Pennsylvania Distance Learning CS

Charter Annual Report

07/01/2015 - 06/30/2016
# School Profile

## Demographics

2100 Corporate Drive  
Suite 500  
Wexford, PA 15090  
(724)933-7300

<table>
<thead>
<tr>
<th>Phase</th>
<th>Phase 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>CEO Name:</td>
<td>Patricia Rossetti</td>
</tr>
<tr>
<td>CEO E-mail address:</td>
<td><a href="mailto:patricia.rossetti@padistance.org">patricia.rossetti@padistance.org</a></td>
</tr>
</tbody>
</table>
Governance and Staff

Leadership Changes

Leadership changes during the past year on the Board of Trustees and in the school administration:

The Principal position was vacated in December 2015 and filled in March 2016. The change occurred in an effort to provide greater levels of data when forming decisions with respect to the school’s academic and professional education programs. A hiring committee was formed consisting of one board member, two teachers (nominated and voted on by their peers); the Directors of Student Services, Special Education, and Technology, the Executive Assistant, and Chief Executive Officer.

Hiring Committee Process:

1. Posted position on Pa-Educator.net and on the school's public website
2. Online survey of staff seeking volunteers to be on the hiring committee
3. Online voting by staff for hiring committee
4. Online needs assessment survey of staff for the new principal
5. Review of staff input and development of initial resume/application review rubric to narrow field of applicants to ten
6. Held Google Hangout presentation of a leadership scenario with the top ten candidates using a rubric developed by the committee
7. Committee developed in-person interview questions and scoring rubric
8. Held in-person interviews of 7 candidates
9. References and clearance checks
10. CEO met individually with the top 3 candidates and provided feedback to the committee
11. Committee recommendation sent to board
12. Board approved hiring in March open meeting

Board of Trustees Meeting Schedule

<table>
<thead>
<tr>
<th>Location</th>
<th>Date and Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>2100 Corporate Drive, Suite 500, Wexford, PA 15090</td>
<td>9/8/2015 4:00 PM</td>
</tr>
<tr>
<td>2100 Corporate Drive, Suite 500, Wexford, PA 15090</td>
<td>12/7/2015 4:00 PM</td>
</tr>
<tr>
<td>2100 Corporate Drive, Suite 500, Wexford, PA 15090</td>
<td>2/29/2016 4:00 PM</td>
</tr>
<tr>
<td>2100 Corporate Drive, Suite 500, Wexford, PA 15090</td>
<td>5/17/2016 4:00 PM</td>
</tr>
</tbody>
</table>
Professional Staff Member Roster

There are no professional staff members.

The professional staff member roster as recorded originally on the PDE-414 form XLSX file uploaded.

Quality of Teaching and Other Staff

<table>
<thead>
<tr>
<th>Position Categories</th>
<th>All Employed per Category</th>
<th>Appropriately Certified</th>
<th>Promoted</th>
<th>Transferred</th>
<th>Terminated</th>
<th>Contracted for Following Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chief Executive Officer</td>
<td>1.00</td>
<td>1.00</td>
<td></td>
<td></td>
<td></td>
<td>1.00</td>
</tr>
<tr>
<td>Principal</td>
<td>1.00</td>
<td>1.00</td>
<td></td>
<td></td>
<td></td>
<td>1.00</td>
</tr>
<tr>
<td>Assistant Principal</td>
<td>0.00</td>
<td>0.00</td>
<td></td>
<td></td>
<td></td>
<td>0.00</td>
</tr>
<tr>
<td>Classroom Teacher (including Master Teachers)</td>
<td>23.00</td>
<td>23.00</td>
<td></td>
<td></td>
<td></td>
<td>23.00</td>
</tr>
<tr>
<td>Specialty Teacher (including Master Teachers)</td>
<td>4.00</td>
<td>4.00</td>
<td></td>
<td></td>
<td></td>
<td>4.00</td>
</tr>
<tr>
<td>Special Education Teacher (including Master Teachers)</td>
<td>5.00</td>
<td>5.00</td>
<td></td>
<td></td>
<td></td>
<td>5.00</td>
</tr>
<tr>
<td>Special Education Coordinator</td>
<td>1.00</td>
<td>1.00</td>
<td></td>
<td></td>
<td></td>
<td>1.00</td>
</tr>
<tr>
<td>Counselor</td>
<td>1.00</td>
<td>1.00</td>
<td></td>
<td></td>
<td></td>
<td>1.00</td>
</tr>
<tr>
<td>Psychologist</td>
<td>0.00</td>
<td>0.00</td>
<td></td>
<td></td>
<td></td>
<td>0.00</td>
</tr>
<tr>
<td>School Nurse</td>
<td>0.00</td>
<td>0.00</td>
<td></td>
<td></td>
<td></td>
<td>0.00</td>
</tr>
<tr>
<td>Totals</td>
<td>36.00</td>
<td>36.00</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>36.00</td>
</tr>
</tbody>
</table>

