied by the trustees to the Corporation for the purpose of notice. Notice sent by mail, by telegraph or by courier service shall be deemed to have been given when deposited in the United States mail or with a telegraph office or courier service for delivery, except that, in the case of trustees, notice sent by regular mail shall be deemed to have been given forty-eight (48) hours after being deposited in the United States mail or, in the case of telex or telecopier, when dispatched. Notwithstanding the foregoing, at any time that the Corporation is chartered as a Charter School under the CSL, all notices shall be given in compliance with the CSL and all other laws of the Commonwealth of Pennsylvania applicable to Charter Schools.

4.2 Waiver of Notice.

Whenever any written notice is required to be given by statute or the Articles of Incorporation or these Bylaws, a waiver thereof in writing, signed by the person or persons entitled to the notice, whether before or after the time stated therein, shall be deemed equivalent to the giving of the notice. Neither the business to be transacted at, nor the purpose of, a meeting need be specified in the waiver of notice of such meeting. Attendance of a person, either in person or by proxy, at any meeting shall constitute a waiver of notice of the meeting, except where the person attends the meeting for the express purpose of objecting, at the beginning of the meeting, to the transaction of any business because the meeting was not lawfully called or convened. Notwithstanding the foregoing, at any time that the Corporation is chartered as a Charter School under the CSL, no waiver of notice shall be effective unless permitted by and provided in accordance with the CSL and other laws of the Commonwealth of Pennsylvania applicable to Charter Schools.

Action by Unanimous Written Consent of the trustees, or of any committee of trustees may be taken without a meeting if, prior or subsequent to the action, a consent or consents thereto in writing setting forth the action so taken is signed by all of the trustees in office, or by all of the members of such committee in office, as the case may be, and is filed with the secretary of the Corporation.

4.3 Meetings by Means of Conference Telephone.

One or more persons may participate in a meeting of the trustees, or of any committee of trustees, by means of conference telephone or similar communications equipment by means of which all persons participating in the meeting can hear each other. Such participation shall constitute presence in person at the meeting.

4.4 Modification of Proposals.

Whenever the language of a proposed resolution is included in a written notice of a meeting required to be given by statute or by the Articles of Incorporation or these Bylaws, the meeting considering the resolution may without further notice adopt it with such clarifying or other amendments as do not enlarge its original purpose.

5. PERSONAL LIABILITY, INDEMNIFICATION AND INSURANCE

5.1 Personal Liability of Trustees.

A trustee of the Corporation shall not be personally liable for monetary damages for any action taken, or any failure to take any action, unless as set forth in 15 Pa. C.S.A. § 5713(a), the trustee has breached or failed to perform the duties of his or her office referenced thereunder, and such breach or failure to perform constitutes self-dealing, willful misconduct or recklessness; provided, however, that the foregoing provision shall not eliminate or limit (i) the responsibility or liability of such trustee pursuant to any criminal statute, or (ii) the liability of a trustee for the payment of taxes pursuant to local, state or Federal law. Any repeal, modification or adoption of any provision inconsistent with Section 5.1 of these Bylaws shall be prospective only, and neither the repeal or modification of this bylaw nor the adoption of any provision inconsistent with this bylaw shall adversely affect any limitation on the personal liability of a trustee of the Corporation existing at the time of such repeal or modification or the adoption of such inconsistent provision.

5.2 Mandatory Indemnification of Trustees and Certain Other Persons.

- (a) The Corporation shall indemnify and hold harmless to the full extent not prohibited by law, as the same exists or may hereinafter be amended, interpreted or implemented (but, in the case of any amendment, only to the extent that such amendment permits the Corporation to provide broader indemnification rights than are permitted the Corporation to provide prior to such amendment), each person who was or is made a party or is threatened to be made a party to or is otherwise involved in (as a witness or otherwise) any threatened, pending or completed action, suit, or proceeding, whether civil, criminal, administrative or investigative and whether or not by or in the right of the Corporation or otherwise (hereinafter, a "proceeding"), by reason of the fact that he or she, or a person of whom he or she is the heir, executor, or administrator, is or was a trustee or officer of the Corporation or is or was serving at the request of the Corporation as a trustee, officer or trustee of another corporation or of a partnership, joint venture, trust or other enterprise (including without limitation service with respect to employee benefit plans), or where the basis of such proceeding is any alleged action or failure to take any action by such person while acting in an official capacity as a trustee or officer of the Corporation, or in any other capacity on behalf of the Corporation while such person is or was serving as a trustee or officer of the Corporation, against all expenses, liability and loss, including but not limited to attorneys' fees, judgments, fines, ERISA excise taxes or penalties and amounts paid or to be paid in settlement (whether with or without court approval), actually and reasonably incurred or paid by such person in connection therewith.
- (b) Notwithstanding the foregoing, except as provided in Section 5.3 below, the Corporation shall indemnify any such person seeking indemnification in connection with a proceeding (or part thereof) initiated by such person only if such proceeding (or part thereof) was authorized by the board of trustees of the Corporation.

- (c) Subject to the limitation set forth above concerning proceedings initiated by the person seeking indemnification, the right to indemnification conferred in this Section 5.2 shall be a contract right and shall include the right to be paid by the Corporation the expenses incurred in defending any such proceeding (or part thereof) or in enforcing his or her rights under this Section 5.2 in advance of the final disposition thereof promptly after receipt by the Corporation of a request therefor stating in reasonable detail the expenses incurred; provided, however, that to the extent required by law, the payment of such expenses incurred by a trustee or officer of the Corporation in advance of the final disposition of a proceeding shall be made only upon receipt of an undertaking, by or on behalf of such person, to repay all amounts so advanced if and to the extent it shall ultimately be determined by a court that he or she is not entitled to be indemnified by the Corporation under this Section 5.2 or otherwise.
- (d) The right to indemnification and advancement of expenses provided herein shall continue as to a person who has ceased to be a trustee or officer of the Corporation or to serve in any of the other capacities described herein, and shall inure to the benefit of the heirs, executors and administrators of such person.

5.3 Payment of Indemnification.

If a claim for indemnification under Section 5.2 hereof is not paid in full by the Corporation within thirty (30) days after a written claim therefor has been received by the Corporation, the claimant may, at any time thereafter, bring suit against the Corporation to recover the unpaid amount of the claim and, if successful in whole or in part on the merits or otherwise in establishing his or her right to indemnification or to the advancement of expenses, the claimant shall be entitled to be paid also the expense of prosecuting such claim.

5.4 Non-Exclusivity of Rights.

The right to indemnification and the payment of expenses incurred in defending a proceeding in advance of a final disposition conferred in Section 5.2 and the right to payment of expenses conferred in Section 5.3 shall not be deemed exclusive of any other rights to which those seeking indemnification or advancement of expenses hereunder may be entitled under any bylaw, agreement, vote of trustees or otherwise, both as to actions in his or her official capacity and as to actions in any other capacity while holding that office, the Corporation having the express authority to enter into such agreements or arrangements as the board of trustees deems appropriate for the indemnification of and advancement of expenses to present or future trustees and officers as well as employees, representatives or agents of the Corporation in connection with their status with or services to or on behalf of the Corporation or any other corporation, partnership, joint venture, trust or other enterprise, including any employee benefit plan, for which such person is serving at the request of the Corporation.

5.5 Funding.

The Corporation may create a fund of any nature, which may, but need not be, under the control of a trustee, or otherwise secure or insure in any manner its indemnification obligations, including its obligation to advance expenses, whether arising under or pursuant to this Article 5 or otherwise.

5.6 Insurance.

The Corporation may purchase and maintain insurance on behalf of any person who is or was a trustee or officer or representative of the Corporation, or is or was serving at the request of the Corporation as a representative of another corporation, partnership, joint venture, trust or other enterprise, against any liability asserted against such person and incurred by such person in any such capacity, or arising out of his or her status as such, whether or not the Corporation has the power to indemnify such person against such liability under the laws of this or any other state.

5.7 Modification or Repeal.

Neither the modification, amendment, alteration or repeal of this Article 5 or any of its provisions nor the adoption of any provision inconsistent with this Article 5 or any of its provisions shall adversely affect the rights of any person to indemnification and advancement of expenses existing at the time of such modification, amendment, alteration or repeal or the adoption of such inconsistent provision.

6. GENERAL PROVISIONS

6.1 Registered Office.

The registered office of the Corporation, required by law to be maintained in the Commonwealth of Pennsylvania, shall be 1001 Liberty Avenue, Suite 850, Pittsburgh, Allegheny County, Pennsylvania 15222. The principal place of business of the Corporation may be, but need not be, the same as the registered office. The address of the registered office may be changed from time to time by the board of trustees.

6.2 Other Offices.

The Corporation may have additional offices and places of business in such places, within or without the Commonwealth of Pennsylvania, as the board of trustees may designate or as the business of the Corporation may require.

6.3 Purposes.

The purposes of the Corporation shall be as set forth in the Articles of Incorporation.

6.4 Corporate Seal.

The Corporation may have a corporate seal which shall have inscribed thereon the name of the Corporation, the year of organization, and the words "Corporate Seal - Pennsylvania" or such inscription as the board of trustees may determine. The seal may be used by causing it or a facsimile thereof to be impressed or affixed, or in any manner reproduced.

6.5 Fiscal Year.

The fiscal year of the Corporation shall begin on the 1st day of July in each year and end on the 30th day of June in each year.

6.6 Dissolution.

Upon dissolution of the Corporation, the board of trustees of the Corporation shall first satisfy, or ensure the satisfaction and payment of, all debts of the Corporation. The board of trustees shall then distribute any remaining assets to such one or more organizations that are organized and operated exclusively for charitable, educational, religious, or scientific purposes as shall at the time qualify as an exempt organization or exempt organizations under Section 501(c)(3) of the Internal Revenue Code of 1986, as amended (or corresponding provision of any future United States Internal Revenue Law), as the board of trustees shall determine. Any such assets not so disposed of shall be disposed of by the Court of Common Pleas of the county in which the principal office of the Corporation is located, exclusively for such purposes as said Court shall determine, which are organized and operated exclusively for such purposes.

6.7 Amendment of Bylaws.

These Bylaws may be amended or repealed, and new Bylaws may be adopted, by the board of trustees. Any change in the Bylaws shall take effect when adopted unless otherwise provided in the resolution effecting the change.

6.8 Charter School.

At any time that the Corporation is chartered as a Charter School by the Department of Education of the Commonwealth of Pennsylvania, the Corporation shall comply with and be governed by the terms of the CSL and other laws of the Commonwealth of Pennsylvania applicable to Charter Schools.

DATED: June 10, 2003



Parent/Student Handbook

2019-20

CONTACT INFORMATION

Pennsylvania Distance Learning Charter School

2100 Corporate Drive, Suite 500

Wexford, PA 15090

Main Toll-Free Phone Number 1.888.997.3352

Enrollment – press 1

Technical Support - press 2

Counselors - press 3

Attendance – press 4

Special Education – press 5

Records – press 6

Testing – press 7

Shipping, School Materials, Internet Reimbursement, FLEx Funds – press 8

For other inquiries – press 0

Administration –

Homeless Liaison: Mrs. Desrochers, Director of Special Education – ext. 105

Foster Care Liaison: Mrs. Rossetti, Chief Executive Officer – ext. 114

Right to Know Officer: Dr. Posney, Elementary School Principal – ext. 150

Title IX (Office of Civil Rights): Mrs. Rossetti, Chief Executive Officer ext. 114

School Safety & Security Coordinator: Mr. Kocuba, Director of Technology – ext. 109

Main Toll-Free Fax Number 866.977.3527

Dear Families,

Welcome to the Pennsylvania Distance Learning Charter School family! Congratulations on making a choice to be actively involved in your child's education through our online educational model. We value the opportunity to partner with you in providing your child a supportive learning environment. We are confident that your decision to enroll in Pennsylvania Distance Learning Charter School is because you are seeking unique solutions for your family. Our service mission is to create a meaningful learning experience for all students and families. Thank you for selecting our school to be a part of your child's academic growth. Welcome!

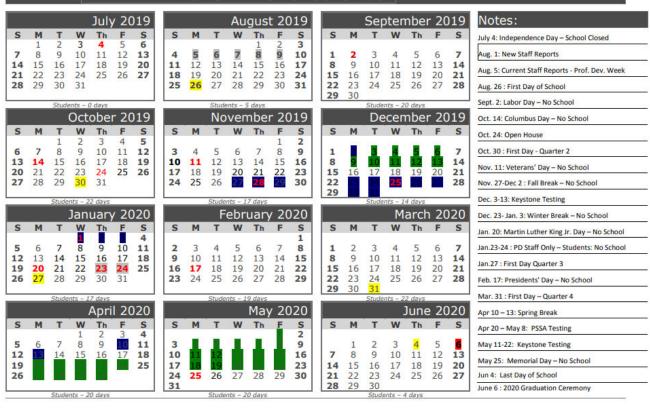
Teachers, Administration, and Support Staff



2100 Corporate Drive, Suite 500 Wexford, PA 15090 Phone: 1-888-997-3352

Fax: 1-866-977-3527

2019 - 2020 Calendar



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INTRODUCTION

Welcome to the Pennsylvania Distance Learning Charter School. Throughout this Parent/Student Handbook, the school is referred to as "PDLCS" and the parent/guardian is referred to as "parent".

Choosing a school for your child or children is an important decision. PDLCS places a great deal of responsibility on the parent and student to make distance-learning work. To better understand this responsibility, parents (and students 18 and older) who are enrolling or continuing enrollment at PDLCS are required to read this Parent/Student Handbook and to sign the Agreement Form found at the end of this document. By signing, the parent is stating that the handbook has been reviewed and that both the parent and student agree to the regulations and guidelines within the handbook.

Mission

The mission of PDLCS is to blend proven classroom teaching techniques with educational technologies to promote academic growth for all students.

Vision

PDLCS believes our first responsibility is to provide quality online educational opportunities. Our teachers, with the support of all departments in the school, are committed to building positive relationships with our families as we equip our students with the necessary tools to succeed. We want to be known as a school that fosters academic integrity and individual academic growth.

Shared Values

PDLCS believes in personalizing the learning experience for our students by providing a supportive online community. We believe all students will achieve academic growth when engaged in live learning sessions and daily online lessons with quality teachers and peers. We value adherence of public cyber school regulations and continuous professional growth of our staff as essential components to student achievement.

Non-Discrimination Policy

PDLCS accepts students of any race, creed, gender, gender expression, sexual orientation, disability or ethnic origin. PDLCS will not discriminate on the basis of race, creed, gender, gender expression, sexual orientation, disability, immigration status or ethnic origin in the administration of its educational programs and activities.

Our Commitment

PDLCS is committed to providing a barrier-free learning environment. We strive to ensure access and opportunities for ALL students, believing that ALL students can learn. Through our culturally responsive teaching and personalized learning, we will transform the lives of our students.

ENROLLMENT

PDLCS does not charge tuition to parents or students. PDLCS will be in full compliance with open enrollment regulations and withdrawal requirements specified by the school's Charter and Pennsylvania Law. When demand exceeds space available (as determined at the sole discretion of the School's Board of Trustees), enrollment will be determined by a Lottery of all applicants in a given category, except that returning students and their siblings will be given priority over new students. After the Lottery is completed, those students not selected for enrollment will be placed on a waiting list in order of their random selection. Students whose application for enrollment is received after the Lottery is completed shall be placed on the waiting list and admitted on a first-come, first serve basis as long as the last date for enrollment to PDLCS has not passed.

Non-Discrimination Policy

PDLCS will not discriminate on the basis of race, creed, gender, gender expression, sexual orientation, disability or immigration status, or ethnic origin in the administration of its educational programs and activities.

Age Requirements

Children entering the kindergarten program must be five years of age prior to the cut-off date outlined by the home school district's enrollment requirements. Students may not be more than 21 years of age at the time of Enrollment, but may be permitted to complete the school year in which his/her 21st birthday falls, subject to change based on rules and regulations established by the Pennsylvania Department of Education.

Enrollment Application

The Enrollment Application represents the first step in a multi-step process. By completing, signing and submitting the Enrollment Application, the parent expresses a desire to have his/her child attend PDLCS. Completing the application does not mean the child will be automatically enrolled in PDLCS. The parent will submit copies of the following documents for each student as required by law:

- Proof of age (Birth Certificate)
- Immunization Record
- Proof of Residency (Driver's License, Mortgage Statement, Utility Bill, etc)
- Parent Registration Statement
- Home Language Survey

After signing and submitting these forms to the Enrollment Department, the parent/guardian will be contacted by a PDLCS Enrollment Specialist to discuss the next steps. The student is officially enrolled at PDLCS when he/she is assigned an official start date which is within five business days after all required documentation is received.

PDLCS also requests the following information, which will not delay enrollment of a student:

- Private Physician Medical Form
- Private Dental Form
- Proof of Custody, if applicable
- Copy of most recent K-8 Report Card or High School Transcript
- Enrollment Notification Form
- Signed Parent/Student Handbook Form
- Signed Authorization for Release of Information Form, if applicable
- Signed Computer/Internet Acceptable Use Policy
- Income Verification Form (Free & Reduced Lunch Form)

Health Certification and Immunization Requirements

In order for a student to be admitted to PDLCS, the parent must submit satisfactory evidence that all required immunizations have either been administered, are in the process of being administered, or must file a certificate of exemption. In special circumstances, the student's physician may recommend additional immunizations.

If there are any questions about immunizations or where to get them, the parent should contact his/her county or city Public Health Nurse.

Official Enrollment

On the official start date provided to the parent, the student must attend orientation and begin completing his/her school work daily as outlined in the student's course calendars.

In order to <u>maintain</u> a student's enrollment, the parent must:

 Assure that a working phone and Internet connection (high-speed) are maintained at the location where the student is being educated at all times;

- Call the PDLCS Records Department, to provide updated Proof of Residence and Enrollment Notification form for any and all parent or student address and phone number changes within 10 days. Failure to submit up-to-date proof of residency information may result in the removal of a student from PDLCS rolls;
- Monitor daily attendance and completion of course work via the course delivery system.
 Attendance may be substantiated by course work completed as outlined by the teacher in each course the student is enrolled.

Continuous Enrollment

PDLCS students will automatically be re-enrolled from school year to school year. Parents of reenrolling students will be sent annual forms to complete, print, sign, and return.

Annual forms for Continuing Enrolling students are:

- Signed Parent/Student Handbook Form
- Signed Authorization for Release of Information Form (if applicable)
- Home Language Survey
- Signed Computer/Internet Acceptable Use Policy
- Private Physician Medical Form with required immunizations for students entering 1st, 6th and 11th Grades
- Private Dental Form for students entering 1st, 3rd and 7th Grades
- Income Verification Form (Free & Reduced Lunch Form)

ACADEMIC PROGRAM

Curriculum – General

PDLCS' curriculum and graded courses of study meet ALL requirements set forth by the Commonwealth of Pennsylvania. The curriculum will be explained to all parents during student course scheduling.

Curriculum – Credit Recovery

PDLCS offers a Credit Recovery program. This program is for students who have experienced setbacks in their education for many reasons. It allows students to recover lost credits in a set amount of time moving them towards graduation from high school. This program is fully on-line. For more information you can contact your Counselor.

Curriculum – Advanced Placement (AP)

PDLCS offers Advanced Placement (AP) classes allowing students to earn credits for college. Most four-year colleges award course credit, advanced placement or both on the basis of AP Exam scores. Talk with your Counselor for more details.

Daily Schedule

• Attendance is recorded by evidence of student active online engagement each day.

Families follow different schedules depending on classes and/or grade of the child. Families have the flexibility to set up their child's schedule. The important thing for families to know is that your child's success increases with consistency. Set a schedule and stick to it.

Synchronous Class is time spent during live learning. Students gather in the virtual classroom with their teacher and learn together. *Asynchronous Class* is learning through the lessons that are set up in the virtual course. Students are required to complete assigned daily lessons independently with the guidance of a parent throughout the day.

Students have synchronous class (live learning) in all grades for every class. Asynchronous lessons are available to students 7 days a week, 24 hours a day. The table below gives an idea of average daily instruction and learning time.

Elementary students (grades K-6) are required to complete a minimum of 5.0 hours of schoolwork daily. Middle and high school students (grades 7-12) are required to complete a minimum of 5.5 hours of schoolwork daily. It is up to families to determine how a student will make up their total number of required learning hours. Families can do this by combining Synchronous and Asynchronous learning spaces.

	Synchronous (approximate time of live learning) Monday - Friday	Asynchronous (in addition to virtual lessons completion of daily calendar lessons with supervision of parent)	Total
Kindergarten	2.5 hours/day	2.5 hours/day	5
Grades 1-6	2.5 hours/day	2.5 hours/day	5
Grades 7-12	2.5 hours/day	Varies 2.5-5.5 hours/day	5.5

Daily Assignments

Each grade or course teacher will share with students how to turn in assignments. All assignments are submitted electronically. Students learn how to submit assignments during school and course orientations.

Grading

Grades K-12 Academic Letter Grades

		0-0/ 1000/
•	A+	97%-100%

• A 93%-96.99%

• A- 90%-92.99%

• B+ 87%-89.99%

• B 83%-86.99%

• B- 80%-82.99%

• C+ 77%-79.99%

• C 73%-76.99%

• C- 70%-72.99

• D 60%-69.99

• F 0%-59.99%

Course Selection

Teacher assignments are based on certification, prior to student course selection. Students enrolled in our school are scheduled into classes using a system that does not provide visible income information. Course selection forms are completed by the student in high school, and by the counselor in grades K-8. Students and counselors can only see the student's name, course name, day(s) and time(s) the course is offered. There is no other identifiable information in the system. The scheduling system automatically enters students into course sections based on the student's availability to attend his or her selected courses. The system then randomizes the students and balances the number of students in each section of a course.

