Pennsylvania Department of Education

Commonwealth of Pennsylvania
Department of Education
333 Market Street
Harrisburg, PA 17126-0333

Charter Annual Report

Monday, February 14, 2011
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CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

Summary Data Part I

Charter School Annual Report
Summary Data
2009 - 2010

Name of School: PA Learners Online Regional Cyber CS

Date of Local Chartering School Board/PDE Approval: September 14, 2006

Length of Charter: 5 years **Opening Date:** September 4, 2001

Grade Level: K - 12 **Hours of Operation:** 8:00 a.m. - 4:00 p.m.

Percentage of Certified Staff: 100 **Total Instructional Staff:** 59

Student/Teacher Ratio: 12:1 **Student Waiting List:** 0

Attendance Rate/Percentage: 95

Summary Data Part II

Enrollment: 607 **Per Pupil Subsidy:** As per District Reports on PDE 363

Student Profile	
American Indian/Alaskan Native:	12
Asian/Pacific Islander:	2
Black (Non-Hispanic):	108
Hispanic:	17
White (Non-Hispanic):	466
Multicultural:	2

Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch: 37.4

Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December: 139

Instructional Days and Hours

Number of:	K (AM)	K (PM)	K (F.Time)	Elem.	Middle.	Sec.	Total
Instructional Days	0	0	180	180	180	180	180
Instructional Hours	0	0	900	900	990	990	3780

SECTION I. EXECUTIVE SUMMARY

Educational Community

PA Learners Online Regional Cyber Charter School (PALO) is a public, non-profit, online, web-based charter school managed by the Allegheny Intermediate Unit 3 located in Homestead, Pennsylvania. PALO serves residents of the state of Pennsylvania by providing education to students in grades kindergarten through 12. Any student between the ages of 5 and 21 may apply for enrollment at the school.

Founded in 2001, PALO continues to be a premier provider of cyber education in the state of Pennsylvania. All courses are created using the PA Standards and all teachers hold a teaching certification. Students enrolled in PALO work from their home using computer equipment issued by the school. Because coursework is offered via the internet, students are able to access their courses any time.

Mission

The mission of the PA LEARNERS Online Regional Cyber Charter School is to provide depth and breadth of subject matter to all learners through a continuum of lifelong educational options by employing technological applications.

The mission will be accomplished through partnerships with families, schools, and communities in technology rich learning environments that will focus on problem-solving, critical and analytical thinking, team building, collaborative learning skills, and respect for all learners.

Vision

The students, families, and teachers will all be equal, collaborative partners in facilitating the development of lifelong learning skills through a content rich curriculum that is delivered using technology as the tool. This community of learners at PALO will be personally connected via current multimedia. The daily utilization of technology provides educational opportunities previously unavailable. Students graduating from PALO will be prepared to enter the 21st Century workforce or collegiate setting with a skill-set second to none. Students of every learning style and learning rate will be challenged to meet high expectations. The teachers will use innovative methods to ensure the successful assimilation of knowledge for all students.

Shared Values

We believe:

· All students want to learn, are capable of learning, and should share the responsibility for their education within the cyber environment.

· Recognizing and respecting the diversity of all people prepares students for competition within a global society.

· Educators must be knowledgeable and current in their profession, discipline, and pedagogy.

· Learning and technology are cyclical processes that students need to be engaged in throughout their entire lifetime.

· Schools of excellence have effective educational leaders.

· Effective schools are built upon integrity and foster respectful, inclusive, and dynamic environments.

Academic Standards

All courses are aligned with PA Academic Standards according to section 4.12 of 22 Pa. Code. Courses were designed utilizing PA standards, the PA Standards Aligned System (SAS) and the Understanding by Design Framework. In 2009-2010 the teachers created curriculum guides for their courses, which indicated pacing and standards alignment throughout.