Further explanation:

This narrative is empty.
Fiscal Matters

**Major Fundraising Activities**

Major fundraising activities performed this year and planned for next year:

The school did not conduct fundraising activities in the 2015-16 school year. There are no plans for major fundraising activities in the 2016-17 school year.

**Fiscal Solvency Policies**

Changes to policies and procedures to ensure and monitor fiscal solvency:

The school did not make any changes to policies or procedures during the 2015-16 school year. The school board adopts an annual budget in June prior to the upcoming fiscal year. All purchasing and expense allocations throughout the fiscal year must align with the budget. The administration and board monitors fiscal activity, as related to the annual budget on a monthly basis.

Monthly financial reporting includes the following information:

- Comparative Balance Sheet with dates as of the last fiscal year end and the most recent month end.
- Budget versus Actual for the month period ending as of the most recent month end.
- End of year projections versus the annual budget.
- Accounts Receivable as of the most recent month end.

**Fiscal Solvency Policies**

Charter School documents that describe policies and procedures that have been established to ensure and monitor fiscal solvency (optional if described in the narrative)

*No files have been uploaded.*

**Accounting System**

Changes to the accounting system the charter school uses:

No changes were made to the accounting system. The school continues to contract with Charter Choices, Inc. to provide business services to the school including accounts payable, receivable, and financial reporting.
Preliminary Statements of Revenues, Expenditures & Fund Balances

The completed and CEO signed Fiscal Template – Preliminary Statements of Revenues, Expenditures & Fund Balances

PDF file uploaded.

Financial Audits

Basics

Audit Firm: Hill, Barth & King CPAs & Consultants
Date of Last Audit: 06/30/2015
Fiscal Year Last Audited: 2014-15

Explanation of the Report

Detailed explanation of the report (if the previous year’s report has been submitted.) Any audit report for a school year that precedes this annual report by more than 2 years is not acceptable and may be considered a material violation:

Hill, Barth & King CPAs and Consultants audited the financial statements of the governmental activities of the General Fund of Pennsylvania Distance Learning Charter School as of and for the year ending June 30, 2015 as outlined in the attached auditor's report.

Financial Audit Report

The Financial Audit Report, which should include the auditor’s opinion and any findings resulting from the audit

PDF file uploaded.

Citations

Financial audit citations and the corresponding Charter School responses

<table>
<thead>
<tr>
<th>Description</th>
<th>Response</th>
</tr>
</thead>
</table>

Federal Programs Consolidated Review

Basics

Title I Status: Yes
Date of Last Federal Programs Consolidated Review: 05/06/2016
School Year Reviewed: 2014-15

Federal Programs Consolidated Review Report

The Federal Programs Consolidated Review Report, which should include the Division’s opinion and any findings resulting from the audit

PDF file uploaded.

Citations

Federal Programs Consolidated Review citations and the corresponding Charter School responses

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<th>Response</th>
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Special Education

Chapter 711 Assurances

The LEA agrees to comply with all requirements of Special Education outlined in 22 PA Code Chapter 711 and other state and federal mandates. These include:

Implementation of a full range of services, programs and alternative placements available to the Charter School for placement and implementation of the special education programs in the Charter School.