Course Completion

High school courses are scheduled as semester long courses receiving credit for successful

completion ("D" grade or better). There are two semesters scheduled within one school year. Students are expected to complete each course according to the due dates required by the course teacher within the semester given.

High School Credits and Grade Level Assignments

Number of Credits Earned	Grade Level
0 – 5.5 Credits	9 th Grade
5.6 – 10.9 Credits	10 th Grade
11 – 16.5 Credits	11 th Grade
16.6+ Credits	12 th Grade

PDLCS Minimum Graduation Requirements (22 credits)

English: 4 credits

All students must demonstrate proficiency on the Literature Keystone Exam

Mathematics: 3 credits

All students must pass Algebra I and demonstrate proficiency on the Algebra I Keystone Exam

It is recommended that all students take 4 credits of mathematics

Science: 3 credits

All students must pass Biology and demonstrate proficiency on the Biology Keystone Exam

It is recommended that all students take 4 credits of science

Social Studies: 3 credits

All students must pass U.S. Government and U.S. History

It is recommended that all students take 4 credits of social studies

Business/Technology: 0.5 credits

Physical Education: 1.0 credits

World Language: 1.0 credits

Fine Arts: 1.0 credits

Health: 0.5 credits

Electives: 5 credits

High School Drop/Add Period

PDLCS understands that a student may need a schedule change. High school students may contact their Counselor to discuss the need for schedule changes. Classes will only be changed within a 2 week period of the start of a semester. Students may not drop a course after the 2 week period.

Standardized Testing

Like all public schools in Pennsylvania, PDLCS is required to administer several standardized tests each year. Further explanation of the tests currently in place appears below.

PSSA (Pennsylvania System of School Assessment)

The PSSA is a standards-based assessment administered in all Pennsylvania public schools. They are administered in a face-to-face environment, usually in the month of April, to students in grades 3-8. There are currently three content-specific assessments including English Language Arts, Math, and Science.

PASA (Pennsylvania Alternative School Assessment)

The PASA is a standards-based alternative assessment administered in all Pennsylvania public schools. They are administered in a one-on-one face-to-face environment, usually in the months of February and March, for students in grades 3-8 & 11. There are currently three content-specific assessments including English Language Arts, Math, and Science. The student's IEP team will determine if the alternative assessment is appropriate.

Keystone Exams

The Keystone Exams are end-of-course assessments designed to evaluate proficiency in academic content. Students must demonstrate proficiency on the Algebra I, Literature, and Biology Keystone Exams to graduate. Students will be offered multiple face-to-face opportunities to take the Keystone Exams throughout their high school careers.

Universal Screener

All students will be administered a Universal Screener in the area of mathematics and reading at the beginning of the school year or upon enrollment. The results of the assessment will help to determine the best personalized path of learning for the student.

Benchmark Assessments

Benchmark Assessments are computer-adaptive tests that measure the proficiency level and academic growth of students in grades K-12 in the subjects of Math, Reading, Language Arts, and Science. Benchmark tests are administered three times each school year and students complete the tests online at home.

ACCESS Testing (Accessing Comprehension and Communication in English State-to-State for English Learners)

ACCESS for English Learners is an English language proficiency assessment that is administered to all Kindergarten-12th grade students identified as English Learners. The test is given annually to monitor students' progress in acquiring academic English. The ACCESS for English Learners assesses students in the four language domains of Listening, Speaking, Reading, and Writing.

For more information about testing, please contact the PDLCS Testing Department.

Honesty in Schoolwork

It is important that <u>students complete their own work</u>. While families can help students develop study habits and encourage organization of time and materials, families must resist the temptation to provide answers for the student. This may be misleading to the teacher who then thinks the student is applying their learning on their own. If you see your child struggling on an assignment, direct them to their resources to find answers – online program, study guide, course folder. It is also good advice to tell your child to write down questions and ask the teacher in class, in an email, by chat or by calling on the phone. Students may also join a teacher in regularly scheduled Office Hours for assistance.

What is plagiarism?

Plagiarism is the act of presenting the words, ideas, images, sounds, or the creative expression of others as your own. In more common terms – you are "copying" someone else's ideas, words, or expression as your school work. There are two types of plagiarism:

Intentional

- Copying a friend's work
- Buying or borrowing papers
- Cutting and pasting blocks of text from electronic sources without documenting

"Borrowing" from print sources without documentation

Unintentional

- Careless paraphrasing
- Poor documentation
- Quoting excessively
- Failure to use your own "voice"

Avoid Plagiarism by using Documentation

There is nothing wrong with using other people's words or ideas, but you must give them credit. Giving credit is called *documentation*. It is a simple process, and it turns a dishonest essay into true scholarship. Documenting sources has two steps:

- Indicate in the text where the information was found. Most modern writers put that information in parentheses.
- Have a *Works Cited* page at the end of the paper providing the full bibliographic information about the source. Documentation is taught in your courses when outside research is required. Information about documentation can be obtained from teachers at any time.

Tips when documenting, or citing, someone else's work:

- When using quotes, be sure to cite the source.
- When paraphrasing information from a source, be sure to cite the source.
- The only time you do NOT need to cite information is if it is common knowledge and you knew it before beginning your research. For example, "William Shakespeare is a poet and playwright from the 16th century."

If you plagiarize your work, you will not receive credit for the assignment. Continued acts of plagiarism will constitute a referral to administration and in extreme cases *can* result in legal action. Plagiarism is an illegal action and is taken very seriously in this environment to protect academic integrity.

Reporting Progress

Families receive Progress Reports each quarter, or every 45 school days. Report cards are issued at the end of the each semester (January and June) for secondary students, and in June for elementary students. These are mailed to families through the U.S. Postal Service. Students and parents have

24/7 access to view grades by logging into the Student Information System at sis.padistance.org with their school issued login.

Retention

PDLCS may retain an elementary student in a grade level if mastery of that grade level's curriculum has not been achieved. The student's teachers may complete a *Recommendation for Retention Form*. In the case of a student with an Individualized Education Plan (IEP), the Director of Special Education must agree and sign off on the form. Documentation, evidence, and/or explanation must accompany the form. There will be an opportunity for the parent to schedule a conference with an Administrator and the student's teachers to review the child's academic progress and educational plan.

Recommendations for retention consider the following data:

- Benchmark Assessment and Standardized State Test Scores
- Rate of attendance is poor Student Attendance Improvement Plan (SAIP) has not been successful
- Grades earned in courses are less than 60%
- Performance lacks evidence of required standards-based mastery level
- Failure to complete grade-level curriculum by last day of school

Code of Conduct

As part of the Enrollment/Continuing Enrollment process, both the parent and student <u>are required</u> to sign the Agreement Form (found at the end of this handbook) and submit it at the time of Enrollment and annually thereafter. The signed agreement is kept in the student's cumulative file and, among other things, expresses the acceptance of the PDLCS Code of Conduct by both parent and student. Failure to adhere to the Code of Conduct by either the student or parent is cause for expulsion of the student from PDLCS. If a student is expelled from PDLCS, or leaves PDLCS for any reason, he/she must return all PDLCS property and materials, including, but not limited to, the computer, hardware, software, textbooks, workbooks, and other materials and supplies loaned by PDLCS.

All suspensions and expulsions will be conducted in accordance with due process procedures. Only the Administrator may suspend or expel a student. The Administrator will provide the student and the parent/guardian with written notice of the intent to suspend/expel, which will include reasons for the intended suspension/expulsion. The notice will state the time and place to appear for a hearing on the matter, which will not be less than three (3) days or later than ten (10) days after the

Notice of Intent to Suspend/Expel was provided to the student and parent. The student, parent and/or legal representative will have an opportunity to appear on request before the Administrator at a PDLCS chosen location to challenge the suspension/expulsion, or to otherwise explain the student's actions that led to the intended suspension/expulsion. The Administrator may grant an extension of time for the hearing date. If granted, the Administrator will notify all parties in writing of the new date, time and place of the hearing.

Suspension and expulsion of students with disabilities will comply with all federal and state laws, policies and procedures. The IEP Team will meet to review the student's IEP and consider the development of a Behavioral Intervention Plan any time the suspension exceeds 5 days in the academic year. Any student with an IEP who is suspended for more than 10 days during an academic year will continue to receive special education services via a change of placement as determined by the IEP Team. In the event that the student is being disciplined for an expellable action, the IEP Team will meet and conduct both a Manifest Determination and Functional Behavior Analysis. An Alternate Interim Placement will be identified for a period of time not to exceed 45 school days. The suspension shall not exceed 10 school days. No expulsion shall exceed one year, except as otherwise allowed or required by law. A written notice of the suspension/expulsion will be sent or given within one school day to the parent of the student. The notice will contain the reasons for the suspension/expulsion and the right of the student to appeal the suspension/expulsion to the Administrator or Board of Trustees, or its designee. If a student is expelled from PDLCS for the remainder of the school year, that student may not attempt to reenroll with PDLCS during the same school year without the approval of the PDLCS Administrator.

Following are the infractions of the Code of Conduct that may subject a student to discipline up to and including suspension or expulsion, if the same occurs during the presentation of any learning opportunity or at any school event, activity or function.

Cheating – To act dishonestly, copying or using someone else's work.

Insubordination- Not accepting directions; refusing to cooperate with PDLCS employees, agents, and other representatives.

Theft – To take the property of another without right or permission.

Fighting – To participate in physical contact with one or more students, faculty, or staff of PDLCS or any other person with the intent to injure.

Possession or Intake of Alcohol, Illegal Controlled Substances or Tobacco Products.

Vandalism – Purposeful destruction, misuse or defacing of PDLCS property or another's personal property. This includes the computer, printer/fax/scanner/copier unit, and all hardware loaned to the student by PDLCS.

Profane/Obscene Language or Gestures toward Students/Staff/Teachers/Others. Use of unacceptable, disrespectful words stated audibly or in text, terms or gestures intended to embarrass or insult.

Inappropriate use of Internet access, as detailed in the Technology & Internet Acceptable Usage Policy.

Wrongful Conduct – Any action or inaction not specifically referenced in the listing above that impedes, obstructs, interferes with, or violates the mission, philosophy, policies, procedures, rules, and/or regulations of the PDLCS and/or is disrespectful, harmful, or offensive to others or property.

Truancy - as defined in the Attendance section of this Handbook.

Materials, Technology, and Supplies

Certain equipment, supplies and services will be on loan to PDLCS students, which have been deemed necessary to ensure the functionality and ability to participate in the PDLCS educational program. The textbooks, computers, software, hardware, and other materials loaned to the parent and/or student are the <u>property of PDLCS</u> and no parent and/or student has any right to these except for usage in strict accordance with the school's educational model, Code of Conduct, rules, regulations, policies and procedures. Parents and students are responsible for the care and safekeeping of textbooks, computers, software, hardware, and other materials loaned to the parent and/or student during the school year. Materials <u>and property must be used solely in connection</u> with the education services provided by PDLCS.

Internet Cost Provision

PDLCS strongly recommends that all families use high-speed Internet to help their children succeed in the program. PDLCS will provide Internet reimbursement to families at the conclusion of each quarter. Complete instructions on how to submit the form for reimbursement can be found in the "How to Use Internet Reimbursement" document located in the Student Support Services homepage.

Loaned Materials and Property

Pursuant to Pennsylvania law, each family enrolled in PDLCS has the right to have one computer provided per child enrolled in the program. PDLCS loans families a computer, a combination printer/scanner/copier, and other curriculum materials. Parents must return the materials and property promptly if their student withdraws, is removed or expelled from the program. Parents must return curriculum materials at the close of the semester and/or school year.

Recovering and Returning Materials

Recovery of the computer and printer/scanner/copier commences when any of the following occurs:

- A parent's written Notice of the Intent to Withdraw;
- A student's mandatory withdrawal after 10 consecutive school days of non-attendance;
- A student's graduation from PDLCS; or
- A student's expulsion

Within thirty days after four corresponding authenticated attempts of recovery have been made by an authorized PDLCS de-installer, a written notification issent to the parent informing them that the following actions may be taken:

- A police report will be filed with the appropriate law enforcement agency to recover the computer, printer, accessories and all other Material and Property from the parent.
- A credit complaint against the parent may be filed with the three major credit-reporting
 agencies. Other legal action permitted by law and in equity may be taken to secure the
 return of the school's materials and property, including civil and criminal actions.

Technical Support and Technology Repair

PDLCS offers technical support services during regular office hours (7:30 am to 4:00 pm on school days) by telephone, 1-888-997-3352, option 2. Students and families may call to receive assistance with setting up or troubleshooting issues with school-owned and/or issued hardware, software, and websites.

PDLCS helpdesk staff will make every attempt to resolve issues remotely via guidance over the phone, or by using software or apps to remotely access the student's computer. In the event that a computer or other hardware must be shipped back to the school for repair, the school will mail or email return shipping labels. Parents must ensure shipping of equipment to the school upon receipt of the labels. Technical Support will repair or replace, then ship out the hardware within one (1) business day of receipt of the equipment.

Most initial repairs will be completed at the school's expense. Families may be charged for repairs of obvious physical abuse of the equipment is evident, or when a pattern of repeated damage is evident. Please refer to the letter included with your computer to see a list of potential fees associated with hardware repair.

Attendance

Pennsylvania Public School Law requires children to receive the following Educational Learning Hours:

<u>Kindergarten</u>: 5.0 per day hours (25 hours per week, completing a minimum of 900 hours per year)

<u>Grades 1-6:</u> 5.0 hours per day (25 hours per week, completing a minimum of 900 hours per year)

Grades 7-12: 5.5 hours per day (27.5 hours per week, completing a minimum of 990 hours per year)

Accordingly, parents are required to supervise daily school attendance to avoid truancy issues. Under the supervision of their parent, students must log into the SIS (Student Information System) daily (this is the school homepage), complete and submit assignments as outlined in the student's course calendar. Parents are responsible for providing PDLCS with written verification of the reason for an absence within three (3) days of such absence. A partial day of absence is considered a day of absence from school requiring documentation to be submitted by the parent to PDLCS. A maximum of ten days of cumulative lawful absences verified by parental notification may be permitted during a school year. All absences beyond ten cumulative days require an excuse from a physician.

Truancy Prevention Process

It is the belief of PDLCS that students achieve academic success through consistent attendance, engagement in daily coursework and on-going communication with teachers. In order for a student to learn expected skills, it is important they develop a positive and responsible approach to study habits through regular school attendance.

Preventing truancy issues is important to PDLCS and involves many people. **Parents** are responsible for ensuring students attend school. **Students** are responsible to complete daily coursework with the guidance of teachers and parents. The PDLCS **Attendance Officer is** responsible for enforcing, tracking and reporting attendance, as well as developing a Student Attendance Improvement Program to aid families in complying with public cyber-charter school regulations.

Attendance is taken on each school calendar day. Attendance involves daily log-in to the Student Information System (SIS).

Parents are notified of a full-day of absence through an automated phone reporting system. Parents may submit an Excused Absence Form within 3 days of a reported absence. There is a maximum limit of ten parental excuses in one school year. Medical excuses, from a physician's office, must be submitted for all subsequent absences.

Unlawful or unexcused absences occur following a student's absence for which a parental or medical excuse is not submitted within 3-days of the reported absence. Parents are notified after the 3rd unexcused absence. Children and Youth Services are notified for students age 16 years and under with 6 days of unexcused absences, as well as for those who do not participate in the Attendance Improvement Program. Students who continue to accumulate absences will be referred to the local magistrate.

Partial days of absence are considered full-days of absence under Pennsylvania school regulations requiring parental or medical excused absence forms be submitted. Failing to make adequate progress in courses and/or course grades below 60% are often a direct result of unexcused partial days of absences.

Excused Absences

Parents are responsible for providing PDLCS with written verification of the reason for each absence within three (3) days of such absence. Legal excused absences constitute valid excuses for absence of a student from PDLCS, provided satisfactory evidence or documentation is submitted to PDLCS Administration within 3 days of such absence. This includes absence of partial days. A maximum of ten days of cumulative lawful absences verified by parental notification may be permitted during a school year. All absences beyond ten cumulative days should require an excuse from a physician. Legal excused absences include, without limitation, the following:

- Observance of a Religious Holiday. An absence may be considered excused if the tenets of a bona fide religion, to which a student or his/her parent adhere, require observance of a religious event. (22 PA. CODE § 11.21) The parent must submit written request for the excusal prior to the absence.
- <u>Tutorial Work.</u> An absence may be excused for the purpose of the student receiving tutorial instruction in a field not offered by PDLCS only if (i) the excusal does not interfere with the student's regular program of studies, and (ii) the qualifications of the instructor are approved by PDLCS Administration. (22 PA. CODE. § 11.22)
- Medical or Dental Appointments. An absence resulting from a medical (health care or therapy) or dental appointment, if: (i) such appointment cannot be scheduled outside of regularly scheduled academic calendar days, (ii) the health or therapeutic services are to be rendered by Commonwealth of Pennsylvania licensed practitioners, or (iii) the time of necessary absence from PDLCS involves a minimum of interference with the student's regular program of studies. Notice should be given to the teacher and/or the Attendance Officer prior to the absence, except in the case of an emergency. (22 PA. CODE § 11.23)
- <u>Illness or Injury.</u> An absence resulting from illness or injury, which prevents the student from being physically able to attend PDLCS. Any student missing more than three (3) consecutive school days requires a note from a physician. (22 PA. CODE § 11.25)
- <u>Urgent Reasons</u>. An absence resulting from an urgent reason may be excused. PDLCS shall strictly construe the term "urgent reason" as it applies to such absences and such excuse does not permit irregular attendance. (22 PA. CODE § 11.25)
- 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 (including classes for religious instruction totaling not more than 36 hours per academic school year) pursuant to 22 PA. CODE § 11.21, if (i) the student's parent submits a written request for the excusal **prior** to the tour or trip, (ii) approval for such an absence is granted prior to the absence in accordance with the Student Educational Leave of Absence Policy, and (iii) there is an adult who is directing and supervising the student during the tour or trip who is acceptable to both the parents and PDLCS. (22 PA. CODE § 11.26)

- Death in the Immediate Family. An absence resulting from the death of a member of the student's immediate family. The immediate family of a student includes, but is not necessarily limited to, parents, grandparents, brothers and sisters.
- <u>Court or Administrative Proceedings.</u> 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.

In the event that a medical excuse cannot be provided, the parent may submit an Excused Absence Form to PDLCS Administration, requesting approval of the absence. Absences resulting in three (3) or more consecutive days require a medical excuse and Excused Absence Forms are not applicable. Students may only accumulate a maximum of 10 (ten) per school year. This includes partial days. A maximum of ten days of cumulative lawful absences verified by parental notification may be permitted during a school year. All absences beyond ten cumulative days require an excuse from a physician.

Excused Absences and Making up Schoolwork

Students whose absences are excused are required to make up all assignments missed or to complete alternative assignments as deemed appropriate by PDLCS. Work missed because of absence must be made up within the timeline set forth by the course teacher. Any work not completed within this period shall result in no credit for the missed assignment. In the case of an extended illness or other extenuating circumstances, the parent must contact PDLCS Administration.

Unexcused/Illegal Absences

Any day that the student has not logged into PDLCS that is not determined to be legal or excused will be considered as an unexcused/illegal absence. The following reasons for absences are illegal and unexcused in accordance with the Pennsylvania State Attendance Laws:

- Truancy
- Lack of transportation
- Trips not approved in advance
- Shopping
- Birthday or other celebration
- Hunting, fishing, attending ball games or sporting events
- Gainful employment

- Sleeping in
- Babysitting
- Any other reason not listed in the Excused Absences section above

Attendance Notification

- All Absences reported to parents using an automated phone reporting system
- Excused Absence Form parents submit an Excused Absence Form or Medical Excuse within three (3) days
- Unexcused Absence when no Excused Absence Form or Medical Excuse Form is received after three (3) days
 - 1st Unexcused Absence reported to parents via the school automated phone system
 - 2nd Unexcused Absence reported to parents via the school automated phone system
 - o 3rd Unexcused Absence students are considered truant by law
 - Parent is contacted immediately after the 3rd unexcused absence occurs via phone call by the automated system and the Attendance Officer. A letter outlining the absences will also be sent to the parent via school issued parent email account and postal mail.
 - The Attendance Officer will set a Student Attendance Improvement Plan (SAIP) meeting with the parent and student as well as the appropriate staff members to put a plan in place to eliminate truancy and assist in academic success.
 - o 6 Unexcused Absences students are considered habitually truant by law
 - The student will be referred to our Attendance Improvement Program (AIP).
 - A meeting with the parent/guardian, student and Attendance Officer is required to document the AIP plan for achieving regular attendance and full participation in the school's academic program.
 - Students and parent/guardians of children under the age of 16 years old who refuse to participate in the AIP or do not regularly attend school following the plan's implementation will be referred to Children and Youth Services.
 - A truancy citation will be filed with the local magistrate (where the student resides) for students who fail to participate in the AIP or fail to attend school

regularly.

• Failure to comply with the AIP for ten consecutive days may result in truancy violations that may lead to the removal of the student from active membership at PDLCS.

Emergency School Closing

Should it be necessary to close the offices or testing centers of PDLCS for weather or other unforeseen emergencies, information will be posted on the PDLCS website or provided in a telephone recording on the school's main telephone line.