Strengths and Challenges

STRENGTHS	CHALLENGES
· Brand equity —management by AIU3 gives the school credibility · Instruction - a proven curriculum and instructional team of PA certified teachers	· Geographic constraints make it difficult for distant parents and students to participate in local events · Transient, alternative student

· Flexibility —allows students to login 24/7 to coursework · Portability — each student is issued a laptop computer that is wireless ready · Server housing facility with managed hosting for near 100% uptime · Unique elementary synchronous program	population · Lesser known school due to market saturation by various cyber schools
· Communication — building upon the AIU3's communications and web departments to engage in marketing · Capitalizing on the curriculum and teaching staff to build a larger student body · Increased full time teachers improving communication, training, and instruction consistency. · Using technology resources to improve flexibility and portability — ex. Netbooks, wireless internet · Using the AIU3 to branch out and foster relationships with local school districts · To be able to stay on the cutting edge of educational technology for student success · Continue online professional development to create a community of learners to maximize school and individual effectiveness · Collaborative efforts with AIU Waterfront Learning	· Other Cyber Charters actively engage in aggressive marketing strategies. · Flexibility leading to at-risk student populations, which tend to perform poorly on standardized tests. · Legislative mandates impacting funding or cost of services.

SECTION II. STRATEGIC IMPROVEMENT PLANNING

Strategic Planning Process

The PA LEARNERS Online strategic planning process:

- Involves representative stakeholders from the school system's community.
- Includes an analysis of student and stakeholder needs, demographics, and current performance levels.
- Identifies a challenging set of goals and measures that focus on enhanced learning for all students.
- Develops a continuous improvement approach that identifies the changes that will be made so that growth in student performance can be documented and replicated.

- Facilitates alignment of school level and strategic improvement plans.
- Provides an assessment system designed to document student performance and growth based on student performance goals and operational goals in the system strategic plan.

PALO uses temporary committees as well as standing committees to provide structure to the entire strategic planning process, which is updated annually as goals are addressed in the School Improvement Plan and in the Annual Report. The department heads and administrative team are responsible for reporting the final results of the process to the School Board.

The strategic plan implementation criteria examines the degree to which the system converts the strategic plan into appropriate action plans for implementation. Also examined are how the action plans relate to the key system performance measures, how the training plan has been adjusted to support the action plans, and how the actions plans support the teaching-learning process.

Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Amanda Facer	PALO	Secondary School Teacher	Faculty
Cheryl Fogarty	PALO	Board Member	Board
David Martin	PALO	Administrator	Board
Edward Mandell	PALO	Administrator	Administrative Team
Jennifer Beagan	AIU #3	Community Representative	Administrative Team
Kelly Sherbondy	PALO	Administrator	Administrative Team
Laura Lillion	PALO	Special Education Representative	Faculty
Michael McNulty	PALO	Secondary School Teacher	Faculty
Paul Cindric	PALO	Administrator	Administrative Team
Ruth Campett	PALO	Special Education Representative	Faculty
Tina Tolkacevic	AIU #3	Special Education Representative	Administrative Team
Wendy Brown	PALO	Middle School Teacher	Faculty

Goals, Strategies and Activities

Goal: FOUR-YEAR GRADUATION RATE

Description: Graduate rate will continue to meet or exceed the 80% threshold as measured by the July 2010 AYP Report.

Strategy: Drop Out Prevention

Description: Increasing student support and success as a motivator to stay in school.

Activity: Adaptive Release for Differentiated Instruction

Description: Utilization and training in Blackboard to facilitate the content delivery of differentiation.

Person Responsible	Timeline for Implementation	Resources
David Martin	Start: 1/1/2008 Finish: Ongoing	$12,000.00

Status: Complete

Activity: Study Island with structured live support.

Description: Study Island will be used to identify areas of need and additional live classroom opportunities focused on these needs will be provided.