Implementation of a child find system to locate, identify and evaluate young children and children who are thought to be a child with a disability eligible for special education residing within the Charter School's jurisdiction. Child find data is collected, maintained and used in decision-making. Child find process and procedures are evaluated for their effectiveness. The Charter School implements mechanisms to disseminate child find information to the public, organizations, agencies and individuals on at least an annual basis.

Assurances of students with disabilities are included in general education programs and extracurricular and non-academic programs and activities to the maximum extent appropriate in accordance with an Individualized Education Program.

Following the state and federal guidelines for participation of students with disabilities in state and Charter School-wide assessments including the determination of participation, the need for accommodations and the methods of assessing students for whom regular assessment is not appropriate.

Assurance of funds received through participation in the medical assistance reimbursement program, ACCESS, will be used to enhance or expand the current level of services and programs provided to students with disabilities in this local education agency.

Special Education Support Services

<table>
<thead>
<tr>
<th>Support Service</th>
<th>Location</th>
<th>Teacher FTE</th>
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</thead>
<tbody>
<tr>
<td>Special Education Assistant</td>
<td>Pennsylvania Distance Learning Charter School</td>
<td>0.5</td>
</tr>
<tr>
<td>Special Education Director</td>
<td>Pennsylvania Distance Learning Charter School</td>
<td>1</td>
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</table>

Special Education Contracted Services

<table>
<thead>
<tr>
<th>Title</th>
<th>Amt. of Time per Week</th>
<th>Operator</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Connecting the Pieces</td>
<td>12 Hours</td>
<td>Outside Contractor</td>
<td>10 or fewer</td>
</tr>
<tr>
<td>Delta T</td>
<td>4 Hours</td>
<td>Outside Contractor</td>
<td>26</td>
</tr>
<tr>
<td>Service Provider</td>
<td>Hours</td>
<td>Contractor Type</td>
<td>Hours Limit</td>
</tr>
<tr>
<td>------------------------------------------</td>
<td>---------</td>
<td>----------------------</td>
<td>-------------</td>
</tr>
<tr>
<td>DMJ Transportation</td>
<td>10 Hours</td>
<td>Outside Contractor</td>
<td>10 or fewer</td>
</tr>
<tr>
<td>Frye Transportation</td>
<td>10 Hours</td>
<td>Outside Contractor</td>
<td>10 or fewer</td>
</tr>
<tr>
<td>Invision Human Services</td>
<td>6 Hours</td>
<td>Outside Contractor</td>
<td>10 or fewer</td>
</tr>
<tr>
<td>Presence Learning</td>
<td>20 Hours</td>
<td>Outside Contractor</td>
<td>48</td>
</tr>
<tr>
<td>School Psychologist</td>
<td>3 Hours</td>
<td>Outside Contractor</td>
<td>52</td>
</tr>
<tr>
<td>Therapy Source</td>
<td>3.5 Hours</td>
<td>Outside Contractor</td>
<td>13</td>
</tr>
<tr>
<td>Western Pennsylvania School for the Blind</td>
<td>0.25 Hours</td>
<td>Outside Contractor</td>
<td>10 or fewer</td>
</tr>
</tbody>
</table>

**Special Education Cyclical Monitoring**

Date of Last Special Education Cyclical Monitoring: 01/09/2013
Link to Report (Optional): Not Provided

**Special Education Cyclical Monitoring Report**

The Special Education Cyclical Monitoring Report, which should include the Bureau’s findings