SAFE 2 Say Something (SS2S)

PDLCS participates in Pennsylvania's Safe 2 Say Something program, which is enforced and operated by the Pennsylvania Office of the Attorney General. S2SS is a program that provides an easy and confidential way for youth (students in grades 5-12) to report safety concerns to help prevent school violence, suicide, abuse and other tragedies. More information regarding the program can be obtained from the school's Administration or by visiting www.safe2saypa.org.

Crises Plan Action Steps

If a student threatens to harm themselves, employees of PDLCS should keep the student on the phone, chat or in class. The employee should continue talking to the student and engage the student so he/she does not hang up the phone or leave the location. The employee should find a nearby teacher, counselor or administrator and inform him/her of the situation. This staff member should call home immediately to speak with the parent or guardian and if no one answers the phone, the staff member will call 911. The staff member should provide the student with the crisis hotline (Lifeline 1-800-273-8255, available 24 hours per day). If the student will speak with someone immediately on the crisis line, a three way call with the student should be initiated. After the incident, the staff member should report the incident to the student's counselor and to an administrator and should prepare a SAP (Student Action Plan) referral, if necessary.

If a student threatens to harm others, employees of PDLCS should gather as much information as possible. The staff member should keep the student on the phone, chat or in class. In addition, the staff member should enlist the help of a nearby colleague, who will call 911. It is imperative to keep the student on the phone. Following the incident, the staff member must make a report to Childline and report the incident to a school administrator. If necessary, a SAP (Student Action Plan) referral should be documented.

If a student tells a staff member something of concern such as prior bullying, family conflict, depression, etc., the staff member should gather as much information as possible and determine if there is an immediate threat. If there is an immediate threat, the staff member should refer to the previous steps listed. If there is not an immediate threat, the staff member should contact the student's counselor and complete a SAP (Student Action Plan) referral, if necessary.

Harassment Policy

Harassment is any form of hostility, conduct or language that alters the condition of the student's school environment and which creates a hostile, intimidating or offensive school environment. Additionally, sexual harassment can consist of unwelcome sexual advances, intentional and unwelcome touching, verbal remarks and requests or demands for sexual favors.

The prohibition against harassment is applicable to all employees of the PDLCS, which includes all staff members, teachers, administrators, managers, and officers. The prohibition also applies to all PDLCS students and parents, prohibiting them from harassing other students, staff or other persons.

Any student that believes another student has harassed him/her, or any person employed by PDLCS, should immediately report the incident to a teacher. If there is any hesitation to discuss the matter with a teacher, the incident should be reported to the PDLCS Administrator. If a student is uncomfortable about reporting to an Administrator, a parent should make the report. Reported incidents will be investigated immediately and the results of the investigation will be thoroughly discussed with the parent and student. Corrective action will be taken if deemed appropriate and the student will be referred to the Student Assistance Team.

Anti-Bullying Policy

General Statement of Policy

The PDLCS Board of Trustees recognizes the negative impact that bullying can have on the health and safety of students and the learning environment. PDLCS strives to preserve a learning environment that is devoid of bullying; therefore, bullying is prohibited at school-sponsored events and activities, at annual testing, and other school sponsored venues.

Definition of Bullying

"Bullying" means repeated behavior by an individual student, an individual student within a group of students, or group of students that is intended to cause the victim(s) to feel frightened,

threatened, intimidated, humiliated, shamed, disgraced, ostracized, or physically abused. Bullying implies an imbalance in power or strength in which the student being bullied has difficulty defending himself/herself. Bullying manifests itself in many forms, including physical, verbal, social/relational and/or cyber bullying.

Bullying occurs in several forms, including but not limited to, the following:

- Written, verbal, or nonverbal threats
- Intimidating or threatening gestures
- Unwanted physical contact, violence, or assault
- An intentional display of force that would give the victim reason to expect or fear physical contact or injury
- Jeering, taunting, or mocking
- Teasing
- Degrading, insulting, or derogatory comments
- Extortion
- Theft of money or possessions
- Vandalism of a student's personal property
- Unauthorized exercise of control over a student's personal property

Cyber Bullying

Cyber bullying, which is sometimes referred to as online social cruelty or electronic bullying, involves but is not limited to:

Sending mean, vulgar or threatening messages or images; posting sensitive, private information about another person; pretending to be someone else in order to make that person look bad; intentionally excluding someone from an online group (Willard, 2005).

Cyber bullying can occur through:

- Emails
- Instant messaging,
- Text or digital imagining messages sent on cell phones, Web pages,
- Web logs (blogs),

- Chat rooms or discussion groups, and
- Other information communication technologies

Preventative Measures

The following preventative measures will be taken:

- A copy of this policy will be provided to staff, students and parents on an annual basis.
- The staff will discuss bullying with students and will provide age appropriate examples to assist students in identifying bullying and understanding why it is inappropriate.
- All students shall be informed that bullying will not be tolerated in any form.
- All students shall be encouraged to report any bullying regardless of whether they are the victim or an observer.
- When bullying has occurred and it has been dealt with in accordance with this policy, preventative measures shall include:
 - o Counselor will check in with the student who has been bullied;
 - o Counselor will check in with parents/guardians to see if bullying has continued.

Additional preventative measures may include encouraging students to become involved in activities such as friendship groups, peer support groups, new student orientation groups and extracurricular activities and clubs.

The PDLCS Board of Trustees will review this policy at appropriate intervals to ensure its continued efficacy. As part of its review, the Board may require that a survey be conducted to determine the scope and extent of bullying in the school.

Reporting Procedures

Victims/Targets. All students who believe they have been the victim/target of bullying shall promptly report the bullying to a teacher, Administrator or other school staff.

Parents/Guardians. All parents/guardians who become aware of any bullying are encouraged to report the bullying to a teacher, Administrator or other school staff.

Student Witnesses. All students who witness or become aware of bullying shall immediately report the bullying to a teacher, Administrator or other school staff.

School Personnel. Any staff person who witnesses bullying shall immediately intervene and take appropriate action to stop the bullying. In addition, any staff person who witnesses or receives a report of bullying shall make a report to a school Administrator and follow any other processes put in place by the school for reporting bullying incidents.

School Administration. An Administrator who observes bullying or receives a report of bullying shall document the incident and ensure that the school process for investigating and following up on bullying incidents is implemented in a timely manner.

Disciplinary and Other Actions

Consistent and appropriate disciplinary action will be taken for bullying behavior. The primary purpose of such action is to protect the victim and to deter bullying behavior in the future. The discipline imposed should match the offense.

In regard to investigating reports of bullying, Administrators or their designees shall discuss bullying with the victim in a place where the victim feels secure. The initial discussion with the victim shall not take place in the presence of the offending student(s). If more than one student is involved in perpetrating the bullying, the Administrator shall talk to each of the offending students separately. If an investigation substantiates that bullying has occurred, the Administrator or their designee shall take appropriate action consistent with this policy, including placing a written record of the behavior in the offending student(s)'s discipline file. Students involved in bullying situations will also be referred to the Student Assistance Team who will follow-up with the appropriate post-vention procedures.

PDLCS recognizes that parents can play an important role in educating their children and preventing bullying. Accordingly, the parents of each offending student shall be informed of any bullying incidents involving their child. Parents of offending students may be encouraged to attend one or more conferences with an Administrator or their designee to review the bullying behavior and cooperative strategies for correcting it.

The school's Administrator or designee shall also inform the victim's parents as soon as reasonably possible of any and all bullying behavior involving their child. Parents of students who have been bullied may also be provided with bullying prevention resources to support their child and receive ongoing communications from the school regarding the bullying situation. The Administrator or designee will inform the parents of the victim when the investigation has been completed.

Disciplinary action for bullying may include suspension of privileges, removal from class, suspension, and expulsion or exclusion. If the PDLCS Administrator believes that the conduct rises to the level of a crime, disciplinary action will also include referral to law enforcement officials.

The penalties and prohibitions in this policy are in addition to, and do not replace or supersede, any related provisions in school policy prohibiting conduct such as harassment, violence, assault, and

hazing.

Without disclosing personally identifiable data, PDLCS shall make summary information about violations of this policy available to the public, upon request, consistent with the Pennsylvania statutes.

Reprisal

PDLCS will discipline or take appropriate action against any pupil, teacher, administrator or other school personnel who retaliates against any person who reports alleged bullying or any person who testifies, assists or participates in an investigation, or who testifies, assists or participates in a proceeding or hearing relating to such bullying. Retaliation includes, but is not limited to, any form of intimidation, reprisal or harassment.

Dissemination of Policy and Training

This policy shall be presented to staff, student and parents upon enrollment or re-enrollment. Staff members, students, and parents will be required to sign a statement that they are aware of the policy and agree to adhere to its terms.

PDLCS will develop and implement a method of discussing this policy annually with students and employees.

This policy shall be reviewed at least annually for compliance with state and federal laws.

Child Abuse/Sexual Abuse Policy

School staff members who come into contact with children are mandated to report when they have reasonable cause to suspect that a child under the care, supervision, guidance or training of that person or of their agency, institution or organization is an abused child. In addition, any person may report suspected abuse, even if the individual wishes to remain anonymous. All suspected child abuse situations will be referred to the Student Assistance Program (SAP).

Grief Policy

Mental health issues as well as the death of a family member or friend may disrupt daily life at home, at school or in the community. Without help, mental health problems and unaddressed grief issues can lead to school failure, alcohol or other drug abuse, family discord, violence or even suicide. However, help is available through the Student Assistance Program at PDLCS. Any student experiencing barriers to learning that are social-emotional in nature, or who experience the loss of a loved one will be referred to the Student Assistance Program for follow-up and referral to

outside community resources if needed.

School community members wishing to memorialize a loved one within school parameters must discuss their wishes with the Student Assistance Team to determine the appropriateness of the proposed memorial.

Safe and Drug Free School Policy

In accordance with Federal Law, the PDLCS prohibits the use, possession, concealment or distribution of drugs by students on the PDLCS grounds, in any school building, or at any PDLCS related event, activity or function (e.g. standardized testing). Drugs include any alcoholic beverage, tobacco products, anabolic steroid, and dangerous controlled substance as defined by State or Federal statute, or any substance that could be considered a "look alike" controlled substance. Compliance with this PDLCS policy is mandatory for all students, and any student who violates this policy will be subject to disciplinary action, in accordance with due process and as specified in the PDLCS Code of Conduct as listed in this Parent/Student Handbook, up to and including expulsion from the PDLCS. The Student Assistance Team will be notified in any case of a student suspected of violating the Drug-Free School Policy. When required by the state law, the PDLCS will also notify law enforcement officials.

Suicide Prevention Program

The Pennsylvania Distance Learning Charter School Board of Trustees recognizes that suicide is a major cause of death among young people and that all suicide threats must be taken seriously. The school's Administrator or designee shall establish procedures to be followed when a suicide attempt, threat or disclosure is reported. Counselors and the School Nurse shall also provide training for students, parents/guardians and staff to help them recognize the warning signs of severe emotional distress and take preventive measures to help potentially suicidal students.

Staff shall promptly report suicidal threats or statements to the Administration, Counselors, or School Nurse, who shall promptly report the threats or statements to the student's parents/guardians. These statements shall otherwise be kept confidential. In addition, if a student self-reports that they are considering suicide, demonstrates any suicidal ideation or reports are received by any school member that another student may be suicidal, they will automatically be referred to the Student Assistance Program (SAP).

Technology and Internet Appropriate Usage Policy

The use of technology is a privilege and an important part of the overall curriculum of the school.

PDLCS does not warrant that technology resources will meet any specific requirements the student, or other users may have, or that they will be error free or uninterrupted. PDLCS will, from time to time, make determinations on whether specific uses of technology are consistent with school policies for students and school employees. PDLCS always reserves the right to monitor and log technology use, to monitor file server space utilization by users, and to examine specific network usage (as may be deemed necessary) for maintenance, safety or security of the technology resources or the safety of the user. It is the policy of PDLCS to:

- Annually require students and parents to sign the Technology and Internet Acceptable Usage Policy;
- Prevent user access over its computer network to receive or transmit inappropriate material via Internet, electronic mail, or other forms of direct electronic communications;
- Prevent unauthorized access and other unlawful online activity and damage to school resources;
- Prevent unauthorized access and other unlawful online activity and/or damage to school resources;
- Prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors; and
- Comply with the Children's Internet Protection Act [Publ. L. No. 106-554 and 47 USC 254(h)].

The Google G Suite for Education is utilized across all aspects of the school for educational purposes in grades K-12. This account will potentially provide the student's name to Google G Suite Applications and other third party applications. Parents/Guardians consent to the creation of a Google G Suite account for all students by the School to be utilized for school communication, lesson activity completion and as a means for logging into third party educational applications that utilize a Google account single sign on protocol.

Weapons Policy

The PDLCS Board of Trustees recognizes the importance of a safe school environment relative to the educational process. Possession of weapons in the school setting is a threat to the safety of students and staff and is prohibited by law.

Purpose

Weapons serve no educational purpose. The Board of Trustees directs that any student of PDLCS found to be in possession of a weapon at a school related function shall be subject to discipline as outlined herein.

Definitions

Weapon - the term shall include but is not be limited to any knife, cutting instrument, cutting tool, martial arts device, firearm, air rifle, pistol, slingshot device, explosive device, replica of a weapon, and/or any other tool or instrument capable of inflicting serious bodily injury.

According to statute, "weapon" shall be defined as a device, instrument, material or substance (animate or inanimate) that is used for, or is readily capable of, causing death or serious bodily injury, except that such term does not include a pocket knife with a blade of less than 2 ½ inches in length.

Possessing - a student is in possession of a weapon when the weapon is found on the person of the student, in the student's vehicle, under the student's control while on school property or on property being used by the school, at any school function or activity(testing locations or field trips), or at any school event.

Prohibited Activity

Any student of the school who is in possession of a firearm, explosive, or weapons as defined herein, at any school function or activity, including school authorized events held away from school property, shall be in violation of this policy.

Investigation Procedures

An investigation based upon reasonable suspicion requires specific objective facts that reasonably lead one to believe that the individual in question is in possession of a weapon(s).

When determining if there is reasonable suspicion, there are some factors that a school official may consider. These factors include the student's age, history and school record, the prevalence of weapon(s) in the school, the importance of not delaying the search, the value and reliability of the school official's information, and the school official's personal experiences with the student.

Only areas and spaces that could potentially contain a weapon may be searched. This is called the "scope of the search". If there is reasonable suspicion that an individual is in possession of a weapon, a police officer should be summoned to conduct the search.

- School officials should only search individuals of the same gender.
- The individual should be moved to a private area in which the search should take place. Such search should be witnessed by one individual who should note all of the surroundings and circumstances as well as all of the actions that take place.

- The police officer will pat-down the individual in a manner consistent with all applicable Federal and State laws and guidelines as well as the officer's training.
- If the search of the individual and/or his/her belongings does not reveal any weapon(s), then all removed items will be returned to the individual. The search is complete.
- If the search reveals any weapon(s), the police officer will immediately confiscate the item(s) and take appropriate action.

After the search is completed, the site employee shall notify and/or summon:

- Local police;
- PDLCS Chief Executive Officer and Principals;
- Parent(s) or guardian(s) of any student(s) involved in the violation;
 - Any employee at the site of a school related activity, upon learning of a possible violation of this policy, shall immediately notify the school's Administration of the violation and the identity of the student(s) involved.
 - O After the Administrator has confirmed the violation of the policy, he/she shall immediately notify the student(s) and the parent(s) or the guardian(s) of the student(s) in writing that the student(s) is/are suspended from school as outlined in the "Penalties" provisions of this policy.
 - The Administrator shall be directly responsible for investigating the violation on behalf of PDLCS with the requested assistance of other school personnel.

Penalties

PDLCS shall expel for a period of not less than one (1) year any student who violates this weapons policy. Such expulsion shall be given in conformance with formal due process proceedings required by law. The school's Administrator may recommend modifications of such expulsions on a case-by-case basis.

In the case of an exceptional student, the school's Administrator shall take all necessary steps to comply with the Individuals with Disabilities Education Improvement Act (IDEIA).

Reenrollment to School

Before any student found in violation of this policy may be reenrolled to school, a conference involving parents and school officials shall be held to determine if any remediation and/or guidelines for reenrollment are necessary.

As a condition of Reenrollment to PDLCS, the following items shall be considered:

- Recommendation for outside counseling;
- Referral to the Student Assistance Program;
- Referral to a school counselor.

Any student discovered, without previous plan or knowledge that he/she is in possession of a weapon as defined, shall:

- Immediately report the weapon to a school official;
- Not be in jeopardy of the discipline code unless it can be shown the student had knowledge
 of the weapon prior to his/her admitted discovery.

Enrolling Students

When the school receives an application from a student who was previously expelled from a Pennsylvania public school for an offense involving a weapon, PDLCS will not accept the student during the expulsion period without prior approval of a PDLCS Administrator.

School Records

Student records are directly accessible only to the professional staff and to the students' parents until the student reaches eighteen years of age. Parents have the right to review records, and a request for that viewing should be made through the Administrator.

An official cumulative record is maintained for each student. Recognizing students' rights for privacy, this record shall contain only verified information of recognized importance.

Release of Records

School records are only released to another school upon request from that school stating that the student is now enrolled in that school, from a signed release by the parent or guardian or as otherwise required by law.

Updates

To keep the student's records up to date and for times of emergency, parents must keep PDLCS informed of any address, and/or telephone changes that may occur during the school year. Parents are required to provide at least one working phone number at all times.

Requests for Records

The Records Department will request the student's records upon completion of the enrollment process. Pennsylvania mandates that the requested records must be received within 10 days. If the

records are not received within 10 days, the local law enforcement agency will be notified. The requirement in Pennsylvania that records must be received in a given time comes from school mandates relating to missing children.

Student Directory Information

It is the policy of the PDLCS not to release any personal information such as names, home address, and phone numbers to outside agencies or requesting parties without the direct written consent of the parent or as otherwise required by law. If the parent authorizes release of this information, a completed Authorization to Release Information Form must be on file in the student's record folder.

Access to Student Recruiting Information

All local educational agencies (LEAs) must provide to military recruiters or institutions of higher education, upon request, access to secondary school students' (i.e., juniors and seniors) names, addresses and telephone listings. The state military affairs law requires the release of directory information consisting of a list of senior male and female students by name, home address and telephone number. The list will be compiled by the first day of the academic year in which the senior students will graduate. Additionally, parents are notified that the school routinely discloses names, addresses, and telephone numbers to military recruiters upon request, subject to a parent's request not to disclose such information without written consent. Please contact your child's counselor if you would like to opt-out of the public, non-nonconsensual discloser of directory information. You must contact the counselor and submit the opt-out form no later than the first day of the academic year in which the senior students will graduate.

Parents' Rights

Teacher Qualifications

PDLCS will annually notify parents of their right to request the following regarding their child's teacher(s): 1) licensure and certification information emergency or provisional status educational background; 2) qualifications of Instructional Aides.

Title I LEA and School Parent and Family Engagement Policy

The Title I program of PDLCS will foster and enhance parent/involvement in the school. PDLCS wants to involve parents in their children's learning and to form an open line of communication between school and home. This will be accomplished through the following programs, activities and procedures that will be planned and implemented with meaningful consultation with parents and families. This policy was

- Developed jointly with and agreed upon by parents and family members of Title I chidren;
- Written in an understandable format and provided in a language parents can understand;
- Distributed to all parents and family members of Title I children;
- Made available to the local community;
- Updated annually to meet the changing needs of parents, family members and the school.

Commitments:

- 1. PDLCS will hold an Annual Title I Meeting. Parents have the opportunity to review Title I programs and provide input into the planning process during the annual Title I meeting held at the school during flexible dates and times. Additionally, parents' rights and Title I requirements will be discussed. Information about the Title I program will be included in the student handbook.
- **2.** Parent/Family meetings, events, conferences, etc., will be offered at different times of day to encourage as mush parent participation as possible.
- **3.** Parent and family members will be involved in the planning, review and improvement of this Parent and Family Engagement Policy through Title I meetings and written and verbal feedback opportunities.
- 4. Parents and family members will be involved in the planning, review and improvement of the Title I program and Family Engagement through Title I meetings. For parents and family members who cannot attend the meeting, they will be offered other opportunities to provide feedback, including surveys, etc.
- 5. PDLCS will provide parents and family members with timely information about the Title I program, a description and explanation of the high-quality curriculum at the school, and forms of assessments used to measure student progress. PDLCS will provide, if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children and respond to any such suggestions as soon as practically possible.
- **6.** PDLCS will involve parents and family members in the joint development of the Schoolwide Program Plan.
- 7. A school-parent compact will be jointly developed with parents and family members. The compact outlines how parents/family members, the entire school staff and students will share in the responsibility for improved student achievement. The company will be reviewed at Title I meetings and distributed in the Fall or when students enter the Title I program, and included in the student handbook.

