Pennsylvania Distance Learning CS

Charter Annual Report

07/01/2017 - 06/30/2018
School Profile

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

Phase: Phase 2
CEO Name: Patricia Rossetti
CEO E-mail address: patricia.rossetti@padistance.org
Governance and Staff

Leadership Changes

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

Board of Trustee Secretary, Bill DiBenedetto passed away in February 2018. Greg Dolan was voted in as a Trustee at the July 17, 2018 Board 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, 4th floor Conference Room and via Teleconference, Wexford, PA 15090</td>
<td>9/11/2017 4:00 PM</td>
</tr>
<tr>
<td>2100 Corporate Drive, Suite 500, 4th floor Conference Room and via Teleconference, Wexford, PA 15090</td>
<td>10/23/2017 4:00 PM</td>
</tr>
<tr>
<td>2100 Corporate Drive, Suite 500, 4th floor Conference Room and via Teleconference, Wexford, PA 15090</td>
<td>12/5/2017 4:00 PM</td>
</tr>
<tr>
<td>2100 Corporate Drive, Suite 500, 4th floor Conference Room and via Teleconference, Wexford, PA 15090</td>
<td>3/12/2018 4:00 PM</td>
</tr>
<tr>
<td>2100 Corporate Drive, Suite 500, 4th floor Conference Room and via Teleconference, Wexford, PA 15090</td>
<td>5/14/2018 4:00 PM</td>
</tr>
<tr>
<td>2100 Corporate Drive, Suite 500, 4th floor Conference Room and via Teleconference, Wexford, PA 15090</td>
<td>6/25/2018 11:00 AM</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>Number of Staff per Category</th>
<th>Number of Staff Appropriately Certified</th>
<th>Number of Staff Promoted</th>
<th>Number of Staff Transferred</th>
<th>Number of Staff Terminated</th>
<th>Number of Staff Contracted for Following Year</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Position</th>
<th>1.00</th>
<th>1.00</th>
<th>0.00</th>
<th>0.00</th>
<th>0.00</th>
<th>1.00</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chief Executive Officer</td>
<td>1.00</td>
<td>1.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>1.00</td>
</tr>
<tr>
<td>Principal</td>
<td>1.00</td>
<td>1.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>1.00</td>
</tr>
<tr>
<td>Assistant Principal</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Classroom Teacher (including Master Teachers)</td>
<td>43.00</td>
<td>43.00</td>
<td>0.00</td>
<td>0.00</td>
<td>4.00</td>
<td>39.00</td>
</tr>
<tr>
<td>Specialty Teacher (including Master Teachers)</td>
<td>12.00</td>
<td>12.00</td>
<td>0.00</td>
<td>0.00</td>
<td>1.00</td>
<td>11.00</td>
</tr>
<tr>
<td>Special Education Teacher (including Master Teachers)</td>
<td>14.00</td>
<td>14.00</td>
<td>0.00</td>
<td>0.00</td>
<td>1.00</td>
<td>13.00</td>
</tr>
<tr>
<td>Special Education Coordinator</td>
<td>1.00</td>
<td>1.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>1.00</td>
</tr>
<tr>
<td>Counselor</td>
<td>6.00</td>
<td>6.00</td>
<td>0.00</td>
<td>0.00</td>
<td>1.00</td>
<td>5.00</td>
</tr>
<tr>
<td>Psychologist</td>
<td>1.00</td>
<td>1.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>1.00</td>
</tr>
<tr>
<td>School Nurse</td>
<td>1.00</td>
<td>1.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>1.00</td>
</tr>
<tr>
<td>Director of Technology</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>PIMS/Reporting Coordinator</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Records Coordinator</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Curriculum Coordinator</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
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<tr>
<td>Testing Coordinator</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Human Resource Assistant</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
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<tr>
<td>Material Coordinator</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Public Relations and Enrollment</td>
<td>4</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>Attendance</td>
<td>3</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Special Education Assistant</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Totals</td>
<td>96.00</td>
<td>96.00</td>
<td>0.00</td>
<td>0.00</td>
<td>11.00</td>
<td>86.00</td>
</tr>
</tbody>
</table>

Further explanation:

Staff members who left employment did so during the 2017-18 school year. All staff employed at the end of the 2017-18 school year were renewed for the 2018-19 school year.
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 2017-18 school year. There are no plans for major fundraising activities in the 2018-19 school year.