*PDF file uploaded.*
Special Education Personnel Development

**Transition Indicator 13 Training**
An overview of Indicator 13 requirements, implementation, and monitoring.

<table>
<thead>
<tr>
<th>Person Responsible</th>
<th>Director of Special Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Start Date</td>
<td>10/1/2015</td>
</tr>
<tr>
<td>End Date</td>
<td>6/30/2017</td>
</tr>
<tr>
<td>Program Areas</td>
<td>Special Education</td>
</tr>
<tr>
<td>Hours Per Session</td>
<td>3.5</td>
</tr>
<tr>
<td># of Sessions</td>
<td>1</td>
</tr>
<tr>
<td># of Participants Per Session</td>
<td>1</td>
</tr>
<tr>
<td>Provider</td>
<td>Allegheny Intermediate Unit #3</td>
</tr>
<tr>
<td>Provider Type</td>
<td>IU</td>
</tr>
<tr>
<td>PDE Approved</td>
<td>No</td>
</tr>
<tr>
<td>Knowledge Gain</td>
<td>Not Provided</td>
</tr>
<tr>
<td>Research &amp; Best Practices Base</td>
<td>Not Provided</td>
</tr>
<tr>
<td>For classroom teachers, school counselors and education specialists</td>
<td>Empowers educators to work effectively with parents and community partners.</td>
</tr>
<tr>
<td>For school or LEA administrators, and other educators seeking leadership roles</td>
<td>Provides leaders with the ability to access and use appropriate data to inform decision-making.</td>
</tr>
<tr>
<td>Training Format</td>
<td>Offsite Conferences</td>
</tr>
<tr>
<td>Participant Roles</td>
<td>Other educational specialists</td>
</tr>
</tbody>
</table>
| Grade Levels             | Elementary - Primary (preK - grade 1)  
                          | Elementary - Intermediate (grades 2-5)  
                          | Middle (grades 6-8)  
                          | High (grades 9-12)    |
| Follow-up Activities     | Joint planning period activities |
| Evaluation Methods       | Review of IEP goals, transitions activities, and progress monitoring |

**Transition Training**
Took a detailed look at each teachers’ IEP, to ensure all components of the IEP were addressed in relation to the transition plan.

<table>
<thead>
<tr>
<th>Person Responsible</th>
<th>Director of Special Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Start Date</td>
<td>10/1/2015</td>
</tr>
<tr>
<td>End Date</td>
<td>6/30/2017</td>
</tr>
<tr>
<td>Program Areas</td>
<td>Special Education</td>
</tr>
<tr>
<td>Hours Per Session</td>
<td>2</td>
</tr>
<tr>
<td><strong># of Sessions</strong></td>
<td>2</td>
</tr>
<tr>
<td>--------------------</td>
<td>---</td>
</tr>
<tr>
<td><strong># of Participants Per Session</strong></td>
<td>5</td>
</tr>
<tr>
<td><strong>Provider</strong></td>
<td>Allegheny Intermediate Unit #3</td>
</tr>
<tr>
<td><strong>Provider Type</strong></td>
<td>IU</td>
</tr>
<tr>
<td><strong>PDE Approved</strong></td>
<td>Yes</td>
</tr>
<tr>
<td><strong>Knowledge Gain</strong></td>
<td>Not Provided</td>
</tr>
<tr>
<td><strong>Research &amp; Best Practices Base</strong></td>
<td>Not Provided</td>
</tr>
<tr>
<td><strong>For classroom teachers, school counselors and education specialists</strong></td>
<td>Empowers educators to work effectively with parents and community partners.</td>
</tr>
<tr>
<td><strong>For school or LEA administrators, and other educators seeking leadership roles</strong></td>
<td>Provides leaders with the ability to access and use appropriate data to inform decision-making.</td>
</tr>
<tr>
<td><strong>Training Format</strong></td>
<td>Series of Workshops Podcast</td>
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<tr>
<td><strong>Participant Roles</strong></td>
<td>Other educational specialists</td>
</tr>
<tr>
<td><strong>Grade Levels</strong></td>
<td>Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)</td>
</tr>
<tr>
<td><strong>Follow-up Activities</strong></td>
<td>Writing of individualized transition goals, activities, and progress monitoring in the student's IEP.</td>
</tr>
<tr>
<td><strong>Evaluation Methods</strong></td>
<td>Review of IEP goals, transitions activities, and progress monitoring</td>
</tr>
</tbody>
</table>