Person Responsible	Timeline for Implementation	Resources
Paul Cindric	Start: 11/1/2010 Finish: Ongoing	$66,000.00

Status: In Progress — Upcoming

Goal: MATHEMATICS

Description: Mathematics test scores will show growth towards meeting the 56% threshold for student proficiency in Mathematics, as measured by the annual state-wide PSSA assessments.

Strategy: Professional Development for Data Driven Instruction

Description: Collaborate with AIU Partners for continuous learning for the staff.

Activity: Create Online Blackboard Training Modules

Description: Modules are being updated in the new version of Blackboard 9.1 during the summer of 2010 to support math tools and demonstration software. Teachers are and will continue to be part of development and delivery of professional development.

Person Responsible	Timeline for Implementation	Resources
David Martin	Start: 9/1/2010 Finish: 9/3/2012	$15,500.00

Status: In Progress — Upcoming

Activity: Implementation of ADAPT and AIU Trainers

Description: AIU Trainer, Dr. Jill Wilson, supported administrative efforts to facilitate data discussions as they relate to use of ADAPT training. A course action plan was also introduced for the 2010-2011 school year.

Person Responsible	Timeline for Implementation	Resources
Paul Cindric	Start: 9/1/2010 Finish: 9/1/2010	$16,500.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
2.00	10	16

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Allegheny Intermediate Unit	• Intermediate Unit	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
The ability to adapt instruction, mine for data, and utilize the data to drive instruction.	The content is driven by best practices within special education, data analysis, and the development of a learning community.	*For classroom teachers, school counselors and education specialists:* • 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. *For school and district 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.

Educator Groups Which Will Participate in this Activity

Role	Grade Level
• Classroom teachers • Principals / asst. principals	• Middle (grades 6-8) • Elementary (grades 2-5)

Follow-up Activities	Evaluation Methods
• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Analysis of student work, with administrator and/or peers • Creating lessons to meet varied student learning styles • Peer-to-peer lesson discussions	• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Student PSSA data • Standardized student assessment data other than the PSSA • Classroom student assessment data

Status: In Progress — Overdue

Activity: Professional Development Committee

Description: Coordinator of Curriculum, Instruction, and Assessment uses team to refine surveys and provide feedback for planning purposes.

Person Responsible	Timeline for Implementation	Resources
David Martin	Start: 1/1/2008 Finish: Ongoing	$132,000.00

Status: Complete

Activity: Teachers Trained and Utilize AimsWeb, PSSA, and Acuity testing data

Description: The Keystone Group provided an initial structure in 2009-2010. Training from AimsWeb was implemented and supported throughout the year. Acuity was chosen to replace 4Sight in 2010-2011 and ongoing professional development is scheduled throughout the year as part of an ongoing data-driven instruction approach.

Person Responsible	Timeline for Implementation	Resources
Kelly Sherbondy	Start: 9/1/2010 Finish: 6/30/2011	$42,000.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
5.00	4	40

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
	• School Entity	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
The educators will have stronger data sources in order to design instruction.	Best practices indicate that intervention must be based on student need and delivered at the time of learning. This process will allow for better measurements and monthly team meetings that will make strategies based on school-wide and individual student data.	*For classroom teachers, school counselors and education specialists:* • 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 and district 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.

Educator Groups Which Will Participate in this Activity

Role	Grade Level
• Classroom teachers • Principals / asst. principals • Superintendent / asst. superintendents • School counselors	• Middle (grades 6-8) • Elementary (grades 2-5) • High school (grades 9-12)

Follow-up Activities	Evaluation Methods
• Team development	• Classroom observation focusing on factors such as

and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
- Analysis of student work, with administrator and/or peers
- Creating lessons to meet varied student learning styles
- Peer-to-peer lesson discussions

planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.
- Student PSSA data
- Standardized student assessment data other than the PSSA
- Classroom student assessment data
- Portfolio

Status: In Progress — Upcoming

Date	Comment
3/3/2009	4Sight replaced Performance Series and CDA. CDA is still used by administrators for data analysis.