- **8.** PDLCS will address the importance of communication between teachers and parents/family members on an ongoing basis. Opportunities for communication include:
 - **a.** Parents are informed about school activities and events through interim progress reports, report cards, mailings, email correspondence, school announcements, parent newsletters, parent/teacher conferences and informal personal and telephone conferences.
 - **b.** Reasonable access to staff, opportunities to volunteer on any given day of the week and participate in the child's class and observation of classroom activities.
 - **c.** All parents in grades K-12 are scheduled for a mid-year parent-teacher conference. At any other time, a parent may ask to schedule a conference with the student's teacher(s) or an administrator.
 - **d.** Ensuring regular two-way, meaningful communication between family members and school staff and to the extent possible, in a language that family members can understand.
- 9. PDLCS will provide assistance to parents and family members in understanding the challenging State academic standards, State and local academic assessments and how to monitor a child's progress and work with teachers to improve the achievement of their children. PDLCS will also provide assistance materials and training to help parents work with their children to improve their children's achievement, such as literacy training and using technology including education about the harms of copyright piracy, as appropriate, to foster parent engagement.
- **10.** PDLCS will education teachers, support personnel and other staff, with the assistance of parents/family members, in the value and utility of contributions of parents and family members, and in how to reach out to, communicate with, and work with parents and family members as equal partners, implement and coordinate parent programs and build ties between parents and family members and the school.
- **11.** To the extent feasible and appropriate, PDLCS will coordinate and integrate parent and family engagement programs and activities with other Federal, State and local programs.
- **12.** PDLCS will ensure that information related to school and parent programs, meetings, events, and activities is sent to parents and family members in a format and to the extent practical, that family members can understand.
- **13.** PDLCS will provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children) in the Title I program.

Conferences

Parents have the right to request at any time conferences referring to the cumulative progress of the student with an Administrator.

School Contacts with Non-Custodial¹ Parents

Access to student records will be in accordance with the Family Educational Rights and Privacy Act of 1974 and other relevant Federal and State laws as pertaining to the release of records. Upon request, non-custodial parents shall be entitled to exercise all parental rights to the extent that such rights are not restricted by a legally binding instrument or court order.

If there is a court order concerning legal custody of a child, the information must be shared with PDLCS and filed in the child's cumulative record.

Special Education

PDLCS fully complies with state and federal laws regarding the education of students with disabilities. In the event that a parent, or a teacher, suspects that a child may have a disability, instructional intervention strategies will be provided through the Response to Intervention Team. When it has been determined that intervention strategies have not been successful, and the child continues to demonstrate a learning deficit, a multi-factored evaluation may be conducted to determine if the child does have a disability. PDLCS shall comply with all mandated timelines to complete the evaluation process.

When a child is identified as having a disability, an IEP will be provided to meet the specialized needs of the child. As a distance-learning school that relies upon parent educators, PDLCS may deliver educationally appropriate services to students with an IEP using methods that differ from those used at traditional public schools. These methods and services will be determined by the IEP Team. It is the responsibility of the student's parent to take his/ her child to a location specified by PDLCS, for state-mandated standardized testing and other purposes, including certain special education related services.

Policy and Procedure for Parental Complaints

Any parent may file a complaint regarding a violation of school policies, regulations, rules or procedures or federal, state or local law to the Board of Trustees of PDLCS by filing the same in writing with the School Administrator. To file a complaint with the Administrator, the parent shall deliver the written complaint containing:

¹ A non-custodial parent refers to the parent who does not have physical custody of the child, but does have the right to information about the child's education.

- The student's and parent's name (anonymous complaints will not be processed);
- The signature of the complainant;
- The complainant's name and phone number;
- The specific violation of school policy, regulation, rule and procedures, and/or federal, state or local law. The complaint may be delivered in person or by U.S. Mail properly addressed to PDLCS in care of an Administrator.

Upon filing of any complaint, PDLCS will do the following:

- Date stamp the complaint upon receipt;
- Notify the President of the Board of Trustees and the Board's attorney;
- Send a letter of acknowledgement to the complainant within 7-10 business days. The letter should address the general procedures that will be followed.
- Conduct an investigation as directed by the President of the Board of Trustees. This process may include the following:
 - o Collaborating with other offices, employees and personnel within the school;
 - Conducting a telephone or personal interview and/or conference(s) with complainant and other necessary parties; and/or
 - Sending written correspondence.
- The Administrator will inform the President of the Board of Trustees of the investigation process and findings.
- The investigation will be based on fact and findings specific to the allegation(s) stated in the complaint. (The reason for the decision will be outlined in the letter of findings.)
- The Board of Trustees, or its representative, will issue a letter (or approve the letter) to the complainant of:
 - o Compliance (findings were unsubstantiated and school has complied); or
 - Non-Compliance noting the areas of non-compliance, recommending possible changes/technical assistance and requesting that the school respond to the complainant with a corrective action plan letter within 10-15 business days. All documentation of the complaint, findings and any corrective action plan(s) must be placed in the appropriately market complaint file for closure.

Withdrawal

It is against Pennsylvania state code for a student to be simultaneously enrolled in PDLCS and another school district; therefore, the parent is responsible for contacting the PDLCS Records Department <u>before</u> his/her student enrolls in another public school. It is critical that parents send

PDLCS a written request for withdrawal as soon as the decision to withdraw a student has been made.

To withdraw a student from PDLCS, the parent must contact the School to obtain the necessary forms, sign and submit the forms to PDLCS Records Department. This signed form gives official notice of the child's withdrawal and grants permission for PDLCS to send records to the student's new school. Except as prohibited by law, the student's grades and credits will not be released until all obligations are met, including the return of all textbooks, equipment, and materials as detailed in this handbook. PDLCS will contact the family via telephone to discuss the reasons for the withdrawal and what steps may be taken to keep the student enrolled in PDLCS.

Should a student decide to return to PDLCS, the enrollment process will be the same as for newly enrolled students and required documentation must be received prior to enrollment.

PDLCS has an obligation under Pennsylvania Law to immediately initiate proceedings to withdraw a student in the event that said student, without a legitimate excuse, fails to participate in 10 consecutive school days (the equivalent of 55 Continuous Educational Learning Hours of curriculum-based educational learning) during any academic year.

REQUIRED ANNUAL NOTICES

Student Records

It is the intent of this Annual Notice and policy to inform parent/guardian(s) and eligible children (i.e. students 18 and older) of their rights relevant to their privacy rights in the collection, maintenance, release and destruction of these records as required by the *Family Educational Rights and Privacy Act (FERPA)*, 20 U.S.C. '1232g. 34 C.F.R. part 99.

Annual notice of this policy is provided on the PDLCS website, in Student and Family Handbooks, and is available at the school.

The different categories of information maintained by PDLCS are as follows; educational and health records, personally identifiable information and directory information. Information known as directory information can be released without consent. Parents may opt out of this by requesting in writing to the school principal that some or all directory information not be released. In addition, photographs, audio, videos may be used in publications, websites, or social media highlighting various school activities or coverage of school events. If you do not wish your child to be photographed or videotaped for these purposes, you must inform PDLCS principal in writing.

Educational Records include records directly related to a student that are maintained by Pennsylvania Distance Learning Charter School (PDLCS). The educational records of PDLCS students may include all of the following (this list is not intended to be exhaustive): grades, standardized test results, student evaluation reports, samples of student work, records transferred from sending schools, discipline records, medical records and any other records created and maintained by the school district directly related to the student. Educational records do not include communications with legal counsel that are attorney client privileged. Educational records do not include records maintained solely by the creator for their personal use, not shared with others. The contents of a student's educational file shall be determined by the District unless a specific parental request is made or a complaint is made consistent with this Notice

PDLCS shall permit the parent/guardian(s) of a student or an eligible special education student, who is or has been in attendance in the school, to inspect and review the education records of the student upon written request. The school will comply with a written request to review records within a reasonable period of time (never to exceed 45 calendar days from the date of written request) after the request has been made. When there are special cases and where necessary, a parental request to review records will be granted and arranged as soon as possible. Visits to review a student's records shall be arranged and facilitated by a Principal or designee, or any party selected by the school, for the purposes of security and assistance in explaining or interpreting the data. The right to inspect and review education records includes:

- 1. The right to a response from PDLCS to reasonable requests, made in writing, for explanation and interpretations of the record; and
- 2. The right to obtain copies of records from PDLCS where failure of PDLCS to provide the copies would effectively prevent a parent or eligible student from exercising the right to inspect and review the educational records (e.g. where the parent lives too far to come review the records personally). A reasonable fee of \$0.25 will be charged per page for duplicate copies of documents already provided to parents/guardians.

In accordance with FERPA, PDLCS will not produce or compile documentation that does not already exist.

It is presumed by the school that both natural parent/guardian(s) of a student has authority to inspect and review the educational records of the student at the school in the conference room by appointment unless there is evidence that there is a legally binding instrument, or a State law or court order governing such matters as divorce, separation or custody, which provides to the contrary. A school designee will sit with the parent when the parent reviews the records in a private conference area of the main office.

Under federal law, parental consent is not required for the release of Directory Information, which is information contained in an education record of a student that would not generally be considered harmful or an invasion of privacy if disclosed.

PDLCS designates the following as **Directory Information:** information contained in an education record of a student that would not generally be considered harmful or an invasion of privacy if disclosed.

- (a) Directory Information typically includes, but is not limited to, the student's name; address; telephone listing; date and place of birthdates of attendance; participation in officially recognized activities and sports.
- (b) Directory Information does not include a student's:
 - (1) Social security number; or
 - (2) Student identification (ID) number, except as provided in paragraph (c) of this section.
- (c) Directory Information includes a student ID number, user ID, or other unique personal identifier used by the student for purposes of accessing or communicating in electronic systems, but only if the identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity, such as a personal identification number (PIN), password, or other factor known or possessed only by the authorized user.

A written record of this information, or electronic copy of the same, including grade level completed and year completed, may be maintained at least 100 years after a student attains age 21. A parent/guardian or eligible student may notify the school in writing of their refusal to allow the school to release directory information without prior consent. Such written refusal for consent must be sent to the Right to Know Officer, 2100 Corporate Drive, Suite 500; Wexford, PA 15090 1.888.997.3352.

The school is required to release student directory information (access to names, addresses, and phone numbers of high school juniors and seniors) to **military recruiters and college admissions officers.** The law requires high schools to release information to colleges or other higher learning institutions upon request. Any parent/guardian or student who has reached age eighteen may notify the School **in writing of their refusal** for this information to be released. Letters seeking the withholding of information to military recruiters should be sent to: The Right to Know Officer, 2100 Corporate Drive, Suite 500; Wexford, PA 15090 1.888.997.3352.

Per federal guidance, **student medical records**, maintained by the nurses' office, are considered educational records and will be shared with staff who the school determines has a legitimate educational interest in the information and a need to know medical information to protect the safety and health of the student. **Once provided to the School**, **specific parental consent will not be sought to share information on a need to know basis. Parental requests to maintain the confidentiality of specific medical information must be made in writing to the nurse's office.** Requests for complete confidentiality of medical information will be granted at the discretion of the nurse. These requests will be granted unless dangerous to the student.

If an agency reports a crime committed by a student with a disability, the school will ensure that copies of the special education records and disciplinary records of the student will be transmitted properly and only to the extent possible that the transmission is permitted by the Family Educational Rights and Privacy Act.

The school can communicate about sex offenders from agency to agency.

The school shall obtain the written consent of the parent(s)/guardian(s) of a student age eighteen before disclosing Personally Identifiable Information, other than directory information, from the education records of a student to a third party. Consent is not required where the disclosure is to the parent/guardian(s) of a student who is not an eligible student or the student himself or herself.

Personally Identifiable Information for Educational Records

The term includes, but is not limited to:

- (a) The student's name;
- (b) The name of the student's parent or other family members;
- (c) The address of the student or student's family;
- (d) A personal identifier, such as the student's social security number, student number, or biometric record;
- (e) Other indirect identifiers, such as the student's date of birth, place of birth, and mother's maiden name;
- (f) Other information that, alone or in combination, is linked or linkable to a specific student that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty; or
- (g) Information requested by a person who the educational agency or institution reasonably believes knows the identity of the student to whom the education record relates.

Uses of Personally Identifiable Information

The school may disclose Personally Identifiable Information from the education records of a student without written consent of the parent/guardian(s) or the student or the eligible student in several situations. (See 34 C.F.R. § 99) Some important examples of when no consent to release information include (list not exhaustive):

- 1. To other school officials, including teachers, guidance counselors, nurses, and Intermediate Unit personnel within the School who have been determined by the School to have legitimate educational interests or are providing instruction or services to students. The School has determined that all school employees involved in the direct supervision of a student (academic or non-academic) (including support staff) have a legitimate education interest in academic and health related student information if the information is necessary to ensure appropriate fulfillment of their professional duties and to ensure the health and safety of the student.
- 2. To officials of another school or school system or post-secondary schools in which the student seeks or intends to enroll, subject to the requirements set forth in 99.34. Parents may request a copy of the record sent.
- 3. To appropriate parties in a health or safety emergency, subject to the conditions set in 34 C.F.R. § 99.36, if knowledge of the information is necessary to protect the health or safety of the student or other individuals.
- 4. Information designated by the School as Directory Information.
- 5. Generally, schools must have written permission from the parent/guardian or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):
- Specified officials for audit and evaluation purposes
- Appropriate parties in connection with financial aid to a student
- Organizations conducting studies for or on behalf of the school
- Accrediting organizations
- To comply with a judicial order or lawfully issued subpoena
- State and local authorities, within the juvenile justice system, pursuant to specific state law
- Contracted, consultant, volunteer, or other party to whom an agency or institution has outsourced institutional services or functions may be considered a school official under this paragraph--
 - (1) Performs an institutional service or function for which the agency or institution would otherwise use employees;
 - (2) Is under the direct control of the agency or institution with respect to the use and maintenance of education records; and
 - (3) Is subject to the requirements of 34 C.F.R. §99.33 (a) governing the use and redisclosure of personally identifiable information from education records.
 - (ii) An educational agency or institution must use reasonable methods to ensure that school officials obtain access to only those education records in which they have legitimate educational interests. An educational agency or institution that does not use physical or technological access controls must ensure that its administrative policy for controlling access to education records is effective and that it remains in compliance with the legitimate educational interest requirement.

When providing records to authorized third parties, the school will make a reasonable attempt to notify the parent/guardian(s) of the student or the eligible student of the transfer of the records at the last known address of the parent(s)/guardian(s) or eligible student. Per state law, the school will not provide any notice of transfer of records of a student to a school in which a student seeks or intends to enroll.

The school maintains student records in locked filing cabinets within the confines of PDLCS. This storage space contains special education student records, student health records, 504 Student Service Plan records, etc. Current original special education records with psychological records are maintained in the Special Education Department. All school records of students (K-12) who were evaluated by the school psychologist(s) and found not to be non-exceptional are kept and are secured in the school(s)'offices. All records are kept in a secure location and access to files is limited.

PLEASE NOTE: PDLCS BOARD POLICY PROVIDES RESIDENT STUDENTS AND THEIR PARENTS WITH NOTICE THAT THE SCHOOL MAY DESTROY RECORDS UNDER THE FOLLOWING CIRCUMSTANCES AND TIMELINES:

- a. Records that include a student's name, address, grades, attendance records, classes attended, grade level completed and year completed may be destroyed once 100 years have passed since the student's 21st birthday.
- b. Special Education records, Section 504 records, Response to Intervention (RTI) records, and health records may be destroyed once 7 years have passed from the date a student has graduated or reached graduation age (if exiting the school before graduation) as long as there is no outstanding request to inspect and review the records and the records are no longer deemed useful to the school.
- c. Notice of destruction of these records is provided annually via this publication. Educational records of a student are no longer needed by PDLCS to provide educational services at the end of one year following a student's graduation from PDLCS. A parent/guardian may submit a written request for the destruction of all education records at that time.
- d. Destruction will proceed where parents or eligible students have not requested copies by July 1 of the year the records may be destroyed as per paragraphs *a* and *b* above. Parents or students over eighteen have the right to request a copy of their record before destruction.

Parents are reminded that copies of the records might be needed for the acquisition of Social Security benefits or for other purposes.

Amendment of Education Records

A parent/guardian or eligible student has the right to request amendment of a student's educational file if it is believed that any information is inaccurate, or in violation of a student's rights. The educational agency shall decide within a reasonable time whether to amend the record. If PDLCS decides not to amend the educational record it shall notify the parent/student of the right to and arrange an informal hearing. The hearing will be conducted by an official of the school without an interest in the outcome, who will be either the Right to Know Officer or their designee. The parent may present relevant evidence. The school will issue a written decision based on the hearing. Informal inquiries may be sent to: ferpa@ed.gov or ppra@ed.gov. The website address is: www.ed.gov/policy/gen/guide/fpcd

Complaints regarding violation of rights accorded parent(s)/guardian(s) and eligible students with respect to student records are to be submitted to the a PDLCS Principal, 2100 Corporate Drive, Suite 500; Wexford, PA 15090 1.888.997.3352. All complaints will be investigated and responded to in writing within a reasonable period of time. If complaints cannot be satisfactorily resolved by the school, complaints can be filed with the following

Family Policy Compliance Office U.S. Department of Education 400 Maryland Avenue, SW Washington, D.C. 20202-4605

Questions regarding the above information or requests for a copy of the records policy may be referred to The Right to Know Officer, 2100 Corporate Drive, Suite 500; Wexford, PA 15090 1.888.997.3352.

Screening and Evaluation

The PDLCS employs the following procedures for locating, identifying and evaluating the needs of school age students who may require special education programs and/or services. These procedures, as required by state regulation, are as follows:

As prescribed by Section 1402 of the Pennsylvania school code, PDLCS helps families make provisions for health screenings for kindergarten (K) through 12th grade students and new students without history of recent exams: Vision (Gr. K-12); Hearing (Gr. K, 3, 7 and 11 and any student with a known history of hearing loss); Mandated Physical Exams (Gr. K, 6, and 11); Dental Screenings (Gr. K, 1, 3, and 7); Scoliosis Screening (Gr. 6, 7) and Body Mass Index (BMI) screening (Gr. K-12).

Speech and language skills are screened in kindergarten and on a referral basis by speech clinicians.

Gross-motor and fine-motor skills, academic and social-emotional skills are assessed by the teachers and support staff. Screening activities include: review of group-based data such as cumulative enrollment and health records, report cards and

academic skills scores. Identified needs from these screening sources, as well as information obtained from parents and outside agencies, is assessed, noted within the student's record and discussed with parents.

PDLCS has intervention/prevention teams in place to support students as a pre-referral system. A **Student Academic Team** has been established as part of the pre-referral intervention process. The team consists of principal, guidance counselor, regular education teachers, reading specialists, school psychologist when needed and special education staff when needed. Parents are also part of this process and are contacted and strongly encouraged to participate in all phases of the Student Academic Team process. The Student Academic Team assists teachers and parents with supporting students who are experiencing academic, behavioral, medical, emotional and social skills difficulties.

The Response to Instruction and Intervention (RTII) model is utilized as part of the pre-referral intervention process. The MTSS-RTII team coordinates and oversees the MTSS-RTII pre-referral process. The team coordinates all meetings between parents and staff and identifies researched evidenced-based strategies that can be implemented in the regular education classroom setting for students who are at-risk. The MTSS-RTII team will develop appropriate academic goals that the students need to achieve in order to succeed academically in the regular classroom setting. The MTSS-RTII teacher also monitors the effectiveness of the instructional strategies that are utilized in the regular classroom environment. The teacher also works with students on study skills, organizational skills, preparedness, and will, on occasion, provide individual or small group focused tutoring sessions.

The **Student Assistance Program (SAP)** is an additional support used by the school to identify at-risk students. SAP teams are currently in place at the middle and high school levels. SAP is a cooperative effort with parents, utilizing the support staff, students, and community services. It is a proactive prevention/intervention program that attempts to provide intervention before school performance is seriously compromised. The SAP Core Team of individuals are trained in the SAP Model and focus on screening/intervention for student who may be experiencing drug and alcohol, depression, and/or family issues, and will make referrals to appropriate agencies or treatment facilities, aftercare for those returning from treatment, and crisis intervention as needed. If appropriate, a referral process is initiated at each building level through the Student Academic Team, Response to Intervention Team, and Student Assistance Teams, guidance departments, principal or the Department of Special Education. Assessment data is used by the team to meet the student's specific needs by recommending modifications or adaptations to the regular education program, creating interventions to address the problem and monitoring the student's response to intervention, or to document the need for further evaluation.

If it is determined that a student is in need of further evaluation, the student is referred for a multidisciplinary team (MDT) evaluation, which requires parent permission and includes parent input. Next, a "Permission-to-Evaluate Consent Form" is issued to the parent to sign giving the school district permission to conduct the evaluation. The school has 60 calendar days to complete the evaluation. After the evaluation is completed, an evaluation report is prepared which includes specific recommendations for the types of intervention necessary to meet the needs of the student and to determine the child's eligibility for special education services based upon a disability.

When the evaluation report is completed, parents are invited, if necessary, to a multidisciplinary team meeting to review findings and plan for the student's needs. After the MDT evaluation is completed, parents are given a Notice of Recommended Educational Placement/Prior Written Notice (NOREP), which they sign to indicate their agreement or disagreement with the recommendation.

Parents of students who suspect that their child has a disability and is in need of special education may request a Response to Intervention meeting or multidisciplinary team evaluation of their child through a written request to a PDLCS Principal.

You may find information regarding the appropriate developmental milestone descriptors for infants and toddlers at the Center for Disease Control (CDC) website: http://www.cdc.gov/ncbddd/actearly/milestones/index.html For additional information regarding the signs of developmental delays, please contact PDLCS, Director of Special Education, 2100 Corporate Drive, Suite 500; Wexford, PA 15090 1.888.997.3352 x105

Services for School Age Students with Disabilities

PDLCS provides a free, appropriate public education to students with disabilities according to state and federal rules. To be eligible, the child must:

- Be of school age.
- Have a disability *and* be in need of specially designed instruction.
- Meet eligibility criteria for one or more of the following physical or intellectual disabilities as set forth in the Pennsylvania State Standards: autism, deaf-blindness, blindness, visual impairment, emotional disturbance, specific learning disability,

other health impairment, traumatic brain injury, and speech/language impairment, orthopedic impairment, hearing impairment, deafness, multiple disabilities or intellectual disabilities. Services designed to meet the needs of eligible disabled students include:

- o The annual development of an individualized education program (IEP).
- A triennial multidisciplinary re-evaluation for students with disabilities (except for those students with intellectual disabilities where evaluation remains biennial).
- A range of supports for students from itinerant level to supplemental level to full time level special education support within the school district or placement in a full-time special education disabilities class outside of the regular school.