**IDEA for Charter Schools**
Overview on Chapter 14 and 711 and how the differ.

<table>
<thead>
<tr>
<th><strong>Person Responsible</strong></th>
<th>Chief Executive Officer</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Start Date</strong></td>
<td>1/22/2016</td>
</tr>
<tr>
<td><strong>End Date</strong></td>
<td>6/30/2017</td>
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<td><strong>Program Areas</strong></td>
<td>Special Education</td>
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<td>1</td>
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<tr>
<td><strong># of Participants Per Session</strong></td>
<td>2</td>
</tr>
<tr>
<td><strong>Provider</strong></td>
<td>PaTTAN</td>
</tr>
<tr>
<td><strong>Provider Type</strong></td>
<td>PaTTAN</td>
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<tr>
<td><strong>PDE Approved</strong></td>
<td>Yes</td>
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<tr>
<td><strong>Knowledge Gain</strong></td>
<td>Not Provided</td>
</tr>
<tr>
<td><strong>Research &amp; Best Practices Base</strong></td>
<td>Not Provided</td>
</tr>
<tr>
<td><strong>For classroom teachers, school counselors and education specialists</strong></td>
<td>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</td>
</tr>
<tr>
<td><strong>For school or LEA administrators, and other educators seeking leadership roles</strong></td>
<td>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</td>
</tr>
<tr>
<td><strong>Training Format</strong></td>
<td>Offsite Conferences</td>
</tr>
<tr>
<td>Participant Roles</td>
<td>Supt / Ast Supts / CEO / Ex Dir Other educational specialists</td>
</tr>
<tr>
<td>-------------------</td>
<td>---------------------------------------------------------------</td>
</tr>
<tr>
<td>Grade Levels</td>
<td>Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)</td>
</tr>
<tr>
<td>Follow-up Activities</td>
<td>Review of school level procedures and policies</td>
</tr>
<tr>
<td>Evaluation Methods</td>
<td>Review of school level procedures and policies</td>
</tr>
</tbody>
</table>

**Transition Training: OVR and Community Resources**
Many different agencies presented on the services that they can provide for students with transition plans, including OVR.

<table>
<thead>
<tr>
<th>Person Responsible</th>
<th>Director of Special Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Start Date</td>
<td>3/2/2016</td>
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<td>6/30/2017</td>
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<td>Hours Per Session</td>
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<td># of Sessions</td>
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<tr>
<td># of Participants Per Session</td>
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<tr>
<td>Provider</td>
<td>Allegheny Intermediate Unit #3</td>
</tr>
<tr>
<td>Provider Type</td>
<td>IU</td>
</tr>
<tr>
<td>PDE Approved</td>
<td>Yes</td>
</tr>
<tr>
<td>Knowledge Gain</td>
<td>Not Provided</td>
</tr>
<tr>
<td>Research &amp; Best Practices Base</td>
<td>Not Provided</td>
</tr>
</tbody>
</table>

For classroom teachers, school counselors and education specialists
Enhances the educator's content knowledge in the area of the educator's certification or assignment. Empowers educators to work effectively with parents and community partners.

For school or LEA administrators, and other educators seeking leadership roles
Empowers leaders to create a culture of teaching and learning, with an emphasis on learning. Instructs the leader in managing resources for effective results.

**The Powers and Promise of Pathways**
The ideas of Hans Meeder and how to prepare students for post-secondary education.

<table>
<thead>
<tr>
<th>Person Responsible</th>
<th>Director of Special Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Start Date</td>
<td>3/16/2016</td>
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<td>End Date</td>
<td>6/30/2017</td>
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<td>Program Areas</td>
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<td>Hours Per Session</td>
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</tr>
<tr>
<td># of Sessions</td>
<td>1</td>
</tr>
<tr>
<td># of Participants Per Session</td>
<td>2</td>
</tr>
<tr>
<td>Provider</td>
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<tr>
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</tr>
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</tr>
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<tr>
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</tr>
</tbody>
</table>

For classroom teachers, school counselors and education specialists
Enhances the educator's content knowledge in the area of the educator's certification or assignment. Empowers educators to work effectively with parents and community partners.