Fiscal Solvency Policies

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

The school updated the Fixed Asset Policy at the March 12, 2018 Board Meeting to include the scope of useful life of one year or more, and material amount of $5,000 or more. The school did not make any changes to procedures during the 2017-18 school year. The school board adopts an annual budget in June prior to the upcoming fiscal year. All purchasing and expense allocation 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. The monthly financial reporting includes the following monthly reports:

- 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 projection 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**

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

*PDF file uploaded.*

**Financial Audits**

**Basics**

<table>
<thead>
<tr>
<th>Description</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Audit Firm:</td>
<td>HBK CPAs &amp; Consultants</td>
</tr>
<tr>
<td>Date of Last Audit:</td>
<td>10/23/2017</td>
</tr>
<tr>
<td>Fiscal Year Last Audited:</td>
<td>2016-17</td>
</tr>
</tbody>
</table>

**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:

*This narrative is empty.*

**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>
<tbody>
<tr>
<td>Federal Programs Consolidated Review</td>
<td></td>
</tr>
</tbody>
</table>

**Basics**

<table>
<thead>
<tr>
<th>Description</th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Status:</td>
<td>Yes</td>
</tr>
<tr>
<td>Title I First Year Status:</td>
<td>No</td>
</tr>
<tr>
<td>Date of Last Federal Programs Consolidated Review:</td>
<td>05/03/2017</td>
</tr>
<tr>
<td>School Year Reviewed:</td>
<td>2016-17</td>
</tr>
</tbody>
</table>
Federal Programs Consolidated Review Report

Upload the most recent Federal Programs Consolidated Review Report, along with the most recent Corrective Action Plan, when indicated, that includes 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

<table>
<thead>
<tr>
<th>Description</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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>Position Title</th>
<th>Building(s) Name and Location for Charter Schools</th>
<th>Caseload</th>
<th>Low Age</th>
<th>High Age</th>
</tr>
</thead>
<tbody>
<tr>
<td>Director of Special Ed</td>
<td>Pennsylvania Distance Learning Charter School</td>
<td>218</td>
<td>5</td>
<td>21</td>
</tr>
</tbody>
</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>Behavior Therapist</td>
<td>36 Hours</td>
<td>Outside Contractor</td>
<td>34</td>
</tr>
<tr>
<td>Occupational Therapy</td>
<td>30 Hours</td>
<td>Outside Contractor</td>
<td>40</td>
</tr>
<tr>
<td>Physical Therapy</td>
<td>4.8 Hours</td>
<td>Outside Contractor</td>
<td>10 or fewer</td>
</tr>
<tr>
<td>Position</td>
<td>Hours</td>
<td>Contractor</td>
<td>Hours</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>---------</td>
<td>------------------</td>
<td>-------</td>
</tr>
<tr>
<td>School Psychologist</td>
<td>40</td>
<td>Outside Contractor</td>
<td>150</td>
</tr>
<tr>
<td>Speech and Language Therapist</td>
<td>54.4</td>
<td>Outside Contractor</td>
<td>61</td>
</tr>
</tbody>
</table>

**Special Education Cyclical Monitoring**

Date of Last Special Education Cyclical Monitoring: 12/05/2018

Link to Report (Optional): Not Provided

**Special Education Cyclical Monitoring Report**

Upload the most recent Special Education Cyclical Monitoring Report, which includes the Bureau’s findings, and the most recent Corrective Action Plan, if indicated.

*PDF file uploaded.*
# Special Education Personnel Development

**Transition**
Working with AIU staff to ensure IEP development is in alignment with best practices and compliant

<table>
<thead>
<tr>
<th>Person Responsible</th>
<th>Director of Special Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Start Date</td>
<td>9/5/2018</td>
</tr>
<tr>
<td>End Date</td>
<td>4/9/2019</td>
</tr>
<tr>
<td>Program Areas</td>
<td>Special Education</td>
</tr>
<tr>
<td>Hours Per Session</td>
<td>1</td>
</tr>
<tr>
<td># of Sessions</td>
<td>8</td>
</tr>
<tr>
<td># of Participants Per Session</td>
<td>10</td>
</tr>
<tr>
<td>Provider</td>
<td>Allegheny Intermediate Unit</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>Improve IEP alignment</td>
</tr>
</tbody>
</table>

**Research & Best Practices Base**

- **For classroom teachers, school counselors and education specialists**
  Enhances the educator’s content knowledge in the area of the educator’s certification or assignment. Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making. Empowers educators to work effectively with parents and community partners.