The extent of special education services for disabled students and the location for the delivery of such services are determined by the parents and the district staff at the IEP team meeting and are based on the student's identified needs and abilities, chronological age and the level of intensity of the specified intervention. PDLCS also provides related services such as speech therapy, physical therapy, occupational therapy and assistive technology if they are required to enable the student with disabilities to derive educational benefits.

Prior to initiation of services, parents of a student with disabilities are presented a "Notice of Recommended Educational Placement/Prior Written Notice" (NOREP) with which they agree or disagree. If parents agree to the program outlined by the multidisciplinary team, the parent signs either the NOREP or NORA, and the program is implemented for the student. If parents disagree with the program being recommended, they have the right to request IEP facilitation, mediation and/or a due process hearing. Parents are issued "Procedural Safeguards" which outlines in detail their legal rights as a parent of a child identified as having a disability. If a child proves to have a disability or handicapping condition under PA Chapter 15 and the American Disabilities Act and it is determined the child is entitled to services and accommodations that are necessary to enable them access and safety when participating in programs and activities of the school, then a 504 Student Services Plan is outlined between the parent, district LEA and district staff. Parents are also given "Procedural Safeguards" for Chapter 15 504 Student Services Plans which outlines their rights as a parent of a student who has a disability and requires accommodations.

Detailed information regarding Chapter 14 Special Education, Chapter 711 Charter School and Cyber Charter School Programs for Children with Disabilities, and Chapter 15 504 Service Plan/Agreement procedures and services may be obtained by contacting a PDLCS Principal, 2100 Corporate Drive, Suite 500; Wexford, PA 15090 1.888.997.3352.

Services for Students in Nonpublic Schools

Public school education may be accessible to resident students attending nonpublic schools on a dual enrollment basis in a special education program operated in a public school. A multidisciplinary evaluation which determines the child's eligibility for services must be conducted and, if eligible, an individualized education program plan (IEP) is developed. Parents of nonpublic school students who suspect that their child is disabled and in need of special education may request a multidisciplinary evaluation of their child through a written request to a PDLCS Principal or Director of Special Education.

Services for Protected Handicapped Students

The school will provide to each protected handicapped student without discrimination or cost to the student or family those related aids, services or accommodations which are needed to provide equal opportunity to participate in and obtain the benefits of school programs and extracurricular activities to the extent appropriate to the student's abilities. To qualify as a protected handicapped student, the child must be of school age with a physical or mental handicap which substantially limits or prohibits participation in or access to an aspect of the school program.

Services for protected handicapped students are distinct from those applicable to disabled students enrolled in special education programs. Protected handicapped students fall under Pennsylvania's Chapter 15, sometimes known by its federal name, Section 504 (of the 1973 Rehabilitation Act). In contrast, students with disabilities who qualify for special education services are covered by regulations contained in Pennsylvania's Chapter 14. While both Chapter 14 and 15 provide services to students, there are technical differences between the two. Additional information about evaluation procedures and provision of services to protected handicapped students is available by contacting a School Administrator.

Services for Preschool Age Children

Act 212, the Early Intervention Systems Act, entitles all preschool age children with disabilities to appropriate intervention services. Young children experiencing developmental delay or physical or intellectual disabilities are eligible for early intervention services if it is determined that they meet eligibility requirements.

The **Pennsylvania Department of Public Welfare** is responsible for providing services to infants and toddlers, defined as children from birth to three year of age. Contact the Early Learning Institute, 2510 Baldwick Road, Pittsburgh, PA, 15205-4104, 412-922-8322.

The Pennsylvania Department of Education is responsible for providing services to preschool age children from ages three through five. Contact the **Allegheny Intermediate Unit, Project DART**, 425 East Waterfront Drive, Homestead, PA 15120, 412-394-5941.

Confidentiality of Student Records

The privacy rights of parents and students are mandated by federal legislation known as the Family Educational Rights and Privacy Act of 1974 (FERPA - C.F.R. Part 99), most recently amended in November 1996, state regulations (Chapter 14-Special Education Services and Programs, Chapter 12-Student Rights and Responsibilities) and district policy.

Highly Qualified Teachers

All Pennsylvania public school teachers with primary responsibility for direct instruction in one or more of ESSA's core content areas are required to demonstrate that they satisfy the State's certification and licensure requirements. This requirement includes:

- Elementary level (grades K-6) teachers who teach all subjects to a particular grade;
- Middle- and secondary-level (grades 7-12) core content area teachers;
- Special education teachers who provide direct instruction in one or more core content areas;
- English as language (EL) teachers who provide direct instruction in one or more core content areas

Pennsylvania's Definition of Highly Qualified Teacher

PDLCS staff meets the Every Student Succeeds Act (ESSA) for highly qualified teachers. A highly qualified teacher, according to the United States Department of Education, is fully certified, has a bachelor's degree, a content area major and has passed a content area test. In addition, fully certified teachers in Pennsylvania have completed pedagogical course work in education, including student teaching. We take pride in the tremendous skill and dedication of our faculty and staff.

Please note that, as parents, you have a right to request and receive timely information regarding the professional qualifications of your child's classroom teacher. If you have any questions about our Title I Program or about your child's teacher, please feel free to contact a PDLCS Principal, 2100 Corporate Drive, Suite 500; Wexford, PA 15090; 888.997.3352.

Parents' Right to Know

As stipulated in ESSA, parents/guardians may request information regarding the professional qualifications of their child's classroom teacher(s). Specifically, individuals have the right to ask for the following information:

- Whether the student's teacher has met state qualifying and licensing criteria for the grade level or subject he/she is teaching;
- Whether the teacher is teaching under emergency or other provisional status;
- The teacher's college major, the baccalaureate degree, and/or any advanced degrees earned by the teacher;
- Whether the child is provided services by paraprofessionals and, if so, their qualifications.

To obtain this information, please submit your request in writing to a PDLCS Administrator who oversees teacher/paraeducator certifications/qualifications. Each request should include the child's name, and his/her teachers' names. Please be certain to include your name, address and a telephone number at which you can be contacted during the day.

Pennsylvania Distance Learning Charter School Attn: PDLCS Principal 2100 Corporate Drive Wexford, PA 15090 888.997.3352

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Surrogate Parents for Students with Special Needs

Surrogate Parent Program

Federal law establishes the right of a free and appropriate public education for all children with disabilities. To ensure that this right is realized for all such children, procedures are written into the laws to ensure that children with disabilities who are wards of the state, or whose parents are unknown, unavailable, or have had their parental rights legally terminated, have appropriate representation when educational programming decisions are made. This is provided through the recruitment, training and assignment of volunteer surrogate parents who represent the child during the educational process. In Pennsylvania, Intermediate Units have been given the responsibility of recruiting, training and assigning parents to children meeting the qualifications listed. PDLCS works with the Allegheny Intermediate Unit #3 in providing this service.

Identification of Children Eligible for Surrogate Parents

Special needs preschool and school-aged children receiving a free and appropriate education in a public school or an approved private school, who meet one of the following criteria, are eligible for the assignment of a qualified surrogate parent:

- 1. No IDEA parent can be identified;
- 2. The local educational agency, after reasonable efforts, cannot located a parent;
- 3. The child is a ward of the State as defined by State law (Pennsylvania does not have a state law definition of ward of the State so this provision does not apply in Pennsylvania); or
- 4. The child is an unaccompanied homeless youth as defined in the McKinney-Vento Homeless Assistance Act (i.e., a youth who lack a fixed nighttime residence and are not in the care of a parent or guardian).

To be identified as being in need of a surrogate parent, the preschooler or school-aged child must have special needs, or be thought to have special needs, and be in need of special education services at PDLCS.

Qualification for Surrogate Parents

Surrogate parents must meet the following qualifications:

- Be a person of good character,
- Be at least 18 years of age,
- Possess reasonable abilities to make decisions regarding a child's educational needs,
- Be willing to acquaint themselves with the child's educational needs and with the special education system in the Commonwealth of Pennsylvania,
- Have no vested interest that would conflict with the primary allegiance to the child they are representing. The surrogate
 parent should not be an employee of the agency responsible for the care of the child,
- Foster parents may be considered if they meet all other qualifications,
- Have Act 33 and Act 34 clearances from the Commonwealth of Pennsylvania,
- Be willing to complete a training program conducted by the Allegheny Intermediate Unit.

Responsibilities of the Surrogate Parent

The surrogate parent is expected to act in place of a parent for the student concerning his or her educational program. This involves:

- Attending a planning conference to develop an individualized educational program
- Being familiar with appropriate procedures for due process and confidentiality of school records
- Receiving and responding to requests and notices concerning the evaluation and/or educational placement of the assigned student
- Making self familiar with the unique educational needs of the assigned student

The surrogate parent takes on certain quasi-legal responsibilities in order to serve the best interests of the child. The primary function is to represent the student in those circumstances in which decisions need to be made concerning the student's educational program or placement. It is necessary for the surrogate parent to receive considerable training to familiarize him or herself with all aspects of the

surrogate parent role. The demands of the role may be extensive and require the volunteer to make a significant commitment of time and learning in order to serve the best interest of the child.

If you are interested in being a surrogate parent for a child/youth with disabilities, please contact the Director of Special Education or Principal, at 2100 Corporate Drive, Suite 500; Wexford, PA 15090 1.888.997.3352.

English as a Second Language Services (EL)

In accordance with federal law and state regulations, the PDLCS must identify all students who have "limited English proficiency" (LEP). These students typically have a primary language other than English that is used in their homes. Students identified with a limited English proficiency are eligible for ESL instructional services to help them attain proficient skills in their use of the written and spoken English language.

All students must have a Home Language Survey completed by their parents prior to admission into the school district. This survey allows the PDLCS to identify possible LEP students. Our EL Coordinator will conduct a family interview as indicated by EL regulations of any student identified as possibly having a limited English proficiency and will facilitate services to students based on their level of need.

Parents or guardians who feel that their child may have a limited English proficiency should the EL Coordinator, 2100 Corporate Drive, Suite 500; Wexford, PA 15090 1.888.997.3352 for more information.

Title I Performance Report

The PDLCS receives Title I funds annually. This funding is used schoolwide to assist students who are below basic or basic in reading and math skills.

Title I Home-School Compact

The Pennsylvania Distance Learning Charter School, the families and the students agree that this compact outlines how the families, the entire school staff, and the students will share the responsibility for improved student academic achievement. This will serve as the means by which the school and families will build and develop a partnership that will help children achieve Pennsylvania's high standards.

School Responsibilities

PA Distance Learning Charter School will:

- Provide high quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet Pennsylvania's Core Standards as follows:
 - All students will participate in the curriculum wich is driven by Pennsylvania Core Standards. Students will be supported in a learning environment that provides multiple levels of instruction, considering a variety of learning skills. Supplemental resources will be provided to the students to enhance their curriculum and extend or reinforce learning.
- Hold parent-teacher conferences periodically over the course of the school year to discuss the individual child's achievement.
 - O Parent-Teacher conferences will be held mid-year (February) for students in grades K-8 and as needed for students in grades 9-12. All parents may request a conference at any time to discuss their individual student.
- Provide parents with frequent reports on their child's progress.
 - All students in grades K-8 will receive quarterly report cards. Students in grades 9-12 will receive quarterly progress reports. Standardized assessment results will also be communicated and reported to parents.
- Provide parents reasonable access to staff.
 - Specifically, staff will be available for consultation with parents Monday Friday between the hours of 7:30 a.m. 3:30 p.m. by phone or email.
- Provide parents opportunities to volunteer and participate in their child's educational program as follows:
 - o Parents may participate in their child's class by having access to the Student Information System (SIS) for communicating with school staff, accessing daily

lessons and recorded live learning sessions and having access to their child's Guidance Counselor course.

Parent/Guardian Responsibilities:

We, as parent(s)/guardian(s), will support our child's learning in the following ways:

- Ensure that my child is ready for school each day.
- Develop a schedule to monitor my student's attendance on a daily basis to ensure they are attending live classes and completing daily lessons and assignments
- Participate in as many meetings, conferences, trainings, etc., as possible to help make decisions related to my child's education
- Promote positive use of my child's extracurricular time
- Communicate with all classroom teachers concerning my child's academic progress
- Read daily with my child or ensure that my child is reading each day.
- Encourage a positive attitude towards school.

Student Responsibilities:

We, as students, will share the responsibility to improve our academic achievement and achieve the state's high standards in the following ways:

- Login to the school each day to complete my lessons in all of my courses.
- Attend live learning sessions on a regular basis.
- Believe that I can and will learn.
- Let my teachers and family know if I need help.
- Participate and try my best in standardized testing.
- Read at least 15-30 minutes every day outside of school time.
- Give my parent/guardian any notice or information received by me from my school.
- Keep a positive attitude towards school at all times.

above compact. Return this signed form to your teacher as soon a	as possible.
School	Date
Parent/Guardian	Date
Student	Date

Please sign on the appropriate line below, acknowledging that you have read and agreed with the

SIGNATURE PAGE

Pennsylvania Distance Learning Charter School PARENT/STUDENT INFORMATION HANDBOOK

The Parent/Student Handbook is available to all families who are enrolled in PDLCS. Please take the time to review the content with your child/children. We provide you with a copy of the handbook, but it is also available electronically.

The intent and the spirit of the handbook is what will help us create an emotionally and physically safe environment for all our children.

(Please call your child's teacher or Principal if you need any clarification or explanation).

"We have reviewed the PDLCS 2019-20 Parent/Student Handbook received from the school. We have discussed the content with our child/children."

PLEASE SIGN AND RETURN THIS FORM TO THE ENROLLMENT DEPARTMENT.

1 LEASE SIGN AND RETURN THIS FORM TO THE ENROLLMENT DELARIMENT.	
Thank you.	
Printed Parent/Guardian Name	Parent/Guardian Signature
Printed Student Name	Student Signature



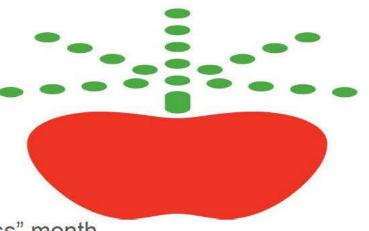
PA Distance School Announcements

Week of September 2-6, 2019

Welcome to September!

This week you will:

- Learn about the field trips for the month
- 2. Acquire knowledge about "Deaf Awareness" month
- Collect knowledge about Title One and the impact on our school!
- 4. Work-Out with Josh! (we all need exercise!)
- 5. Meet the Family Engagement Team
- 6. Be reminded that Parent Orientation continues.
- 7. View the Career Education Work (CEW) newsletter.
- 8. Learn about the Odyssey Program
- 9. View information about the CPAA assessment for K-2 students



September Field Trip-"Zoo" you want to attend!

In September we will be offering in-person field trips to the Elmwood Park Zoo and Pittsburgh Zoo as well as two live virtual field trips to the St. Louis Zoo.

Click on the blue link for more information for out field trips in the month of September!

All field trip R.S.V.P.'s are due by Wednesday, September 12th. If you have any questions please direct them to Mr. Pierce: 888-997-3352 x123 or fieldtrips@padistance.org

Come to the trip to see ME as PA Distance has adopted me!



School-Wide Title One--What does it mean for my family?

Please join Mrs. Ploesch and the Title One Team to learn more about what Title One has to offer your family. During the live meetings you will learn what Title One is, how it is funded and what to expect for your family!

Title One Flyer



September is:

Deaf Awareness Month

Educate yourself and help spread awareness!



Work Out with Josh!

It is time for exercise. No sitting at that computer all day long. Take a break and work-out with Josh!



Meet the Family Engagement Team!



The Family Engagement Team is here to support families to achieve success here at PA Distance. Contact us when you need assistance!

Dr. Posney Ext 150 Ms. Rogers Ext. 286



Dr. Posney, Family Engagement Coordinator

Ms. Rogers, Family Engagement Coach

Parent Orientation Continues

If you have not attended your Parent Orientation for the year, sessions continue!

Come learn more about PA Distance and what you need to know as a parent!

Students make sure your parents attend!



Parent Orientation Sessions

Please join Dr. Posney at a Parent Orientation Session geared to helping your student succeed at PA Distance.

Sessions are offered daily at Noon with Wednesdays offering an evening session at 6:00pm.

This informational session is for new and seasoned PA Distance Parents.

Session Link: https://lls.padistance.com/go/darla.posney@padistance.org/roplnfq

Career-Education-Work *CEW* Newsletter

Look what is in store for the month of September from our CEW team!

September CEW Newsletter



Learn More About the Odyssey Fellowships.

What is an Odyssey Fellowship?

What are the "Odyssey Fellows" doing?

How can you get involved?

Read more at Odyssey Fellowship



Here Comes the CPAA--K-2 Assessment

Coming soon to a kindergarten through second grade student..the Children's Progress Academic Assessment....also known as CPAA!

CPAA is an efficient way to assess students in grades K-2 to gain insight into a student's strengths and challenges.

Want to know more about the CPAA'

<u>CPAA Flyer</u>







Announcements



What is ParentSquare?

. ParentSquare provides a simple and safe way for everyone at school to connect.

With ParentSquare you'll be able to:

· Receive all school and classroom communication via email, text or app

Access Your Account

To access your ParentSquare account, visit www.parentsquare.com, click "Sign In" in the top right corner, and when you get to the next page, click "Sign In With Google". Be sure to use your PA Distance E-Mail account to log-in! Once you're logged in, you can see all school announcements, class announcements, and communicate with your child's teachers! ParentSquare is also available as an app on Android or iOS.

Our goal is for every family to join ParentSquare. Help us reach that goal

Check out the videos that will help you access Parent Square!

Accessing Parent Square

Accessing the Mobile App.





Suicide Prevention: K-12 Parent Sessions

Parents, Please join us for an information session about suicide prevention in all grade levels on September 26, 2019.

K-6 topics covered: Why Elementary Awareness?, Statistics, Scenarios, Social Media, Cyber Bullying, Project Semicolon, Links/Resources

Middle School topics covered: Warning Signs: Developmentally Appropriate vs. Suicidal, Social Media Influence, Self Harm or Intent, Social Support Systems, What to do as a Parent/Where to get help

High School topics covered: Warning Signs, Depression vs Teenage Hormones, Risk factors, Mental Health, Signs in School, How to talk to your child about suicide, How to get your child help/resources

Links:

Elementary: 12:30pm https://lls.padistance.com/qo/brandon.payne@padistance.org/mk4iq0m

Middle School: 2pm https://lls.padistance.com/go/morgan.peters@padistance.org/arkuthr

High School: 1pm https://lls.padistance.com/qo/katie.griffith@padistance.org/ugm7djp

Parent Orientation Sessions!

If you have not attended your Parent Orientation for the year, sessions continue!

Come learn more about PA Distance and what you need to know as a parent!

Students make sure your parents attend!

Parent Orientation Sessions

Please join Dr. Posney at a Parent Orientation Session geared to helping your student succeed at PA Distance.

Sessions are offered daily at Noon with Wednesdays offering an evening session at 6:00pm.

This informational session is for new and seasoned PA Distance Parents.

Session Link: https://lls.padistance.com/go/darla.posney@padistance.org/roplnfq



Special Education Parent Session!

Join the Special Education Department on Monday, September 23, 2019 from 2:00-3:00.

This important Parent Session will help you as a parent navigate the special education world.

Come join to learn, discuss and have a conversation about your child!



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Come explore how Title One funding is used to help make sure YOUR child is successful at PA Distance.

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Thursday, September 12 at 8:00am

Tuesday, September 17 at 1:00pm

Monday, September 23 at 6:00pm



Sessions are:

Hot Off the Press.....

PA DISTANCE SPECIAL EDUCATION NEWSLETTER~~September Edition!

The PA Distance Special Education Newsletter has arrived!

What is a "visual schedule"?

How can it help your child(ren)?

What's up with the Special Education Department?

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Educate yourself and help spread awareness!



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Meet our Adopted Mascot Our "Red Panda" at the Elmwood Zoo

Meet "Slash" our adopted mascot who lives at the Elmwood Zoo!

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Details can be found **HERE** about how to enter the contest!

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Any questions please contact Dr. Posney at darla.posney@padistance.org 1-888-997-3352 ext. 150.



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What are the "Odyssey Fellows" doing?

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<u>September CEW Newsletter</u>

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Fill out form here!

College Fair Flyer for 11th and 12th Grade Students

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The Family Engagement Team will be Out and About in Pennsylvania Learning About Where YOU Live! This week's tour will be on Friday and Saturday, September 20 and 21. On Friday we will be visiting Centre, Union, Lycoming, Tioga, Sullivan Bradford and Susquehanna Counties. On Saturday we will be in Philadelphia County at the "Philly High School Fair"!

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Announcements



What is ParentSquare?

. ParentSquare provides a simple and safe way for everyone at school to connect.