For school or LEA administrators, and other educators seeking leadership roles
Provides leaders with the ability to access and use appropriate data to inform decision-making.

Training Format
Offsite Conferences

Participant Roles
Other educational specialists

Grade Levels
High (grades 9-12)

Follow-up Activities
IEP member input for transition goals and activities during IEP meetings.

Evaluation Methods
Review of participant lesson plans
Review of IEP goals, transitions activities, and progress monitoring

Disruptive Youth
The laws and regulations regarding adjudicated youth, and placement outside of the local school district.

<table>
<thead>
<tr>
<th>Person Responsible</th>
<th>Director of Special Education</th>
</tr>
</thead>
<tbody>
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<td>Start Date</td>
<td>7/1/2016</td>
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<tr>
<td>End Date</td>
<td>6/30/2017</td>
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<tr>
<td>Program Areas</td>
<td>Special Education</td>
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<td>Hours Per Session</td>
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<tr>
<td># of Sessions</td>
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</tr>
<tr>
<td># of Participants Per Session</td>
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<td>---</td>
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</tr>
<tr>
<td>Participant Roles</td>
<td>Other educational specialists</td>
</tr>
</tbody>
</table>
| Grade Levels | Elementary - Primary (preK - grade 1)  
Elementary - Intermediate (grades 2-5)  
Middle (grades 6-8)  
High (grades 9-12) |
| Follow-up Activities | Share session content with other administrators and staff |
| Evaluation Methods | Inclusion in department meeting agenda |
Special Education Program Profile

Program Position #1

*Operator:* Charter School

**PROGRAM SEGMENTS**

<table>
<thead>
<tr>
<th>Location/Building</th>
<th>Grade</th>
<th>Building Type</th>
<th>Type of Support</th>
<th>Level of Support</th>
<th>Age Range</th>
<th>Caseload</th>
<th>FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pennsylvania Distance Learning Charter School</td>
<td>An Elementary School Building</td>
<td>A building in which General Education programs are operated</td>
<td>Supplemental (Less Than 80% but More Than 20%)</td>
<td>Autistic Support</td>
<td>5 to 12</td>
<td>25</td>
<td>1</td>
</tr>
</tbody>
</table>

Justification: The school is a cyber charter school. Live learning sessions are scheduled individually or in small groups of less than six students. Student groups are by grade level as applicable to each individual’s IEP.

Program Position #2

*Operator:* Charter School

**PROGRAM SEGMENTS**

<table>
<thead>
<tr>
<th>Location/Building</th>
<th>Grade</th>
<th>Building Type</th>
<th>Type of Support</th>
<th>Level of Support</th>
<th>Age Range</th>
<th>Caseload</th>
<th>FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pennsylvania Distance Learning Charter School</td>
<td>A Middle School Building</td>
<td>A building in which General Education programs are operated</td>
<td>Supplemental (Less Than 80% but More Than 20%)</td>
<td>Learning Support</td>
<td>13 to 16</td>
<td>25</td>
<td>1</td>
</tr>
</tbody>
</table>

Justification: The school is a cyber charter school. Live learning sessions are scheduled individually or in small groups of less than six students. Student groups are by grade level as applicable to each individual’s IEP.

Program Position #3

*Operator:* Charter School

**PROGRAM SEGMENTS**

<table>
<thead>
<tr>
<th>Location/Building</th>
<th>Grade</th>
<th>Building Type</th>
<th>Type of Support</th>
<th>Level of Support</th>
<th>Age Range</th>
<th>Caseload</th>
<th>FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pennsylvania Distance Learning Charter School</td>
<td>A Junior High School Building</td>
<td>A building in which General Education programs are operated</td>
<td>Supplemental (Less Than 80% but More Than 20%)</td>
<td>Learning Support</td>
<td>14 to 18</td>
<td>25</td>
<td>1</td>
</tr>
</tbody>
</table>

Justification: The school is a cyber charter school. Live learning sessions are scheduled individually or in small groups of less than six students. Student groups are by grade level as applicable to each individual’s IEP.
### Program Position #4