Goal: READING

Description: Reading test scores will show growth towards meeting the 63% threshold for student proficiency in reading, as measured by the annual state-wide PSSA assessments.

Strategy: Reading Achievement Center Collaboration

Description: Reading Achievement Center Collaboration for Professional Development

Activity: AIU Reading Achievement Center Coaching

Description: Continued support for the teacher leaders as they bring instructional strategies back to the learning community.

Person Responsible	Timeline for Implementation	Resources
Kelly Sherbondy	Start: 9/1/2010 Finish: Ongoing	$14,500.00

Status: Complete

Activity: Increase Usage of Reading Academy and Reading Labs

Description: Additional live instruction was provided in addition to the usage of intervention software during the 2009 - 2010 school year.

Person Responsible	Timeline for Implementation	Resources
David Martin	Start: 1/1/2008 Finish: Ongoing	$127,000.00

Status: Complete

Goal: STUDENT PARTICIPATION IN STATE ASSESSMENTS

Description: At least 95% of eligible students will participate in required state-wide assessments.

Strategy: Increased Parental Communication

Description: Create procedures to engage parents in their children's education.

Activity: Alert Now Calling System for Daily Attendance Alerts

Description: Daily recordings can be sent to parents to inform them of student absences. The system can also be used to share information about PSSA testing or special events.

Person Responsible	Timeline for Implementation	Resources
Christian Engelbert	Start: 9/1/2010 Finish: Ongoing	$19,500.00

Status: In Progress — Upcoming

Activity: School Improvement Team to Explore Improving Testing Environment

Description: Flexible testing schedules were implemented including a Saturday testing option which made transporting students more convenient for families.

Person Responsible	Timeline for Implementation	Resources

David Martin	Start: 1/1/2010 Finish: 5/7/2010	$16,300.00

Status: Complete

Activity: Student Information System Documenting Calls and VIOP Calling System

Description: Parental and student phone calls are logged into the SIS for easy review of administrators, counselors, and teachers. It gives an overview of communications to see if any patterns exist for potential interventions. A VIOP calling system will be installed to allow for calling flexibility from the laptop to land-lined or cell phones.

Person Responsible	Timeline for Implementation	Resources
David Martin	Start: 9/1/2010 Finish: Ongoing	$8,000.00

Status: In Progress — Upcoming

Goal: Support Students as Active Learners Through Technology

Description: Maintain help desk support in a manner that leverages the educational goals of the cyber environment.

Strategy: Laptop Replacement Cycle

Description: Investigate an obsolescence and disposal method for equipment which is sensitive to the environment and to data security. Invest in new equipment that will be robust for the equipment lifecycle.

Activity: Appeal to Multiple Modalities with Web-Cams and Flip Cams for Teacher Use

Description: Training teachers in video creation, providing appropriate resources, and using video in instruction.

Person Responsible	Timeline for Implementation	Resources
Edward Mandell	Start: 9/1/2010	$5,500.00

Finish: Ongoing

Status: In Progress — Upcoming

Statement of Quality Assurance

Charter school has not met AYP.

Charter school has created a School Improvement Plan.

Charter school has submitted and reviewed its School Improvement Plan with the Intermediate Unit designee.

Intermediate Unit designee met with and when meeting occurred:
Dyann Panepinto was the AIU#3 team leader and the dates were October 30, November 23 and November 24.

Statement of Quality Assurance - Attachments

- School Improvement Plan PDE Approval
- Statement of Quality Assurance December 2009

SECTION III. QUALITY OF SCHOOL DESIGN

Rigorous Instructional Program

PA LEARNERS Online utilizes a standards-based curriculum that was developed locally by teachers and administrators of the school. The curriculum was designed to ensure that students expand their knowledge and skills in reading, writing, speaking, listening and mathematics. The core curriculum at PALO focuses on reading, writing, language arts, science, social studies, and math. Electives are integrated into the program to provide a complete educational experience, emphasizing problem solving, critical thinking, team building, collaborative learning, and respect.