- **For school or LEA administrators, and other educators seeking leadership roles**
  Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards. Provides leaders with the ability to access and use appropriate data to inform decision-making.

**Training Format**
LEA Whole Group Presentation
Series of Workshops

**Participant Roles**
Classified Personnel
New Staff
Related Service Personnel

**Grade Levels**
Middle (grades 6-8)
High (grades 9-12)
<table>
<thead>
<tr>
<th>Follow-up Activities</th>
<th>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluation Methods</td>
<td>Review of written reports summarizing instructional activity</td>
</tr>
</tbody>
</table>

**PDE Transition Conference**
Overview of transition services and best practices in the area of transition.

<table>
<thead>
<tr>
<th>Person Responsible</th>
<th>Director of Special education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Start Date</td>
<td>7/26/2018</td>
</tr>
<tr>
<td>End Date</td>
<td>7/27/2018</td>
</tr>
<tr>
<td>Program Areas</td>
<td>Professional Education, Special Education</td>
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<tr>
<td>Hours Per Session</td>
<td>1.0</td>
</tr>
<tr>
<td># of Sessions</td>
<td>10</td>
</tr>
<tr>
<td># of Participants Per Session</td>
<td>2</td>
</tr>
<tr>
<td>Provider</td>
<td>PDE</td>
</tr>
<tr>
<td>Provider Type</td>
<td>PDE</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. Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making. Empowers educators to work effectively with parents and community partners.

For school or LEA administrators, and other educators seeking leadership roles
Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards. Provides leaders with the ability to access and use appropriate data to inform decision-making. Empowers leaders to create a culture of teaching and learning, with an emphasis on learning. Instructs the leader in managing resources for effective results.

<table>
<thead>
<tr>
<th>Training Format</th>
<th>Series of Workshops</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participant Roles</td>
<td>Principals / Asst. Principals</td>
</tr>
<tr>
<td>Grade Levels</td>
<td>Middle (grades 6-8) High (grades 9-12)</td>
</tr>
<tr>
<td>Follow-up Activities</td>
<td>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</td>
</tr>
<tr>
<td><strong>Evaluation Methods</strong></td>
<td>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</td>
</tr>
</tbody>
</table>

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**Alternative Standards Training**

Instruction on how to align content to PA Alternative Standards.

<table>
<thead>
<tr>
<th><strong>Person Responsible</strong></th>
<th>Director of Special Education</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Start Date</strong></td>
<td>7/1/2018</td>
</tr>
<tr>
<td><strong>End Date</strong></td>
<td>7/1/2019</td>
</tr>
<tr>
<td><strong>Program Areas</strong></td>
<td>Special Education</td>
</tr>
<tr>
<td><strong>Hours Per Session</strong></td>
<td>2</td>
</tr>
<tr>
<td><strong># of Sessions</strong></td>
<td>3</td>
</tr>
<tr>
<td><strong># of Participants Per Session</strong></td>
<td>1</td>
</tr>
<tr>
<td><strong>Provider</strong></td>
<td>Allegheny Intermediate Unit</td>
</tr>
<tr>
<td><strong>Provider Type</strong></td>
<td>IU</td>
</tr>
<tr>
<td><strong>PDE Approved</strong></td>
<td>No</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>
</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. Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making. Empowers educators to work effectively with parents and community partners.

**For school or LEA administrators, and other educators seeking leadership roles**

Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards. Provides leaders with the ability to access and use appropriate data to inform decision-making.