**Operator:** Charter School

<table>
<thead>
<tr>
<th>Location/Building</th>
<th>Grade</th>
<th>Building Type</th>
<th>Type of Support</th>
<th>Level of Support</th>
<th>Age Range</th>
<th>Caseload</th>
<th>FT E</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pennsylvania Distance Learning Charter School</td>
<td>A Junior/Senior High School Building</td>
<td>A building in which General Education programs are operated</td>
<td>Supplemental (Less Than 80% but More Than 20%)</td>
<td>Learning Support</td>
<td>14 to 21</td>
<td>25</td>
<td>1</td>
</tr>
</tbody>
</table>

**Justification:** The school is a cyber charter school. Live learning sessions are scheduled individually or in small groups of less than six students. Student groups are by grade level as applicable to each individual’s IEP.

### Program Position #5

**Operator:** Charter School

<table>
<thead>
<tr>
<th>Location/Building</th>
<th>Grade</th>
<th>Building Type</th>
<th>Type of Support</th>
<th>Level of Support</th>
<th>Age Range</th>
<th>Caseload</th>
<th>FT E</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pennsylvania Distance Learning Charter School</td>
<td>An Elementary School Building</td>
<td>A building in which General Education programs are operated</td>
<td>Supplemental (Less Than 80% but More Than 20%)</td>
<td>Learning Support</td>
<td>5 to 12</td>
<td>20</td>
<td>1</td>
</tr>
</tbody>
</table>

**Justification:** The school is a cyber charter school. Live learning sessions are scheduled individually or in small groups of less than six students. Student groups are by grade level as applicable to each individual’s IEP.

### Program Position #6

**Operator:** Charter School

<table>
<thead>
<tr>
<th>Location/Building</th>
<th>Grade</th>
<th>Building Type</th>
<th>Type of Support</th>
<th>Level of Support</th>
<th>Age Range</th>
<th>Caseload</th>
<th>FT E</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pennsylvania Distance Learning Charter School</td>
<td>An Elementary School Building</td>
<td>A building in which General Education programs are operated</td>
<td>Supplemental (Less Than 80% but More Than 20%)</td>
<td>Learning Support</td>
<td>5 to 12</td>
<td>25</td>
<td>1</td>
</tr>
</tbody>
</table>

### Program Position #7

**Operator:** Charter School

<table>
<thead>
<tr>
<th>Location/Building</th>
<th>Grade</th>
<th>Building Type</th>
<th>Type of Support</th>
<th>Level of Support</th>
<th>Age Range</th>
<th>Caseload</th>
<th>FT E</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pennsylvania Distance Learning Charter School</td>
<td>An Elementary School Building</td>
<td>A building in which General Education programs are operated</td>
<td>Supplemental (Less Than 80% but More Than 20%)</td>
<td>Learning Support</td>
<td>5 to 12</td>
<td>25</td>
<td>1</td>
</tr>
</tbody>
</table>
Justification: The school is a cyber charter school. Live learning sessions are scheduled individually or in small groups of less than six students. Student groups are by grade level as applicable to each individual’s IEP.
Facilities

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

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

The school purchased cubicles, file cabinets, and student computers in the 2014-15 school year.

**The total Charter School expenditures for fixed assets during the identified fiscal year:**

$128,000.00

**Facility Plans and Other Capital Needs**

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

The school expanded office space to the 2nd floor of its current leased building in 2015-16. The school does not see a need for additional office space for the 2016-17 school year.

**Memorandums of Understanding**

<table>
<thead>
<tr>
<th>Organization</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>Allegheny Intermediate Unit</td>
<td>Title III Consortium: English as a Second Language professional development, evaluations, academic services, and curriculum.</td>
</tr>
<tr>
<td>Franklin Park Police Department</td>
<td>Safe Schools</td>
</tr>
</tbody>
</table>
Charter School Annual Report
Affirmations

Charter Annual Report Affirmation
I verify that all information and records in this charter school annual report are complete and accurate.