All courses are aligned with and were created using the PA Standards and Anchors to help move students toward proficiency as identified on the PSSA assessments. PALO uses a variety of programs to meet curriculum needs, including online textbooks, the ALEKS program, Compass Learning Odyssey, Centra, Wimba & Wimba voice tools, Reading A-Z, Academy of Reading & Math, Study Island, Learning.com, and Explorelearning.com.

The curriculum is organized through a series of planned instruction and assessment tied to the state standards. PALO has utilized Curriculum Designer software to map the curriculum and clearly document Chapter 4 standards. PALO uses PA content standards as benchmarks to measure electronic curriculum. Gaps are identified within the program and additional curriculum is sought to fill the gaps. The English curriculum was completely reviewed during the past year and next year's cycle is for mathematics. Professional development was delivered to the PALO faculty on how to utilize differentiated instruction, Nettrekker, reading in the content areas, researched based reading practices, data analysis, collaborative planning, teacher resources and team building.

With the onset of differentiated instruction, there has been an increase of instructional support from special education teachers, reading specialists and math coaches. Through the use of differentiated instruction the developmental and academic needs of students are met.

PALO has implemented the 4Sight assessment tests to gauge student progress four times throughout the year. Faculty was provided refresher trainings for scoring open-ended responses using the PSSA rubric as well as how to analyze the data to identify areas of weakness in order to drive their instruction. Students were identified for remediation based on performance level on the 4Sight test. Remediation programs/courses have also been developed to assist students who are struggling with the content to get the help they need. Students are identified through assessments in their introductory course to participate in these remedial programs.

Monthly departmental meetings are utilized to analyze student performance on classroom assessments as well as 4Sight assessments to increase student achievement. Instructional changes are identified based on data analysis of student performance. PALO uses a system to report underperforming students to online mentor teachers who can increase the one-on-one assistance that students may need. PA LEARNERS Online has promoted in-depth and inquiry-based teaching and learning by engaging our teachers in professional development in those areas. For the last four years PALO has been involved in the Math-Science Collaborative through the Allegheny Intermediate Unit, where our math and science teachers are provided professional development to become teacher leaders to build and promote professional learning communities within the school with a focus on inquiry-based learning. In addition, we have also been involved in the Reading Apprenticeship Model through the Reading Achievement Center to ensure our elementary teachers are using researched based instructional practices over the last three years. The teaching staff uses many different teaching strategies to engage our students from direct instruction, discussions, small group work, project-based, collaborative learning, and learning contracts to meet the individual academic needs of the student.

Elementary (Grades K-6)

Kindergarten: (450 instructional hours) Students work with teachers using a combination of textbooks and online lessons and assignments. Student curriculum focuses on reading (spelling, vocabulary, and printing), math, science, and social studies (history, geography).

Grades 1-3: (900 instructional hours) Students work with teachers using a combination of textbooks and online lessons and assignments. Student curriculum focuses on language arts (reading, phonics, printing/handwriting instruction, mechanics, and grammar), math, science, and social studies (history, geography). The curriculum engages many different learners and provides enrichment to support both acceleration and remediation of students.

Grades 4-6: (900 instructional hours) Students work using a combination of online curriculum, real-time learning sessions, and offline activities. Assignments and lessons are posted weekly and must be completed within the time limit guidelines. Because the curriculum is available 24/7, it is possible for students to work at their own pace within the time requirements.

PALO Specials for Grades 1-6: Students in grades 1-6 are required to participate in art, music, and physical education classes as mandated by the state of Pennsylvania. These courses are presented using a combination of

online and offline activities. Students are required to work in these courses a minimum of one hour weekly.

PALO students in these grades utilize Compass Learning Odyssey, a standards-based curriculum. The core curriculum of reading, language arts, math, science, and social studies helps students develop a strong foundation across core content areas using various learning and instructional strategies.