With ParentSquare you'll be able to:

· Receive all school and classroom communication via email, text or app

Access Your Account

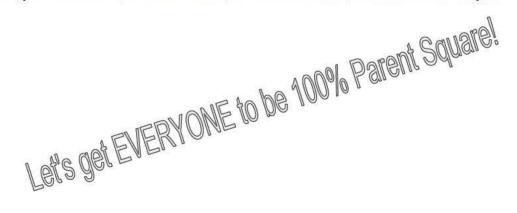
To access your ParentSquare account, visit www.parentsquare.com, click "Sign In" in the top right corner, and when you get to the next page, click "Sign In With Google". Be sure to use your PA Distance E-Mail account to log-in! Once you're logged in, you can see all school announcements, class announcements, and communicate with your child's teachers! ParentSquare is also available as an app on Android or iOS.

Our goal is for every family to join ParentSquare. Help us reach that goal

Check out the videos that will help you access Parent Square!

Accessing Parent Square

Accessing the Mobile App.





Suicide Prevention: K-12 Parent Sessions

Parents, Please join us for an information session about suicide prevention in all grade levels on September 26, 2019.

K-6 topics covered: Why Elementary Awareness?, Statistics, Scenarios, Social Media, Cyber Bullying, Project Semicolon, Links/Resources

Middle School topics covered: Warning Signs: Developmentally Appropriate vs. Suicidal, Social Media Influence, Self Harm or Intent, Social Support Systems, What to do as a Parent/Where to get help

High School topics covered: Warning Signs, Depression vs Teenage Hormones, Risk factors, Mental Health, Signs in School, How to talk to your child about suicide, How to get your child help/resources

Links:

Elementary: 12:30pm https://lls.padistance.com/qo/brandon.payne@padistance.org/mk4iq0m

Middle School: 2pm https://lls.padistance.com/go/morgan.peters@padistance.org/arkuthr

High School: 1pm https://lls.padistance.com/qo/katie.griffith@padistance.org/ugm7djp

Parent Orientation Sessions!

If you have not attended your Parent Orientation for the year, sessions continue!

Come learn more about PA Distance and what you need to know as a parent!

Students make sure your parents attend!

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WWW.PADISTANCE.ORG

PHONE: 888-997-3352 FAX: 866-977-3527

Welcome to PA Distance Learning Charter School:

Thank you for enrolling with us at PA Distance. We hope that you and your family are ready for the 2019-2020 school year here at PA Distance Learning Charter School. This year we will be focusing on providing even more support to you and your family. We know that learning the ropes as a cyber school family takes time and patience; it is one of the hardest jobs you will ever love! To provide even greater support to you, our parent partners, we are offering Parent Orientation sessions that will help you gain a better understanding of what a cyber charter school is, what we believe at PA Distance, what systems are important for you to understand to assist your child, but most importantly how to have a successful year for your student. Just as not all students are alike, families are not either and we want to provide to you the chance to fully embrace our school and to learn and grow as a parent partner.

The thirty minute parent orientation sessions will be offered via our live learning platform so you can experience what your child uses every day. These sessions are for new families, seasoned families, successful families and those families that would like a little more direction concerning PA Distance. We are asking that ALL families participate. Please choose a time that is convenient for you and join the session to learn more or to share your expertise/experiences at PA Distance. From these sessions it is our hope that you will be more informed about cyber education and especially the assistance we need from you, the family, so as to build success for your child. We hope to learn from you also about being a cyber school family.

The sessions are scheduled for various times throughout the day with an evening session for those families who need them. Just choose a session, come with your questions, and learn more about PA Distance.

Session Times

Monday through Friday at Noon; Wednesday Evenings at 6:00pm

To join the session simply click on the link found on the announcement on the Student Portal at the times listed above and we can begin our conversation about PA Distance Learning and why we believe that with committed families, students and teachers all children can grow and succeed.

We are looking forward to another great year at PA Distance Learning Charter School where we provide quality online educational opportunities to all our students.

Warm regards,

Darla Posney

Family Engagement Coordinator

darla.posney@padistance.org

1-888-997-3352 ext. 150

WWW.PADISTANCE.ORG

PHONE: 888-997-3352 FAX: 866-977-3527

Welcome to PA Distance Learning Charter School!

OUR MISSION

Pennsylvania Distance Learning Charter School's mission is to blend proven classroom teaching techniques with educational technologies to promote academic growth for ALL students.

OUR VISION

Pennsylvania Distance Learning Charter School believes our first responsibility is to provide quality online educational opportunities. Our teachers with the support of all departments in the school are committed to building positive relationships with our families as we equip our students with the necessary tools to succeed. We want to be known as the school that fosters academic integrity and individual academic growth.