The Chief Executive Officer and the Board of Trustee President of the charter school must sign this verification.

Affirmed by John Marous on 7/26/2016

President, Board of Trustees

Affirmed by Patricia Rossetti on 7/25/2016

Chief Executive Officer
Charter School Law Affirmation
Pennsylvania’s first Charter School Law was Act 22 of 1997, 24 P.S. § 17-1701-A et seq., which primarily became effective June 19, 1997, and has subsequently been amended.

The Charter School Law provides for the powers, requirements, and establishment of charter schools. The Charter School Law was passed to provide opportunities to teachers, parents, pupils and community members to establish and maintain schools that operate independently from the existing school district structure as a method to accomplish all of the following: (1) improve pupil learning; (2) increase learning opportunities for all pupils; (3) encourage the use of different and innovative teaching methods; (4) create new professional opportunities for teachers; (5) provide parents and pupils with expanded choices in types of educational opportunities that are available within the public school system; and (6) hold charter schools accountable for meeting measurable academic standards and provide the school with a method to establish accountability systems.

The charter school assures that it will comply with the requirements of the Charter School Law and any provision of law from which the charter school has not been exempted, including Federal laws and regulations governing children with disabilities. The charter school also assures that it will comply with the policies, regulations and procedures of the Pennsylvania Department of Education (Department). Additional information about charter schools is available on the Pennsylvania Department’s website at: http://www.education.state.pa.us.

The Chief Executive Officer and Board of Trustees President of the charter school must sign this assurance.

Affirmed by John Marous on 7/26/2016

President, Board of Trustees

Affirmed by Patricia Rossetti on 7/25/2016

Chief Executive Officer
 Ethics Act Affirmation

The Ethics Act provides that public office is a public trust and that any effort to realize personal financial gain through public office other than compensation provided by law is a violation of that trust. The Ethics Act was passed to strengthen the faith and confidence of the people of Pennsylvania in their government. The Pennsylvania State Ethics Commission (Commission) administers and enforces the provisions of the Ethics Acts and provides guidance regarding its requirements.

The regulations of the Commission set forth the procedures applicable to all proceedings before the Commission as well as for the administration of the Statement of Financial Interests filing requirements. See 51 Pa. Code § 11.1 et seq.

The charter school assures that it will comply with the requirements of the Ethics Act and with the policies, regulations and procedures of the Commission. Additional information about the Ethics Act is available on the Commission's website at: http://www.ethics.state.pa.us.

The Chief Executive Officer and Board of Trustees President of the charter school must sign this assurance.

Affirmed by John Marous on 7/26/2016

President, Board of Trustees

Affirmed by Patricia Rossetti on 7/25/2016

Chief Executive Officer
Charter Annual Background Check Affirmation
I certify that, as of this date, the above referenced LEA is in compliance with all applicable provisions of Sections 111 and 111.1 of the Public School Code of 1949.

Affirmed by John Marous on 7/26/2016
President, Board of Trustees

Affirmed by Patricia Rossetti on 7/25/2016
Chief Executive Officer
Charter Annual Administrative Certification Affirmation

All public school principals, including charter and cyber charter school principals, are subject to the applicable certification requirements of the Public School Code (24 P.S. § 11-1109) as well as any Act 45 continuing education and Pennsylvania Inspired Leaders (PIL) requirements. In keeping with the intent of section 1109, any person who devotes half or more of their time to supervision or administration in a public school, without an identified principal, is serving as the "principal" of the school regardless of the locally titled position (i.e., school director, head teacher, etc.). Such individuals must hold a valid administrative certificate and comply with all applicable Act 45 and PIL requirements. In addition, the public school should properly identify the individual as a principal in PIMS/PERMS regardless of the local title utilized.

The Charter School assures that the Public School Code (24 P.S. § 11-1109) as well as any Act 45 continuing education and Pennsylvania Inspired Leaders (PIL) requirements are met as outlined above.

Affirmed by John Marous on 7/26/2016

President, Board of Trustees

Affirmed by Patricia Rossetti on 7/25/2016

Chief Executive Officer