Centra is real-time, interactive online learning where teachers and students work in highly interactive virtual classes. Centra helps assemble various learning components of online curriculum, textbooks, and offline assignments into one cohesive learning experience.

Middle School (Grades 7-8)

The middle school at PALO exposes students to four main subject areas: language arts, mathematics, science, and social studies. Students are expected to work one hour per school day in each of these four main subjects. Students also have elective courses in art, music, and physical education. Students are required to work approximately one to two hours per week in each of these elective areas. Students enhance their learning through Blackboard, online textbooks, Wimba, Microsoft Office products, and computer programs such as Compass Learning Odyssey and Explore Learning Gizmos.

Assignments are posted for the week with due dates. Since the assignments are available 24 hours per day, students may set up their daily and weekly schedule as they wish and work at their own pace with the given time requirements.

***Language Arts* - Students will use the Holt, Rinehart, and Winston online textbooks to develop their knowledge in:**

- **Reading, analyzing, and interpreting short stories, essays, and poetry from different genres in the online textbook**
- **Writing different types of paragraphs and essays: such as narrative, persuasive, and informative modes to develop comprehension and grammar skills**
- **Vocabulary development**
- **Learning about literary devices and applying the devices to their own writing**
- **Discussion with peers via use of the discussion board (asynchronous learning)**
- **Discussion with peers via Wimba (synchronous learning)**
- **Novel studies**

***Math* - Students will use the Holt, Rinehart, and Winston online textbooks to develop their knowledge in:**

- Whole Numbers and Decimals
- Fractions and Mixed Numbers
- Ratio, Proportion, and Percents
- Estimation
- Integers
- Rational and Real Numbers
- Exponents
- Problem Solving
- Estimation
- Geometry
- Graphing
- Algebraic Equations

***Science* - Students use the Holt, Rinehart, and Winston online textbooks to develop their knowledge in:**

- Weather Patterns and Climate
- Structure and Function of Cells and Organ Systems
- Properties of Matter
- Heredity
- Energy Transfer
- Force and Motion
- Light and Sound
- Composition and Structure of the Universe
- Structure, Processes, and History of the Earth
- Atomic Matter of Nature

***Social Studies* - Students will use the Holt, Rinehart, and Winston online textbooks to develop their knowledge in:**

- Learning About Our World
- Continents, Countries, and Their Customs, Traditions, History
- Different Worlds Meet
- Colonial Settlement and Times
- Creating a Nation
- Civil War and Reconstruction
- The Birth of Modern America
- Imperialism and Progressivism
- Boom and Bust
- Global Struggles
- A Changing Society

***Art* - Students will use website exploration, hands-on activities, and discussion with peers (via discussion board) to explore:**

- Elements of Design
- Principles of Design
- Art History
- Art Criticism
- Aesthetics

A gallery of student work is on display in the course's discussion board.

***Music* - Students will use website exploration, hands-on activities, and discussion with peers (via discussion board) to explore:**

- The Language of Music
- Basic Elements of Music
- Instruments in the Orchestra
- Great Composers and Their Music
- The Six Periods of Music History
- Musical Theater in the 20th Century
- Popular Music Today
- Music of the World

***Physical Education* - Students will complete activities including recording and analyzing their experiences and results, researching various sports and writing outlines describing each sport, learning physical education vocabulary, and researching the major muscles in the human body.**

High School (Grades 9-12)

All PALO students must complete 23 credits to graduate, which includes four credits in each of the main content areas: Math, Science, English, and Social Studies. In addition, students must earn one-half credit in health and two credits (.5 credit in each of 4 years) in physical education. Seniors are required to complete a senior project to earn graduate status. The remaining credits will be composed of elective courses. Students need to complete approximately six credits per year by working approximately 5½ to 6 hours daily, 5 days per week. PALO provides students with 24/7 access to Blackboard, Aleks, and online textbooks. In addition, PALO uses Wimba to provide real-time learning situations, enabling teachers and students to interact, assists in the tutoring of students, and allows for further explanation of concepts and ideas presented in the course material.