OUR SHARED VALUES

Pennsylvania Distance Learning Charter School believes in *personalizing* the learning experience for our students by providing a *supportive* online *community*. We believe all students will achieve academic growth when engaged in live learning sessions and daily online lessons with quality teachers and peers. We value adherence of public charter school *regulations* and continuous professional growth of our staff is essential to student achievement.

~~~~Personalizing...Supportive...Community...Regulations~~~~



### Darla Posney <arla.posney@padistance.org>

### **Dental Clinic for Families in Allegheny County**

1 message

Darla Posney <darla.posney@padistance.org>

Fri, Jul 19, 2019 at 8:30 AM

To: Darla Posney <darla.posney@padistance.org>

Bcc: 21holly.nesbitt@padistance.org, 21sanford.barnes@padistance.org, 21Jane Grover <21jane.grover@padistance.org>,

21tyrone.betters@padistance.org, 21marguerite.link@padistance.org, 21Susan Burkhart

<21susan.burkhart@padistance.org>, 21kelly.carroll@padistance.org, 21christina.stevenson@padistance.org,

21ericka.divito@padistance.org, 21marjorie.williamson@padistance.org, 21stephanie.fresh@padistance.org,

21michelle.weaver@padistance.org, 21kathleen.gibson@padistance.org, 21amy.stile@padistance.org,

"21kimberly.grisez@padistance.org" <21kimberly.grisez@padistance.org>, 21april.seay@padistance.org,

21amber.hill@padistance.org, 21yan.wang@padistance.org, 21darnell.kline@padistance.org,

21rhonda.king@padistance.org, "21joshua.kingsbury@padistance.org" <21joshua.kingsbury@padistance.org>,

21rochelle.stephenson@padistance.org, 21courtney.lewis@padistance.org, 21sheri.mcclellan@padistance.org,

21charlita.webster@padistance.org, 21dino.moio@padistance.org, 21diona.mower@padistance.org,

21daniel.ohara@padistance.org, 21jackie.pantanella@padistance.org, 21wendy.parker@padistance.org,

21jerdean.beatty@padistance.org, 21carol.porro@padistance.org, 21tracee.russell@padistance.org,

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21crystal.verna@padistance.org, 21brianna.cardillo@padistance.org, 21phyllis.williams@padistance.org,

"21melissa.junaro@padistance.org" <21melissa.junaro@padistance.org>, 21shannon.wilson@padistance.org,

21sirajum.anju@padistance.org

Good Morning Allegheny County Families,

We are happy to inform you that a Free Dental Clinic is to be held in Pittsburgh at PPG Paints Arena on July 26th and July 27th. This is sponsored by many organizations listed on the attached flyer. If you have interest in the event please see the attached flyer which lists the services provided, free shuttle service to PPG Arena and other information. This clinic is not just for children but adults may participate also.

If you have any questions about the event please feel free to contact me and I will do my best to answer or get answers to your questions.

Dental health is important, why not take advantage of a great service!

All the best,

Darla S. Posney

Family Engagement Coordinator

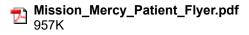
PA Distance Learning Charter School

2100 Corporate Drive, Suite 500

Wexford, PA 15090

Office: 1-888-997-3352 ext. 150

Cell: 724-591-2644





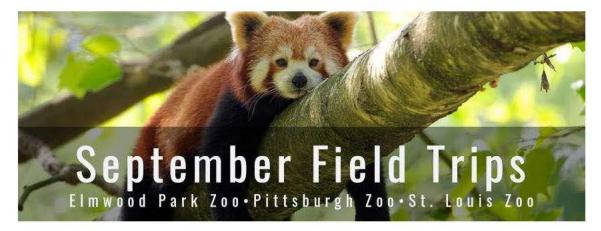
### PA Distance Field Trips <fieldtrips@padistance.org>

## Announcement: September Field Trips

16 messages

### Greetings everyone!

We are excited to announce our first field trip opportunities for the 2019-20 school year, in the month of September!



One of the initiatives we as a school are looking to do more of this school year is to become a part of the local communities that we all call home. One way we are doing this is by becoming official adoption sponsors of Red Panda's at local zoo's (We have already adopted/sponsored a Red Panda at the Erie, Pittsburgh and Elmwood Park Zoos).

In September we will be offering in-person field trips to the Elmwood Park Zoo and Pittsburgh Zoo as well as two live virtual field trips to the St. Louis Zoo.

All field trip R.S.V.P.'s are due by Wednesday, September 12th. If you have any questions please direct them to Mr. Pierce: 888-997-3352 x123 or fieldtrips@padistance.org

Thanks!





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We will be offering on-site field trips to the Elmwood Park Zoo and the Pittsburgh Zoo and PPG Aquarium.

Can't make it to an on-site location? Don't worry! We will also be offering two virtual field trips in which students will have the opportunity to learn about animal adaptations, habitats, and conservation programs through live video conferencing with zookeepers at the Saint Louis Zoo!

Join us for one or both of the virtual field trips to the St. Louis Zoo by clicking on the program link below during the date and time!

# Zoobusters (K-6<sup>th</sup>)

September 24, 2019

2:45pm

Use this link to join:

https://fieldtripzoom.zoom.us/my/stlouiszoo

Can you get warts from a toad? How do snakes smell their prey?

In this program, we'll examine some common misconceptions that people may have about animals and, with the help of some live animal guests, bust those misunderstandings!

# Animal Training (7<sup>th</sup>-12<sup>th</sup>)

September 25, 2019

2:45pm

Use this link to join:

https://fieldtripzoom.zoom.us/my/stlouiszoo

Program Length: 45 minutes

Animal training is important for successful animal husbandry, veterinary care, and enrichment. Learn how and why we train animals at the Saint Louis Zoo, as well as how training has changed. We'll review techniques, observe animals in training sessions, and test your trainer skills in this interactive program.

Join us at the Pittsburgh Zoo or the Elmwood Zoo by submitting your

**RSVP HERE!** 

# Pittsburgh Zoo & PPG Aquarium

Thursday, September 26, 2019

9:30am-1:00pm

7370 Baker Street, Pittsburgh, PA 15206

Our visit to the Pittsburgh Zoo & PPG Aquarium will start with a special learning program just for our students and families! During this time we will learn about the Wonders of Wildlife discovering fur, feathers, and scales with an introduction to some of the world's most fascinating animals. Using live animals, zookeepers will explore the physical characteristics of each while sharing lots of interesting information about how they are uniquely adapted to their environments. After the 45 minute program, we will have self-guided admission to tour the zoo and aquarium.

### **RSVP HERE!**

Note: PA Distance will cover the cost of each PA Distance student and 1 additional parent or guardian per student. Each additional person is \$15.

# **Elmwood Park Zoo**

Thursday, September 26, 2019

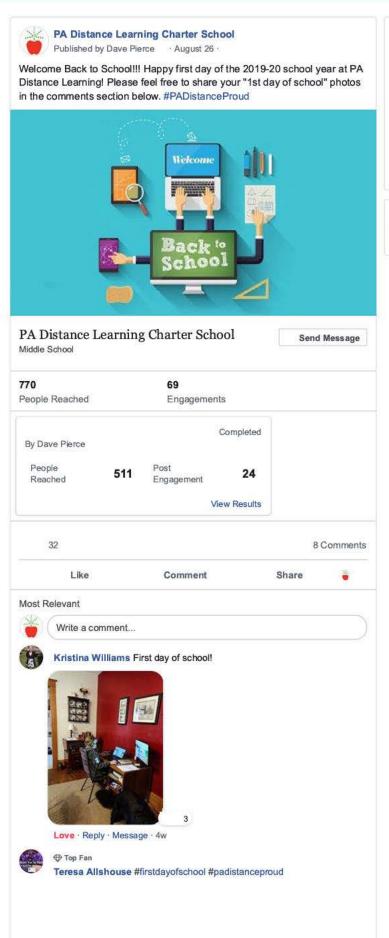
10:00am-1:00pm

1661 Harding Blvd, Norristown, PA 19401

Our visit to the <u>Elmwood Park Zoo</u> will also start with a special learning program just for our students and families! During this time we will learn about Whose Habitat is That? Using live animals, zookeepers will teach us about different animal homes and all the components of a habitat. After the 30 minute program, we will have self-guided admission to tour the zoo.

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Deutsch

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Top Fan **Chrisy Rupert** 



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3



Stacy Waters



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Stacy Waters



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2



⊕ Top Fan **Chrisy Rupert** 



Love · Reply · Message · 4w

# AN INTRODUCTION TO OUR SCHOOL:

# Top 10 Reasons to Choose PA Distance Learning Charter School:

- Live, Interactive Online Classes
- Safe Learning Environment at Home
- Parental Involvement & Control
- Passionate State-Certified Teachers
- Positive Peer Relationships Across PA
- Diverse Teaching & Learning Styles
- G Suite School Utilizing Google Apps
- After School Clubs & Field Trips
- 24/7 Access to School
- Dedicated Guidance & Support Staff



# TOGETHER HAPPENS HERE...

# **JOIN US**



### **PA Distance Learning Charter School**

2100 Corporate Drive, Suite 500 Wexford, PA 15090



1-888-997-3352



www.padistance.org











# **DISCOVER**

HOW WE'RE DOING
CYBER SCHOOL
DIFFERENTLY





### **CHAPTER 1 | ELEMENTARY**

Elementary school is a time to encourage curiosity and foster a love of learning in each child. Our students feel safe, ask questions, and to learn without limits.

### **CHAPTER 2 | MIDDLE SCHOOL**

In middle school, students explore their own interests and passions, while sharpening their critical thinking. Our grade-level teams strive to teach not only content, but self-advocacy skills.

### **CHAPTER 3 | HIGH SCHOOL**

High School is a direct path toward the future, once students build skills of independence and self-motivation. Our high school teachers support and challenge our students with Honors and Advanced Placement courses for college, and a more independent live learning schedule.

### **CHAPTER 4 | GRADUATION**

Each year our staff celebrates the successes of our seniors with a formal graduation ceremony. Achievements, effort, and dedication come full circle as graduates prepare for the next chapter in life

# TECHNOLOGY IS OUR MEANS

### **RELATIONSHIPS ARE OUR END**

Our Google education technologies promote inspiring relationships by offering:

- Real time, interactive online classrooms
- Chromebook Laptops
- Video Conference via Google Hangouts for:
  - Tutoring
  - Parent-Teacher Conferences
  - Counseling Sessions
  - Technology Instruction
- Real time document and desktop sharing
- Daily access to teachers via chat, email, video, and classrooms
- Real time online curriculum & gradebooks

We Expect Success For Every Student
Who Joins Our Story



# **Overall School Performance Survey - End of Course 2018-19**

| Did the Pennsylvania Distance Learning Teacher Provide:                    | Percentage Average<br>of K-12 students/parents<br>who strongly agree |
|----------------------------------------------------------------------------|----------------------------------------------------------------------|
| identify learning objectives in the lessons?                               | 95%                                                                  |
| show care and concern for you as a student?                                | 94%                                                                  |
| final grades that reflect the effort and time you spend on the coursework? | 94%                                                                  |
| helpful suggestions throughout the semester?                               | 93%                                                                  |
| assessments that were fair?                                                | 93%                                                                  |
| a variety of materials and opportunities to learn?                         | 93%                                                                  |
| return phone calls of emails within 24 hours?                              | 93%                                                                  |
| material to support the online instruction?                                | 93%                                                                  |
| engage you as a student?                                                   | 93%                                                                  |
| challenge you to do your best work?                                        | 92%                                                                  |
| additional live learning session of help?                                  | 92%                                                                  |
| clear instructions?                                                        | 92%                                                                  |
| assessments that fairly assessed your knowledge and skills?                | 92%                                                                  |
| creative assignments for building skills and content knowledge?            | 91%                                                                  |
| promote critical thinking?                                                 | 90%                                                                  |
| timely feedback on assignments?                                            | 89%                                                                  |
| require you to write effectively?                                          | 89%                                                                  |
| class assignments that were challenging?                                   | 87%                                                                  |
| an opportunity for you to extend your learning if interested in a topic?   | 87%                                                                  |
| answers to your questions?                                                 | 86%                                                                  |
| an opportunity for you to contribute to classroom discussions?             | 84%                                                                  |
| an opportunity for you collaborate with your peers?                        | 83%                                                                  |
| school work that made you curious to learn other things?                   | 82%                                                                  |
| make connections to real world situations?                                 | 81%                                                                  |

# THIRD GRADE PARENT INVOLVEMENT SESSION HIGHLIGHTING PARENT INVOLVEMENT IN EDUCATION

Monday, May 6 9:00am or 12:30pm

Please complete the Google Form to RSVP- <a href="https://forms.gle/76Z1KwHCFSzsVzh57">https://forms.gle/76Z1KwHCFSzsVzh57</a>





# REVVING UP FOR YEAR!

PDLCS Schoolwide Title I Introduction

# START YOUR ENGI

- Thank you for joining us!
- What will we be doing today?:
  - Meet our team
  - Ice breaker activity
  - "My Truck is Stuck"
  - Discussion: How do we know when a student gets stuck?
     (Assessment/Data)
  - What is Title I
    - School wide
    - Purpose/Goals
    - Compact (Responsibilities)
  - O Back on the road-working together

# The Pit Crew

Mrs. Melanie Koliscak



K- 2 Interventionist

Mr. Brandon Payne

Ms. Hannah Bevington





- 3 School Counselor Special Education Teacher



# **Mechanics**



Name: Andrew Mayle

Title: Math Interventionist (K-12)

My role in the classroom will primarily be to enforce and perfect those skills in math your child will need to be the best student he or she can be. I will be pulling small groups of students out of their core math classes throughout the year and working with those individuals who need more time and focus on one or more challenging topics. We will have small group classes on a regular basis once the school years starts to get under way!

<u>A little bit about me</u>: I am an avid Pittsburgh Pirates fan (Let's go Bucs!), I love Star Wars, and I am an actor with local community theater groups.

**Phone Extension: 155** 

Email: andrew.mayle@padistance.org

Name: Ms. Marna Furman

Title: Reading Interventionist (K-12)

My mission is to excite all my students and share my passion for reading! I am an avid reader and cannot wait to share all my amazing strategies with you!

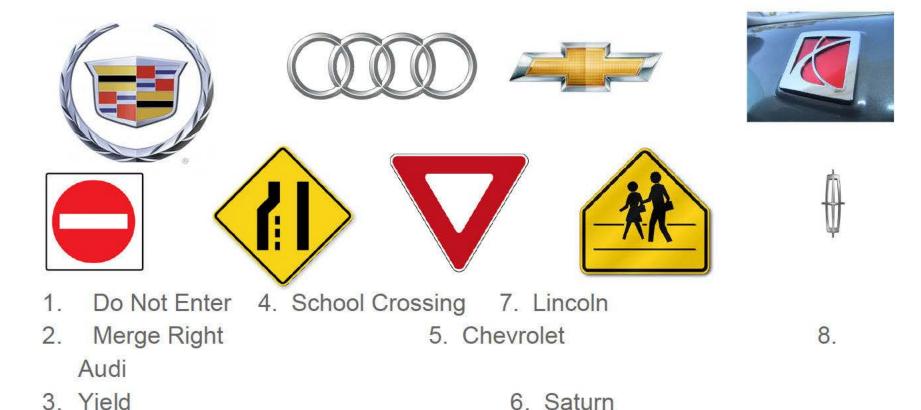
Here are a few of my favorite things...coffee, giraffes, and museums! **Contact me:** 

Phone Extension: 210

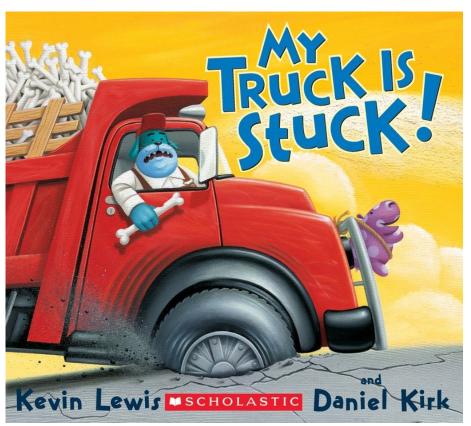
Email:

marna.furman@padistance.org

# Disorderly driver activity!



# "My Truck IS Stuck"





# Discussion

How do you know when your student/s are stuck?







# **Assessment & DAta**







- \*Universal Screener
- \*Benchmark Assessments
- \*Progress Monitoring
- \*DATA

## Title I

- Schoolwide
- Purpose/Goa
- Compact
  - Responsible



#### Title 1 Home-School Compact "Educate, Empower, Excel"

The Pennsylvania Distance Learning Charter School, the families and the students agree that this compact outlines how the families, the entire school staff, and the students will share the responsibility for improved student academia echievement. This will serve as the means by which the school and families will build and develop a partnership that will help children achieve Pennsylvania's high standards.

#### School Responsibilities

#### PA Distance Learning Charter School will:

- Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet Pennsylvania's Core Standards as follows:
  - All students will participate in the curriculum which is driven by Pennsylvania Core Standards. Students will be supported in a learning environment that provides multiple levels of instruction, considering a variety of learning skills. Supplemental resources will be provided to the students to enhance their curriculum and extend or reinforce learning.
- Hold parent-teacher conferences periodically over the course of the school year to discuss the individual child's achievement.
  - Parent-Teacher Conferences will be held mid-year (February) for students in grades K-8 and as needed for students in grades 9-12. All parents may request a conference at any time to discuss their individual student.
- 3. Provide parents with frequent reports on their children's progress.
  - All students in grades K-8 will receive quarterly report cards. Students in grades 9-12 will
    receive quarterly progress reports. Standardized assessment results will also be communicated
    and reported to the parents.
- 4. Provide parents reasonable access to staff.
- Specifically, staff will be available for consultation with parents as follows:
- Teachers are available Monday Friday between the hours of 7:30 am 3:30 pm by phone or email.
- Provide parents opportunities to volunteer and participate in their child's educational program as follows:
  - Parents may participate in their child's class by having access to the Student Information System (SIS) for communicating with school staff, accessing daily lessons and recorded live learning sessions, and having access to their child's Guidance Counselor course.

## SigrOff Procedure

#### Parent/Guardian Responsibilities

We, as parent(s)/guardian(s), will support our child's learning in the following ways:

- 1. Ensuring that my child is ready for school each day.
- Developing a schedule to monitor my student's attendance on a daily basis to ensure they are attending live classes and completing daily lessons and assignments.
- Participating in as many meetings, conferences, trainings, etc. as possible to help make decisions relating to my child's education.
- 4. Promoting positive use of my child's extracurricular time.
- 5. Communicating with all classroom teachers concerning my child's academic progress.
- 6. Reading daily with my child or ensuring that my child is reading each day.
- Encouraging a positive attitude towards school.

#### Student Responsibilities

We, as students, will share the responsibility to improve our academic achievement and achieve the state's high standards. Specifically, we will:

- 1. Log-in to school each day to complete my lessons in all of my courses.
- 2. Attend live learning sessions on a regular basis.
- 3. Believe that I can and will learn.
- 4. Let my teachers and family know if I need help.
- 5. Participate and try my best in standardized testing.
- 6. Read at least 15-30 minutes every day outside of school time.
- 7. Give my parent/guardian any notice or information received by me from my school.
- 8. Keep a positive attitude towards school at all times.

Please sign on the appropriate line below, acknowledging that you have read and agreed with the above compact. Return this signed form to your teacher as soon as possible.

| ichool         | Date |
|----------------|------|
| arent Guardian | Date |
| itudent        | Data |

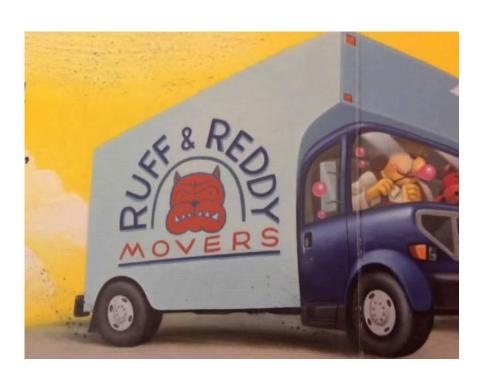
# The Student



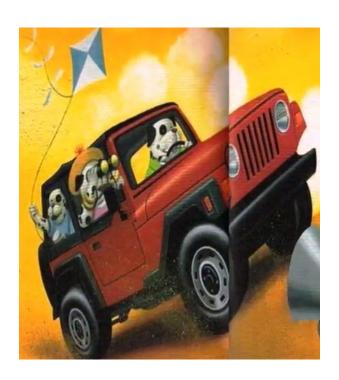
# The Teacher



# The parents



# The interventionists



# The School Counselor



# The principal



# Back on Track...Together we can get

\*Collaboration

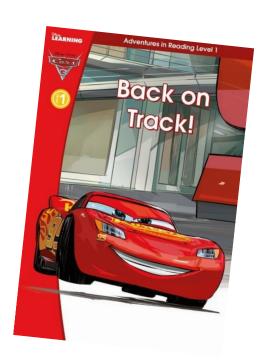
\*Cooperation

\*Communication

\*Community

\*Commitment





# Questions???

# Bullying Prevention K-6 Parent Session

Mr. Payne- K-3 School Counselor Miss Edwards- 5-6 School Counselor PA Distance Learning Charter School

## What is a bully?

- Unwanted
- Intentional
- Aggressive
- Power Imbalance (real or perceived)
- Repeated Behavior<u>OR</u>
- Potential to happen more than once

#### Other terms that will come up in discussion:

- Victim-Person being bullied
- Perpetrator-Person doing the bullying
- Bystander-Observer that does not intervene





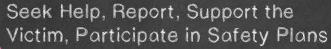
- As technology evolves, so do ways to bully
  - Passing a note in class
  - Digital Footprint
    - Hard to erase
    - Once it's out there, it is out there!
- Because teachers and parents may not overhear or see cyberbullying taking place, it is harder to recognize.
- Noticeable increases or decreases in device use, including texting.
- A child exhibits emotional responses (laughter, anger, upset) to what is happening on their device.
- A child hides their screen or device when others are near, and avoids discussion about what they are doing
  on their device.

# DEALING WITH BULLIES

| Strategy        | Action                                                                                             |
|-----------------|----------------------------------------------------------------------------------------------------|
| HELP            | Seek assistance from an adult, friend, or peer. Who is your safe adult?                            |
| ASSERT YOURSELF | Make assertive statements to the bully. "I don't like it." Standing Tall, Firm Voice.              |
| Humor           | Use humor in a positive way. Make sure the joke is about what the bully said, not about the bully. |
| AVOID           | Walk away or avoid certain places in order to avoid the bully.                                     |
| SELF-TALK       | Use positive self-talk to maintain a positive self-esteem.                                         |
| OWN IT          | "Own" the put-down or belittling comment. "Ok" or "Thanks for the information"                     |



# Address



# block



Ignore, Use Social Skills, Leave, Rebuff, Ask to Stop, Protect Self





Don't... Lose Temper, Escalate, Return Aggression, Retaliate, Call Names

# Dealing with Bullies: Report to an Adult What you can do when your child Reports Bullying



#### **Parents Roles and Reactions**

- Listen
  - Let your child tell the story
- Believe
  - Let your child know that you believe and trust what they are saying; keep in mind that there are 3 sides to every story when eventually going to deal with the issue
- Be supportive
  - Let your child know that you understand them but avoid judgement for either side of the situation.
- Be patient
  - Take your time listening to them and empathize with the feelings they are experiencing
- Provide information
  - Provide information regarding bullying that is developmentally appropriate.
- Explore options for intervention strategies
  - o Discuss options of how to deal with the bullying behavior.
  - Present all of them to the child.



#### **Parents Roles and Reactions Part 2**

#### Reactions to Avoid:

- Telling them to stand up to the bully
  - o Implies responsibility of the child to handle situation on their own
  - o Sending them back into a situation with no plan or skills to handle conflict
- Ignore and avoid the bully
  - o This is easier said than done
  - This was the probably the first response of your child
  - Also it is hard to ignore someone if they are in classes with you
  - o Could ignite more bullying if bully feels they are being ignored
- Take matters into their own hands
  - Takes the child out of the equation and does not allow them to develop skills to deal with situations like this in the future
  - Takes away empowerment from student to have dealt with a difficult situation

<sup>\*\*</sup> These reactions do come from a place of genuine caring, concern, and good intentions...they are ineffective ways of dealing with the situation.\*\*



- It is critical to help ensure to your child that they are not alone.
  - You are not alone
    - Reiterating that someone cares about them and what is happening to them
  - It is not up to you to stop the bullying.
    - The child should not be solely responsible for handle the situation
- Bullying happens to a lot of kids but that NEVER makes it right
  - Talk about how it happens all over the globe but it is not something that is good just because it is common does not mean it is acceptable behavior
- No one deserves to be bullied.
  - Everyone deserves respect.
- We all need to work together.
  - Everyone is responsible for addressing bullying; not just the students involved.

#### Student Action Plan Against Bullying!

#### What you can do...

Step 1: Think about the bullying you have experienced, seen, or even done to yourself.

- Discuss the various aspects of the situation
- Where, who, what, and how

Step 2: Then consider how that situation could be different.

- What outcome would you like?
- What could be changed (realistically)?
- What would allow you to feel like you have control?

Step 3: Next think about the steps needed to make those changes happen

- What is your role?
- Who needs to be involved?
- What would they need to do?





# Describe the bullying that's happening.

#### Include:

- Dates
- Location
- Who is involved
- Details of the behavior

Scenario:Nate is a 16 year old boy who is tired of seeing his classmate, Jack, get harrassed because of the way he walks.

#### Detail #1:

 Sam keeps calling Jack a "spaz." Everyone hears it, but nobody says anything. Sam thinks it's funny. Jack does walk differently, but it's because he has cerebral palsy, which affects how he moves.



# Describe what you would like done about it. Think about how the situation could be stopped or prevented.

Scenario:Nate is a 16 year old boy who is tired of seeing his classmate, Jack, get harrassed because of the way he walks.

#### Detail #2:

Sam shouldn't use that word because it's offensive. I could talk with Jack about how
he thinks I could help. Or maybe I could ask our teacher to talk about how words
can impact the way we view people. I can say something to Sam, but it would need
to be something that wouldn't make things worse for Jack. I could encourage others
to say something, too. No one deserves to be treated that way.



# What steps can you take to make that happen?

#### Include:

- Who could help?
- What they can do?
- What can you do?

Scenario: Nate is a 16 year old boy who is tired of seeing his classmate, Jack, get harrassed because of the way he walks.

#### Detail #3:

I should talk with my school counselor and ask him/ her what they think of my ideas.
 I could ask them if there is anything we do in class to show how much words can hurt others. If I can make a difference for Jack, then maybe others will figure out they can do something, too.

Create your Action Plan: By clicking here Action Plan

## Do I have Bullying Behavior?



- Does it make me feel better to hurt other people?
- Do I like to pick on people or take their things?
- Do I push people around to get my way?
- Do I ignore how other people feel if I say or do hurtful things to them?
- Do I embarrass others so people will think I'm cool?

# If you decide you are a bully, here are a few things you can do to change:

- Apologize to people you have bullied.
- If you have stolen any money or people's things, return them.
- Be friendly to people you have bullied.
- If you feel as if you're having trouble controlling your feelings, talk to a trusted adult.

\*\*Bullying can become a habit. The longer it goes on, the harder it is to stop. Many bullies grow up into adults who bully their families and friends. Now is the time to stop.\*\*



# Is My Child Bullying?



- Find out what happened!
  - Get what happened in their words
    - Role
    - Focus on them not others
- Encourage empathy
  - Place them in shoes of victim
    - How are they feeling/thinking?
    - "Just because something wouldn't bother you, doesn't mean it won't bother others."
- Help your child build accountability and responsibility.
- Try to get to the root of the bullying behavior.
- Be a role model.

http://www.pbs.org/parents/education/going-to-school/social/what-to-do-when-your-child-is-a-bully/

## Bystanders

#### What part do bystanders play in bullying?

- 1. Aware of bullying occurring
  - a. Physically seeing it
  - b. Hearing about it
- 2. Part of the problem
  - a. Don't tell anyone
  - b. Walk away
- 3. Part of the solution
  - a. Reach out to trusted adult
  - b. Intervene and speak out when appropriate



#### **Preventative Measures**

What can I do to prevent events like this from happening?

- 1. Stay involved
  - a. Communication
  - b. Model-Kindness/Respect
  - c. Accountability
- 2. Policies/Rules
  - a. Not acceptable
  - b. Creates a safe environment
- 3. Education
  - a. Parent Resources



## Digital Awareness for Parents

- Monitor social media sites, apps, and browsing history
- Review or reset your child's phone location and privacy settings
- Follow or friend your child on social media sites or have another trusted adult do so.
- Stay up-to-date on the latest apps, social media platforms, and digital slang used by children and teens
- Know your child's usernames and passwords for email and social media.
- Establish rules about appropriate digital behavior, content, and apps.