**Training Format**

Series of Workshops

**Participant Roles**

Classroom teachers

**Grade Levels**

Elementary - Primary (preK - grade 1)
Elementary - Intermediate (grades 2-5)
Middle (grades 6-8)
High (grades 9-12)

**Follow-up Activities**

Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers

**Evaluation Methods**

Classroom observation focusing on factors such as planning and
Crisis Intervention Training
Provided crisis intervention training

<table>
<thead>
<tr>
<th>Person Responsible</th>
<th>Director of Special Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Start Date</td>
<td>7/1/2018</td>
</tr>
<tr>
<td>End Date</td>
<td>7/1/2020</td>
</tr>
<tr>
<td>Program Areas</td>
<td>Special Education</td>
</tr>
<tr>
<td>Hours Per Session</td>
<td>5</td>
</tr>
<tr>
<td># of Sessions</td>
<td>3</td>
</tr>
<tr>
<td># of Participants Per Session</td>
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</tr>
<tr>
<td>Provider</td>
<td>CPI</td>
</tr>
<tr>
<td>Provider Type</td>
<td>Outside provider</td>
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<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>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.</td>
</tr>
<tr>
<td>For school or LEA administrators, and other educators seeking leadership roles</td>
<td>Instructs the leader in managing resources for effective results.</td>
</tr>
<tr>
<td>Training Format</td>
<td>Series of Workshops</td>
</tr>
<tr>
<td>Participant Roles</td>
<td>Classroom teachers</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>Journaling and reflecting</td>
</tr>
<tr>
<td>Evaluation Methods</td>
<td>Participant survey</td>
</tr>
</tbody>
</table>

Dyslexia Conference
Teach the teacher model as the Special Education Reading Specialist will bring back to the other special education teacher techniques and strategies used in working with dyslexic students.

<table>
<thead>
<tr>
<th>Person Responsible</th>
<th>Director of Special Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Start Date</td>
<td>10/9/2017</td>
</tr>
<tr>
<td>End Date</td>
<td>11/1/2017</td>
</tr>
<tr>
<td>Program Areas</td>
<td>Professional Education, Special Education</td>
</tr>
<tr>
<td>Hours Per Session</td>
<td>1</td>
</tr>
<tr>
<td><strong># of Sessions</strong></td>
<td>1</td>
</tr>
<tr>
<td><strong># of Participants Per Session</strong></td>
<td>12</td>
</tr>
<tr>
<td><strong>Provider</strong></td>
<td>LEA</td>
</tr>
<tr>
<td><strong>Provider Type</strong></td>
<td>School Entity</td>
</tr>
<tr>
<td><strong>PDE Approved</strong></td>
<td>No</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>Enhances the educator’s content knowledge in the area of the educator’s certification or assignment. Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.</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>Department Focused Presentation</td>
</tr>
<tr>
<td><strong>Participant Roles</strong></td>
<td>Classroom teachers</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** | Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers |
| **Evaluation Methods** | WADE results for students |
# Special Education Program Profile

## Program Position #0
*Operator: Charter School*

<table>
<thead>
<tr>
<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>Itinerant</td>
<td>Emotional Support</td>
<td>5 to 12</td>
<td>16</td>
<td>1</td>
</tr>
</tbody>
</table>

Justification: The LEA 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.

Locations:
- Pennsylvania Distance Learning Charter School
- An Elementary School Building
- A building in which General Education programs are operated

## Program Position #1
*Operator: Charter School*

<table>
<thead>
<tr>
<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>Itinerant</td>
<td>Learning Support</td>
<td>5 to 9</td>
<td>14</td>
<td>1</td>
</tr>
</tbody>
</table>

Justification: The LEA 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.

Locations:
- Pennsylvania Distance Learning Charter School
- An Elementary School Building
- A building in which General Education programs are operated

## Program Position #2
*Operator: Charter School*

<table>
<thead>
<tr>
<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>Itinerant</td>
<td>Learning Support</td>
<td>9 to 12</td>
<td>15</td>
<td>1</td>
</tr>
</tbody>
</table>

Locations:
- Pennsylvania Distance Learning Charter School
- An Elementary School Building
- A building in which General Education programs are operated

## Program Position #3
*Operator: Charter School*

<table>
<thead>
<tr>
<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>Itinerant</td>
<td>Emotional Support</td>
<td>12 to 18</td>
<td>18</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.