Curriculum Options

Whether a student wishes to pursue college, trade school, or full time employment after high school, it is the responsibility of the student and parent to work collaboratively with the guidance counselor for their specific grade level to decide upon the right course of study to take at PALO.

Juniors may request enrollment at the Vocational Technical School serving their area, but application must be made through PA LEARNERS Online. Student selection will be determined by criteria approved by the PALO Board of trustees. Advanced Placement courses are available for qualifying juniors and seniors. Advanced Placement courses are college-level classes. Students who enroll in these classes will have the opportunity to take an Advanced Placement Examination. The AP Testing Service **recommends** a QPA of 3.5 for students electing AP courses. Students who score 3, 4 or 5 on the AP Exam may apply for reimbursement of the exam fee.

The following are one-credit, year-long major courses in each of the content areas:

Math

- Business Math

Science

- Biology

- Pre-Algebra
- Algebra I
- Algebra II
- Geometry
- Pre-Calculus
- Calculus

- Chemistry
- Earth Science
- Environmental Science
- Physical Science
- Physics

English

- English I
- English II
- American Literature
- World Literature

Social Studies

- Civics
- American History
- World Civilizations
- Geography

The following are one-half credit, semester-length electives in each of the content areas:

English

- Study Skills
- Creative Writing

Required Electives

- Health
- Physical Education

Science

- Science Inquiry
- Astronomy

Social Studies

- Psychology
- PA History
- Career Planning
- Sociology

Math

· Senior Math

Additional Electives

- Art Exploration
- Art Appreciation
- Music Theory
- Music Appreciation
- Spanish I, II & III
- French I, II & III
- Web Design
- Computer Programming
- Personal and Family Living
- Yearbook
- Parenting

AP courses are also offered in a number of subjects —offerings depends on student request or need.

Rigorous Instructional Program - Attachments

- Professional Education Report Approval and Act 48
- Induction Report Approval

English Language Learners

In accordance with the Board's Philosophy of Education and curriculum policies, an appropriate educational program has been designed to identify and provide services for students whose dominate language is not English (ESL), whose language is limited English proficient (LEP), or is an English language learner (ELL).

The primary goal of the ESL program is to increase the English language proficiency of limited English proficient students so that they can meet state and district academic standards and thus be successful in school. A related goal is to increase these students' English language proficiency so that they can fully and successfully participate in all regular classes at an age-appropriate grade level. To meet these goals, the objectives of ESL or ELL instruction are development of listening, speaking, reading, and writing skills in English, and the provision of an educational environment, which helps the ESL or ELL student understand and cope with a new culture.

In the 2009-2010, PA LEARNERS Online accepted its first ELL student. We have relationships established with the Allegheny Intermediate Unit in order to provide any services that are outside of our current capabilities. PA LEARNERS Online provides an equal educational opportunity for all students, as described in Attachment A, our 3044 narrative.

When PA LEARNERS Online receives ELL students, the following protocol is followed:

1. The ESL program at PA LEARNERS Online was developed to ensure equal educational opportunities for all students in a culturally integrated online learning environment. The program's goal is to develop a competency of the basic skills: reading, writing, speaking and listening. Students will be provided educational experiences that will help prepare them to pursue higher education and/or the world of work.

2. Mandatory orientation sessions are held prior to enrollment. This includes completion of the Home Language Survey and an individual interview with each parent to assess the child's and the parent's needs.

3. PA LEARNERS Online (PALO) screens ESL students at the elementary level through registration, referrals, Home Language Surveys, and reviews of student records. Secondary students are screened through registration and office involvement, including review of student records and teacher referrals. The referral is forwarded to the ESL Supervisor and an assessment is completed to determine the student's specific needs. The ESL teacher, the regular education teacher, parents, and others as needed are familiarized with this information and develop strategies that are individually appropriate for that specific child to make

meaningful progress in his/her program. The percentage of time for instruction is based on the recommendations given through the assessment process and the team.