## Social Media Apps to be Aware of:





- PA Anti-Bullying Laws & Policies: <a href="https://www.stopbullying.gov/laws/pennsylvania.html">https://www.stopbullying.gov/laws/pennsylvania.html</a>
- PA Distance Learning Charter School Anti-Bullying: p. 25 <a href="http://docs.wixstatic.com/ugd/db2bea">http://docs.wixstatic.com/ugd/db2bea</a> afa2c0785d224735895cfa197d0dfe6d.pdf
- Action Plan: <a href="http://www.pacer.org/bullying/pdf/StudentActionPlan.pdf">http://www.pacer.org/bullying/pdf/StudentActionPlan.pdf</a>
- Cyber Bullying: What Parents Can do to Protect their Children: <a href="http://www.pacer.org/publications/bullypdf/BP-23.pdf">http://www.pacer.org/publications/bullypdf/BP-23.pdf</a>
- Social Media & Bullying: Using Technology to Keep Kids Safe: <a href="http://www.pacer.org/livestream/?wksp=2836FE85-C306-4AAA-909A-885E0B3EDE1F">http://www.pacer.org/livestream/?wksp=2836FE85-C306-4AAA-909A-885E0B3EDE1F</a>
- PA Bully Prevention Consultation Line, allows individuals to discuss effective strategies & resources to deal with school-based bullying at no cost. Parents/Guardians, Schools, & Students can leave a message 24/7 and will be returned M-Friday during normal business hours. 1-866-716-0424 <a href="http://www.education.pa.gov/Documents/K-12/Safe%20Schools/PA%20Bullying%20Consultation%20Line%20Poster.pdf">http://www.education.pa.gov/Documents/K-12/Safe%20Schools/PA%20Bullying%20Consultation%20Line%20Poster.pdf</a>



# Transitioning from Middle School to High School 9th Grade

# Today's Agenda

- Differences between 8<sup>th</sup> & 9<sup>th</sup> Grade
- High School Graduation Requirements
  - High School Class Credits
  - Typical 9<sup>th</sup> Grade Schedule
    - Keystone Exams
      - Questions?

### 8th Grade Students

<u>Classes</u> – Taking 5 classes that are selected for students.

<u>School Year</u> – Divided into 4 quarters with yearlong classes.

Credits – No High School
Credits are awarded for the
typical 8<sup>th</sup> grade classes.
Unless your student took a
World Language or Algebra.

<u>Preparation</u> – High School Academics

**Testing - PSSA Testing** 

### 9th Grade Students

<u>Classes</u> – Typically take 6 classes. You choose electives.

School Year – Divided into 2 semesters (Fall & Spring) with new classes each semester.

Credits – High school credits are awarded for passing high school classes. Need 22 high school credits in specific core subjects to graduate high school. Transcript begins and transfers school to school.

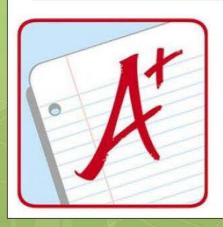
<u>Preparation</u> – Life after high school = college, work, etc.

**Testing** – Keystone Exams

| PDLCS Minimum Graduation Requirements                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                   |                    |                |                  |  |
|-----------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|--------------------|----------------|------------------|--|
| Course                                                                                        | 9                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 10                | 11                 | 12             |                  |  |
| English                                                                                       | 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 1                 | 1                  | 1              | 4                |  |
| All students must earn 4 credits of Eng                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                   |                    |                |                  |  |
| Mathematics All students must pass Algebra I - Colle mathematics including Geometry, Alge     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                   | 1<br>encouraged    | to take 4 cred | 3<br>dits of     |  |
| Science                                                                                       | 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 1                 | 1                  |                | 3                |  |
| Social Studies All students must take U.S. Governmer encouraged to take 4 credits of social s | The state of the s | 1<br>ry, and Geog | 1<br>graphy - Coll | ege bound s    | 3<br>tudents are |  |
| Business (Technology)                                                                         | 0.5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                   |                    |                | 0.5              |  |
| Physical Education                                                                            | 0.5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 0.5               |                    |                | 1                |  |
| World Language                                                                                | 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                   |                    |                | 1                |  |
| College bound students are encourage                                                          | d to take a m                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | ninimum of 2      | world langu        | age credits    |                  |  |
| Fine Arts (Music/Art)                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                   | 0.5                | 0.5            | 1                |  |
| Health                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                   | 0.5                |                | 0.5              |  |
| Electives (Student Choice)                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 1.5               | 1                  | 2              | 5.0              |  |
| TOTAL CREDITS                                                                                 | 6                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 6                 | 6                  | 4              | 22               |  |

## High School Credit & Grade Equivalents

| Number of Credits Earned | Grade Level Equivalent |
|--------------------------|------------------------|
| 0 – 5.49                 | 9 <sup>th</sup> Grade  |
| 5.5 – 10.99              | 10 <sup>th</sup> Grade |
| 11 – 16.49               | 11 <sup>th</sup> Grade |
| 16.5 – 22                | 12 <sup>th</sup> Grade |







# Sample Schedule

| LIVE LEARNING SCHEDULE |        |         |           |          |        |  |  |  |  |
|------------------------|--------|---------|-----------|----------|--------|--|--|--|--|
| CLASS NAME             | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |  |  |  |  |
| ALGEBRA 1B             | 9:00   | 101     | 9:00      | H        |        |  |  |  |  |
| BIOLOGY B              |        | 9:45    |           | 9:45     |        |  |  |  |  |
| PSYCHOLOGY             | 9:45   |         |           |          | 9:45   |  |  |  |  |
| WORLD HISTORY B        | 11:15  |         |           |          | 11:15  |  |  |  |  |
| SPANISH IB             |        |         | 1:15      |          | 1:15   |  |  |  |  |
| HONORS ENGLISH IB      |        | 2:00    |           | 2:00     |        |  |  |  |  |
| 9TH GRADE HOMEROOM     |        | 10:30   |           |          |        |  |  |  |  |

# Class Times

- One of the biggest differences between MS and HS is that classes are held anytime between 9-2.
- Office hours will stay the same at 2:45 for all HS teachers.
- Class is credit based. Students must pass classes to move from 9-10<sup>th</sup> grade.
- The year is broken into Semesters, credits for classes are issued at the end of the semester, not the end of the year.

## Schedules

- Classes meet twice a week for live learning classes. Classes are not always blocked together like they are now.
- Algebra, Biology and 10<sup>th</sup> Grade English meet 3 times a week.
- Homeroom- one teacher with counselor visits
- Counselor Corner- HS counselors transition 9-12.

| LIVE LEARNING SCHEDULE |        |           |           |          |        |  |  |  |  |
|------------------------|--------|-----------|-----------|----------|--------|--|--|--|--|
| CLASS NAME             | MONDAY | TUESDAY   | WEDNESDAY | THURSDAY | FRIDAY |  |  |  |  |
| ALGEBRA 1B             | 9:00   | "         | 9:00      | 100      |        |  |  |  |  |
| BIOLOGY B              |        | 9:45      |           | 9:45     |        |  |  |  |  |
| PSYCHOLOGY             | 9:45   |           |           |          | 9:45   |  |  |  |  |
| WORLD HISTORY B        | 11:15  |           |           |          | 11:15  |  |  |  |  |
| SPANISH IB             |        |           | 1:15      |          | 1:15   |  |  |  |  |
| HONORS ENGLISH IB      |        | 2:00 2:00 |           |          |        |  |  |  |  |
| 9TH GRADE HOMEROOM     |        |           | 10:30     |          |        |  |  |  |  |

# Similarities

- Different teacher for each subject.
- Teacher office hours at 2:45.
- Resource room and special education accommodations follow the student's IEP.
- Progress reports are still sent "Quarterly" but final report cards are issued at end of semester with credits for that semester.

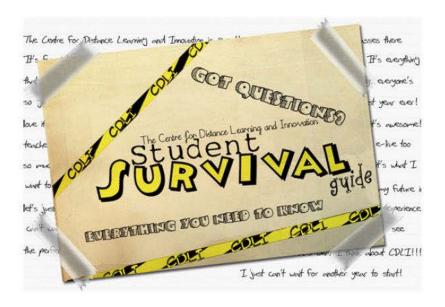
# **Keystone Exams**

- The Pennsylvania Department of Education (PDE) has now implemented a new test called <u>Keystone Exams</u>, which are <u>designed to measure course proficiency in academic</u> <u>content</u>.
- In accordance with the No Child Left Behind & Adequate Yearly Progress Requirements, Keystone <u>Exams will replace</u> <u>PSSA Tests</u>.
- Scoring Proficient or Advanced on a Keystone Exam is a <u>Graduation Requirement</u> in the following core subjects: <u>Algebra 1, Biology, and Literature (10<sup>th</sup> Grade English)</u>.

### Career Education and Work

- "CEW" requirements from PA Department of Education
- 11<sup>th</sup> Grade English requires Job Shadow
- 8<sup>th</sup> Grade- Career Pathway, Own It! And other lessons
- These continue and are very important as your student approaches 11<sup>th</sup> grade
- CEW Portfolio transfers from school to school if you were to leave PDLCS

# Questions???



### **Bully Prevention- AM Parent Session Attendance**

| First            | Last      | Email                   |      | Session    | Duration | Date      | Timestamp             |
|------------------|-----------|-------------------------|------|------------|----------|-----------|-----------------------|
| 1184311 Mr.      | Payne     | brandon.payne@padi:     | 2869 | K-6 Parent | 1:45:42  | 10/19/201 | 10/19/2018 09:18 AM   |
| 1183871 Tylessa  | Betters   | 78tylessa.betters@pa    | 2869 | K-6 Parent | 0:00:09  | 10/19/201 | 10/19/2018 07:36 AM   |
| 1183877 Jazmin   | Manherz   | 78jazmin.manherz@p      | 2869 | K-6 Parent | 0:05:09  | 10/19/201 | 10/19/2018 07:45 AM   |
| 1183883 Jazmin   | Manherz   | 78jazmin.manherz@p      | 2869 | K-6 Parent | 0:02:07  | 10/19/201 | 10/19/2018 07:47 AM   |
| 1184313 Miss     | Edwards   | brianna.edwards@pac     | 2869 | K-6 Parent | 1:22:41  | 10/19/201 | . 10/19/2018 09:18 AM |
| 1184271 Jaxen    | Kending   | 78jaxen.kending@pac     | 2869 | K-6 Parent | 1:18:38  | 10/19/201 | . 10/19/2018 09:14 AM |
| 1183905 Mary-Tan | n: Reed   | 78marytamsen.reed@      | 2869 | K-6 Parent | 0:00:13  | 10/19/201 | . 10/19/2018 07:59 AM |
| 1184125 Kevin    | Grisez    | 78kevin.grisez@padis    | 2869 | K-6 Parent | 1:01:22  | 10/19/201 | . 10/19/2018 09:01 AM |
| 1184219 Mary-Tan | n: Reed   | 78marytamsen.reed@      | 2869 | K-6 Parent | 1:07:21  | 10/19/201 | . 10/19/2018 09:09 AM |
| 1183913 John     | Smith     | 78john.smith@padista    | 2869 | K-6 Parent | 0:00:14  | 10/19/201 | . 10/19/2018 08:04 AM |
| 1183915 Jazmin   | Manherz   | 78jazmin.manherz@p      | 2869 | K-6 Parent | 0:00:06  | 10/19/201 | . 10/19/2018 08:05 AM |
| 1184315 Samuel   | Keller    | 78samuel.keller@pad     | 2869 | K-6 Parent | 1:13:08  | 10/19/201 | . 10/19/2018 09:18 AM |
| 1183959 Tylessa  | Betters   | 78tylessa.betters@pa    | 2869 | K-6 Parent | 0:15:10  | 10/19/201 | . 10/19/2018 08:23 AM |
| 1184309 Sophie   | Miller    | 78sophie.miller@padi    | 2869 | K-6 Parent | 1:09:15  | 10/19/201 | . 10/19/2018 09:18 AM |
| 1184233 Madison  | Hofer     | 78 madison.hofer@pa     | 2869 | K-6 Parent | 1:00:22  | 10/19/201 | . 10/19/2018 09:10 AM |
| 1184099 Jazmin   | Manherz   | 78jazmin.manherz@p      | 2869 | K-6 Parent | 0:47:12  | 10/19/201 | 10/19/2018 08:59 AM   |
| 1183939 Solara   | Gonzalez  | 78solara.gonzalez@pa    | 2869 | K-6 Parent | 0:00:07  | 10/19/201 | . 10/19/2018 08:12 AM |
| 1183975 Sufyaan  | Savage    | 78sufyaan.savage@pa     | 2869 | K-6 Parent | 0:14:49  | 10/19/201 | . 10/19/2018 08:31 AM |
| 1184287 Tylessa  | Betters   | 78 tylessa. betters@pa  | 2869 | K-6 Parent | 0:35:53  | 10/19/201 | 10/19/2018 09:16 AM   |
| 1184317 Brody    | Umstead   | 78brody.umstead@pa      | 2869 | K-6 Parent | 0:31:01  | 10/19/201 | . 10/19/2018 09:18 AM |
| 1184293 Isaiah   | Middlebro | 78isaiah.middlebrook    | 2869 | K-6 Parent | 0:26:40  | 10/19/201 | . 10/19/2018 09:16 AM |
| 1184069 Jashua   | Wilson-Wl | 78 jashua. wilson white | 2869 | K-6 Parent | 0:00:24  | 10/19/201 | . 10/19/2018 08:52 AM |
| 1184301 Jashua   | Wilson-Wl | 78 jashua. wilson white | 2869 | K-6 Parent | 0:25:02  | 10/19/201 | . 10/19/2018 09:17 AM |
| 1184183 Ariellah | Fouron    | 78ariellah.fouron@pa    | 2869 | K-6 Parent | 0:05:43  | 10/19/201 | . 10/19/2018 09:05 AM |
| 1184319 Jazmin   | Manherz   | 78jazmin.manherz@p      | 2869 | K-6 Parent | 0:14:30  | 10/19/201 | . 10/19/2018 09:18 AM |
| 1184209 Ariellah | Fouron    | 78ariellah.fouron@pa    | 2869 | K-6 Parent | 0:00:43  | 10/19/201 | 10/19/2018 09:08 AM   |
| 1184321 Jashua   | Wilson-Wl | 78 jashua. wilson white | 2869 | K-6 Parent | 0:00:26  |           | 10/19/2018 09:18 AM   |
| 1186119 Gian     | Troiani   | 78gian.troiani@padist   | 2869 | K-6 Parent | 0:12:33  |           | 10/19/2018 10:44 AM   |
| 1186075 Tasselin | Seals     | 78tasselin.seals@padi   | 2869 | K-6 Parent | 0:00:15  | 10/19/201 | 10/19/2018 10:40 AM   |

### **Bullying Prevention- Afternoon Parent Session**

| First             | Last       | Email                            |      | Session    | Duration | Date      | Timestamp           |
|-------------------|------------|----------------------------------|------|------------|----------|-----------|---------------------|
| 1188011 Madison   | Hofer      | 78madison.hofer@pa               | 2869 | K-6 Parent | 0:38:57  | 10/19/201 | 10/19/2018 12:32 PM |
| 1187949 Gian      | Troiani    | 78gian.troiani@padist            | 2869 | K-6 Parent | 0:11:59  | 10/19/201 | 10/19/2018 12:10 PM |
| 1187967 Gian      | Troiani    | 78gian.troiani@padist            | 2869 | K-6 Parent | 0:11:05  | 10/19/201 | 10/19/2018 12:21 PM |
| 1188719 Sophie    | Miller     | 78sophie.miller@padi             | 2869 | K-6 Parent | 1:12:33  | 10/19/201 | 10/19/2018 01:51 PM |
| 1188571 Madison   | Hofer      | 78madison.hofer@pa               | 2869 | K-6 Parent | 0:41:52  | 10/19/201 | 10/19/2018 01:26 PM |
| 1188913 Bryon     | Newman     | 78bryon.newman@pa                | 2869 | K-6 Parent | 1:19:03  | 10/19/201 | 10/19/2018 02:11 PM |
| 1188933 Ariana    | Price      | 78ariana.price@padis             | 2869 | K-6 Parent | 1:18:52  | 10/19/201 | 10/19/2018 02:12 PM |
| 1188935 Mr.       | Payne      | brandon.payne@padi:              | 2869 | K-6 Parent | 1:18:26  | 10/19/201 | 10/19/2018 02:12 PM |
| 1188937 Miss      | Edwards    | brianna.edwards@pac              | 2869 | K-6 Parent | 1:18:25  | 10/19/201 | 10/19/2018 02:12 PM |
| 1188599 Dallus    | Langley    | 78dallus.langley@pad             | 2869 | K-6 Parent | 0:34:35  | 10/19/201 | 10/19/2018 01:31 PM |
| 1188157 Makhi     | Berrian    | 78makhi.berrian@pac              | 2869 | K-6 Parent | 0:02:09  | 10/19/201 | 10/19/2018 01:00 PM |
| 1188193 Michael   | Dawson-N   | 178michael.dawsonmit             | 2869 | K-6 Parent | 0:03:04  | 10/19/201 | 10/19/2018 01:03 PM |
| 1188869 Zaki      | Bounds     | 78zaki.bounds@padis              | 2869 | K-6 Parent | 1:04:37  | 10/19/201 | 10/19/2018 02:05 PM |
| 1188177 Ariellah  | Fouron     | 78ariellah.fouron@pa             | 2869 | K-6 Parent | 0:00:55  | 10/19/201 | 10/19/2018 01:02 PM |
| 1188611 Zaire     | Griffin    | 78zaire.griffin@padist           | 2869 | K-6 Parent | 0:32:08  | 10/19/201 | 10/19/2018 01:34 PM |
| 1188537 Trynashia | Keener     | 78trynashia.keener@ <sub>l</sub> | 2869 | K-6 Parent | 0:20:10  | 10/19/201 | 10/19/2018 01:23 PM |
| 1188689 Saraiya   | Robinson   | 78saraiya.robinson@r             | 2869 | K-6 Parent | 0:44:09  | 10/19/201 | 10/19/2018 01:48 PM |
| 1188263 Nathaniel | Bowes      | 78nathaniel.bowes@r              | 2869 | K-6 Parent | 0:00:28  | 10/19/201 | 10/19/2018 01:09 PM |
| 1188831 Aasim     | Davis      | 78aasim.davis@padist             | 2869 | K-6 Parent | 0:50:05  | 10/19/201 | 10/19/2018 01:59 PM |
| 1188879 Nathaniel | Bowes      | 78nathaniel.bowes@r              | 2869 | K-6 Parent | 0:57:01  | 10/19/201 | 10/19/2018 02:07 PM |
| 1188907 Aden      | Bechtold   | 78aden.bechtold@pa               | 2869 | K-6 Parent | 0:59:54  | 10/19/201 | 10/19/2018 02:10 PM |
| 1188883 Grace     | Allshouse  | 78grace.allshouse@pរ             | 2869 | K-6 Parent | 0:56:39  | 10/19/201 | 10/19/2018 02:07 PM |
| 1188597 Suairah   | Robinson   | 78suairah.robinson@¡             | 2869 | K-6 Parent | 0:19:49  | 10/19/201 | 10/19/2018 01:30 PM |
| 1188365 Seth      | Wazelle    | 78seth.wazelle@padis             | 2869 | K-6 Parent | 0:01:24  | 10/19/201 | 10/19/2018 01:12 PM |
| 1188851 Noah      | Burnswort  | : 78noah.burnsworth@             | 2869 | K-6 Parent | 0:49:58  | 10/19/201 | 10/19/2018 02:01 PM |
| 1188437 Autumn    | Archer Jor | 78autumn.archerjone              | 2869 | K-6 Parent | 0:03:10  | 10/19/201 | 10/19/2018 01:14 PM |
| 1188467 Quaadir   | Berrian    | 78quaadir.berrian@pa             | 2869 | K-6 Parent | 0:04:51  | 10/19/201 | 10/19/2018 01:16 PM |
| 1188449 Savannah  | Griffin    | 78savannah.griffin@p             | 2869 | K-6 Parent | 0:03:51  | 10/19/201 | 10/19/2018 01:15 PM |
| 1188535 Zachary   | Kuklinski  | 78zachary.kuklinski@ן            | 2869 | K-6 Parent | 0:11:23  | 10/19/201 | 10/19/2018 01:23 PM |
| 1188545 Jesse     | English    | 78jesse.english@padi:            | 2869 | K-6 Parent | 0:12:39  | 10/19/201 | 10/19/2018 01:24 PM |

| 1188463 Makhi     | Berrian    | 78makhi.berrian@pac              | 2869 K-6 Parent 0:03:06 | 10/19/201 10/19/2018 01:15 PM |
|-------------------|------------|----------------------------------|-------------------------|-------------------------------|
| 1188849 Izeemh    | Brown      | 78izeemh.brown@pac               | 2869 K-6 Parent 0:47:50 | 10/19/201 10/19/2018 02:00 PM |
| 1188623 Kimberly  | Roane      | 78kimberly.roane@pa              | 2869 K-6 Parent 0:27:43 | 10/19/201 10/19/2018 01:41 PM |
| 1188451 Colton    | Rhoades    | 78colton.rhoades@pa              | 2869 K-6 Parent 0:01:31 | 10/19/201 10/19/2018 01:15 PM |
| 1188543 Autumn    | Archer Jon | 78autumn.archerjone              | 2869 K-6 Parent 0:09:13 | 10/19/201 10/19/2018 01:24 PM |
| 1188497 Makhi     | Berrian    | 78makhi.berrian@pac              | 2869 K-6 Parent 0:01:28 | 10/19/201 10/19/2018 01:17 PM |
| 1188609 Savannah  | Griffin    | 78savannah.griffin@p             | 2869 K-6 Parent 0:17:45 | 10/19/201 10/19/2018 01:34 PM |
| 1188901 Samir     | Muhamma    | 78samir.muhammad@                | 2869 K-6 Parent 0:51:00 | 10/19/201 10/19/2018 02:07 PM |
| 1188939 Trynashia | Keener     | 78trynashia.keener@ <sub>l</sub> | 2869 K-6 Parent 0:48:30 | 10/19/201 10/19/2018 02:12 PM |
| 1188859 Autumn    | Archer Jon | 78autumn.archerjone              | 2869 K-6 Parent 0:37:25 | 10/19/201 10/19/2018 02:02 PM |
| 1188891 Kelly     | Woods      | 78kelly.woods@padis              | 2869 K-6 Parent 0:39:42 | 10/19/201 10/19/2018 02:08 PM |
| 1188683 Madison   | Hofer      | 78madison.hofer@pa               | 2869 K-6 Parent 0:16:56 | 10/19/201 10/19/2018 01:48 PM |
| 1188899 Suairah   | Robinson   | 78suairah.robinson@រុ            | 2869 K-6 Parent 0:36:59 | 10/19/201 10/19/2018 02:08 PM |
| 1188645 Dallus    | Langley    | 78dallus.langley@pad             | 2869 K-6 Parent 0:10:36 | 10/19/201 10/19/2018 01:44 PM |
| 1188739 Dallus    | Langley    | 78dallus.langley@pad             | 2869 K-6 Parent 0:06:42 | 10/19/201 10/19/2018 01:53 PM |
| 1188873 Saraiya   | Robinson   | 78saraiya.robinson@r             | 2869 K-6 Parent 0:16:32 | 10/19/201 10/19/2018 02:05 PM |
| 1188863 Solara    | Gonzalez   | 78solara.gonzalez@pa             | 2869 K-6 Parent 0:12:09 | 10/19/201 10/19/2018 02:03 PM |
| 1188877 Sophie    | Miller     | 78sophie.miller@padi             | 2869 K-6 Parent 0:12:27 | 10/19/201 10/19/2018 02:07 PM |
| 1188921 Alanie    | Medina     | 78alanie.medina@pac              | 2869 K-6 Parent 0:14:18 | 10/19/201 10/19/2018 02:12 PM |
| 1188897 Saraiya   | Robinson   | 78saraiya.robinson@r             | 2869 K-6 Parent 0:02:52 | 10/19/201 10/19/2018 02:08 PM |
| 1189313 Tamari    | Jacobs     | 78tamari.jacobs@pad              | 2869 K-6 Parent 0:21:03 | 10/19/201 10/19/2018 03:06 PM |
| 1189253 Miracle   | Dawson-N   | 178 miracle. daws on mit         | 2869 K-6 Parent 0:01:35 | 10/19/201 10/19/2018 02:53 PM |
| 1189261 Jidmary   | Ruiz       | 78jidmary.ruiz@padis             | 2869 K-6 Parent 0:00:28 | 10/19/201 10/19/2018 02:55 PM |
| 1189267 Jidmary   | Ruiz       | 78jidmary.ruiz@padis             | 2869 K-6 Parent 0:00:12 | 10/19/201 10/19/2018 02:55 PM |
|                   |            |                                  |                         |                               |

### September 2018 Parent Involvement Attendance - Title One Schoolwide Presentation

| •                  | involvement Attendance - Title One Ochoowit                              |                                    |                               |       |
|--------------------|--------------------------------------------------------------------------|------------------------------------|-------------------------------|-------|
| Timestamp          | Email Address                                                            | Your Family Name                   | What Grade(s) is/are y        | our   |
| 9/4/2018 9:09:18   | marna.furman@padistance.org                                              | Kimberly Le                        | 5th & 9th                     |       |
| 9/4/2018 17:27:03  | 78natalie.cheatham@padistance.org                                        | chantae lumpkins                   | 3rd and 6th                   |       |
| 9/5/2018 13:37:15  | 5 21sheyla.roque@padistance.org                                          | sheyla carrasquilloxavier          | 7th and 9th                   |       |
| 9/5/2018 16:26:21  | 78kayla.klepsch@padistance.org                                           | Kayla Klepsch                      | 12th                          |       |
| 9/10/2018 14:46:22 | 21matthew.parker@padistance.org                                          | Parker                             |                               | 3     |
| 9/11/2018 8:46:01  | andrew.mayle@padistance.org                                              | Snyder                             |                               | 3     |
| 9/11/2018 12:57:15 | 21nelida.martin@padistance.org                                           | Nelida Martin                      | Kindergarten                  |       |
| 9/11/2018 13:58:20 | andrew.mayle@padistance.org                                              | Forsythe                           |                               | 5     |
| 9/11/2018 18:19:39 | 78natalya.woodell@padistance.org                                         | Woodell                            |                               | 3     |
| 9/11/2018 18:21:05 | 78jaiden.titus@padistance.org                                            | jaiden titus Destanee Rob          | ŧ                             | 3     |
| 9/11/2018 18:24:25 | 78alondra.adame@padistance.org                                           | Adames Family                      |                               | 8     |
| 9/11/2018 18:32:18 | 21meaghan.bowden@padistance.org                                          | irwin                              | k                             |       |
| 9/11/2018 18:34:12 | ? 78tyler.muniz@padistance.org                                           | Jaclyn muniz                       | Skyler 2nd, tyler 1st         |       |
| 9/11/2018 18:57:09 | 78braedan.coates@padistance.org                                          | Coates                             | third                         |       |
| 9/17/2018 12:36:55 | 21tasha.miss@padistance.org                                              | Davis                              | 6th                           |       |
| 9/18/2018 12:33:24 | 78tinisha.loud@padistance.org                                            | tinisha loud                       |                               | 12    |
| 9/18/2018 13:00:30 | 78everett.peterson@padistance.org                                        | Peterson                           | 136                           |       |
| 9/18/2018 13:00:49 | 21noemi.pate@padistance.org                                              | Menendez/Pate                      |                               | 5     |
| 9/18/2018 18:20:16 | i 21jody.logan@padistance.org                                            | The Logans                         | 9th                           |       |
| 9/20/2018 14:07:49 | 78darryn.hobson@padistance.org                                           | Hobson                             | 12th                          |       |
| 9/24/2018 10:30:05 | 78ariellah.fouron@padistance.org                                         | fouron                             | st1                           |       |
| 9/24/2018 14:50:59 | 78tasselin.seals@padistance.org                                          | Seals                              | Second grade                  |       |
|                    | 78kashief.muhammad@padistance.org                                        | Ahmurri Johnson                    | Kindergarden                  |       |
|                    | ? 78roganita.wade@padistance.org                                         | wade family                        | 3rd and 7th                   |       |
|                    | 78alaina.greco@padistance.org                                            | Greco                              | 3rd grade                     | 40    |
|                    | 3 21heather.clougherty@padistance.org                                    | Heather Cloughertry saunders smith | kindergerten and firet s      | 10    |
|                    | 78zachery.saunders@padistance.org<br>21germaine.cottom@padistance.org    | Cottom Wagner                      | kindergarten and first of 1st | grade |
|                    | 7.2 rgermanie.co.tom@padistance.org<br>9.78matthew.grisez@padistance.org | grisez                             | 5 and 6                       |       |
|                    | 7 76thatthew.gnsez@padistance.org<br>7 78tyler.segura@padistance.org     | segura                             | 3rd                           |       |
|                    | ? 78antonio.martin@padistance.org                                        | Nelida Martn                       | kindergarten                  |       |
|                    | ? 78madyson.brewer@padistance.org                                        | brewer                             | 3rd and 6th                   |       |
|                    | 78jaxen.kending@padistance.org                                           | reed                               | 3 5                           |       |
|                    | 78karen.wallck@padistance.org                                            | Wallck Family                      |                               | 11    |
|                    | =                                                                        |                                    |                               |       |

### Export

### **Transition to HS Parent Meeting Attendance**

| ld | First Name            | Last Name | Email           | Company        | Session | ID   | Session title  | Duration (hh:r | Joined At  | Left At     |            |
|----|-----------------------|-----------|-----------------|----------------|---------|------|----------------|----------------|------------|-------------|------------|
|    | 1789497 Katie         | Griffith  | katie.griffith@ | padistance.org |         | 2427 | Ms. Griffith's | (1:26:04       | 05/28/2019 | 0205/28/201 | 9 03:36 PM |
|    | 1789071 Mobile Gues   | t         |                 |                |         | 2427 | Ms. Griffith's | (0:05:17       | 05/28/2019 | 0205/28/201 | 9 02:16 PM |
|    | 1789057 Mobile Gues   | t         |                 |                |         | 2427 | Ms. Griffith's | (0:00:12       | 05/28/2019 | 0205/28/201 | 9 02:13 PM |
|    | 1789399 Mobile Gues   | t         |                 |                |         | 2427 | Ms. Griffith's | (0:50:42       | 05/28/2019 | 0205/28/201 | 9 03:23 PM |
|    | 1789395 Stella Girard |           | 21stella.girare | d@padistance.  |         | 2427 | Ms. Griffith's | (0:38:46       | 05/28/2019 | 0205/28/201 | 9 03:23 PM |
|    | 1789499 Mobile Gues   | t         |                 |                |         | 2427 | Ms. Griffith's | (0:49:55       | 05/28/2019 | 0205/28/201 | 9 03:37 PM |
|    | 1789569 teresa        |           | 21teresa.allsl  | house@padista  | }       | 2427 | Ms. Griffith's | (0:03:57       | 05/29/2019 | 0705/29/201 | 9 08:01 AM |