Locations:
- Pennsylvania Distance Learning Charter School
- A Junior/Senior High School Building
- A building in which General Education programs are operated
### Program Position #4
**Operator:** Charter School

<table>
<thead>
<tr>
<th>PROGRAM SEGMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Type of Support</strong></td>
</tr>
<tr>
<td>Full-Time Special Education Class</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.

<table>
<thead>
<tr>
<th>Locations:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pennsylvania Distance Learning Charter School</td>
</tr>
</tbody>
</table>

### Program Position #5
**Operator:** Charter School

<table>
<thead>
<tr>
<th>PROGRAM SEGMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Type of Support</strong></td>
</tr>
<tr>
<td>Supplemental (Less Than 80% but More Than 20%)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Locations:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pennsylvania Distance Learning Charter School</td>
</tr>
</tbody>
</table>

### Program Position #6
**Operator:** Charter School

<table>
<thead>
<tr>
<th>PROGRAM SEGMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Type of Support</strong></td>
</tr>
<tr>
<td>Supplemental (Less Than 80% but More Than 20%)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Locations:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pennsylvania Distance Learning Charter School</td>
</tr>
</tbody>
</table>

### Program Position #7
**Operator:** Charter School

<table>
<thead>
<tr>
<th>PROGRAM SEGMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Type of Support</strong></td>
</tr>
<tr>
<td>Supplemental (Less Than 80% but More Than 20%)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Locations:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pennsylvania Distance Learning Charter School</td>
</tr>
</tbody>
</table>
### Program Position #8
*Operator: Charter School*

**PROGRAM SEGMENTS**

<table>
<thead>
<tr>
<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>Supplemental (Less Than 80% but More Than 20%)</td>
<td>Learning Support</td>
<td>15 to 19</td>
<td>24</td>
<td>1</td>
</tr>
</tbody>
</table>

**Locations:**
- Pennsylvania Distance Learning Charter School
  - A Junior/Senior High School Building
  - A building in which General Education programs are operated

### Program Position #9
*Operator: Charter School*

**PROGRAM SEGMENTS**

<table>
<thead>
<tr>
<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>Supplemental (Less Than 80% but More Than 20%)</td>
<td>Learning Support</td>
<td>16 to 20</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

**Locations:**
- Pennsylvania Distance Learning Charter School
  - A Junior/Senior High School Building
  - A building in which General Education programs are operated

### Program Position #10
*Operator: Charter School*

**PROGRAM SEGMENTS**

<table>
<thead>
<tr>
<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>Supplemental (Less Than 80% but More Than 20%)</td>
<td>Learning Support</td>
<td>16 to 21</td>
<td>24</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.

**Locations:**
- Pennsylvania Distance Learning Charter School
  - A Junior/Senior High School Building
  - A building in which General Education programs are operated

### Program Position #11
*Operator: Charter School*

**PROGRAM SEGMENTS**

<table>
<thead>
<tr>
<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>Itinerant</td>
<td>Speech and Language Support</td>
<td>5 to 14</td>
<td>16</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.

**Locations:**
- Pennsylvania Distance Learning Charter School
  - A Middle School Building
  - A building in which General Education programs are operated
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:

Computer Equipment = $477,307

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

$477,307.00

**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:

There are no plans for facility development in the 2018-19 school year.

**Memorandums of Understanding**

<table>
<thead>
<tr>
<th>Organization</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>Allegheny County Department of Human Services, Office</td>
<td>Foster care and Foster Care Transportation</td>
</tr>
<tr>
<td>of Children, Youth, and Families</td>
<td></td>
</tr>
<tr>
<td>Franklin Park Police Department</td>
<td>Safe Schools</td>
</tr>
<tr>
<td>Intermediate Unit #3 Title III Consortium</td>
<td>Title III Consortium and services</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 7/30/2018
Board President

Affirmed by Patricia Rossetti on 7/25/2018
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 7/30/2018

Board President

Affirmed by Patricia Rossetti on 7/25/2018

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 7/30/2018**

_Board President_

**Affirmed by Patricia Rossetti on 7/25/2018**

_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 7/30/2018
Board President

Affirmed by Patricia Rossetti on 7/25/2018
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 7/30/2018**

_Board President_

**Affirmed by Patricia Rossetti on 7/25/2018**

_Chief Executive Officer_