4. The English as a Second Language Program provides the students with English instruction as designated through the assessment process. The program type is designed to meet the needs of the student through asynchronous or synchronous individual or small group online learning opportunities including discussion boards, online chats, and voice-streamed lessons.

5. Extracurricular activities are encouraged and available through the child's district of residence.

6. The ESL teacher reports progress to the parents and supervisor on a regular basis and makes adjustments as needed on the appropriateness of the program for the student. All students are eligible to participate and utilize pupil personnel services, including counseling. All students must meet education requirements as established by State and Federal mandates to receive special education services.

7. The ESL teacher collaborates with the student's classroom teachers to provide support and give suggestions on modifications, adaptations, or strategies that may help the student with assignments and tests. Staff will receive staff development as per the ACT 48 plan.

8. The program is evaluated by reviewing the student's progress, language proficiency, and increased independence in the academic areas provided in the regular classroom. The appropriateness of the program is then reviewed by all participants and adjusted accordingly.

PROFESSIONAL DEVELOPMENT PLAN

PALO will adhere to regulations set forth in the Basic Education Circular: Educating Students with Limited English Proficiency (LEP) and English Language Learners (ELL), April 2009, which indicates that "All LEAs with ELLs enrolled must offer staff development related to ESL for all LEA personnel as part of the Professional Act 48 Plan." Therefore, PALO will contract with the K-12 ESL Program of the Allegheny Intermediate Unit to offer this yearly training to all staff.

English Language Learners - Attachments

- ESL Board Policy
- Limited English Proficiency ACS

Graduation Requirements

PALO requires 4 credits each in English, science, social studies and math, two credits in physical education, and one credit in health. Students can choose among electives to reach the 23 credits required for graduation. Our graduation requirements include a culminating project and exceed the requirements of Chapter 4.

An eligible special education student, may graduate by meeting the individual requirements as defined in his or her Individualized Education Program. In each such case, the IEP team will determine if a student has met the graduation requirements, as defined in that individual's IEP.

Special Education

PALO provides a continuum of special education services to our students. When a student enters PALO with an IEP, we meet with the parents to determine how the student's goals can be addressed and how specially designed instruction will be provided in a "cyber" setting.

We have the ability to provide related services through licensed, approved providers for speech, OT/PT, and hearing services.

We follow child-find guidelines and screen students that are referred through their parents or teachers for the possibility of an educational disability. Depending on the outcome of the screening meeting, we can offer research-based instruction to students to determine educational benefit, or we may decide to have the student assessed formally by a school psychologist to determine whether an educational disability is present and whether specially designed instruction is needed.

Special Education - Attachments

- IST Procedure
- Procedure for Conducting a Multidisciplinary Evaluation
- Procedure for enrolling and reenrolling sped students
- Procedure for Progress Monitoring and Reporting
- Procedure for Writing an IEP
- Responding to Students at Risk for Dropping Out
- Procedure for Conducting a Screening Meeting
- Transition Procedures
- Transition Process

Special Education Program Profile - Chart I

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
Jamie Desrochers	1.00	Elementary (K-6) Remedial Reading Teacher	PA Learners Online	10	Each student is supported by a full-time special education teacher and a part-time special education teacher
Elizabeth Habbyshaw	1.00	High School Math Support/Transition	PA Learners Online	25	Each student is supported by a full-time special education teacher and a part-time special education teacher

Amy Repko	1.00	High School Learning, Emotional and Gifted Support and Social Studies	PA Learners Online	25	Each student is supported by a full-time special education teacher and a part-time special education teacher
Laura Lillion	1.00	High School Learning, Emotional and Gifted Support/English Support	PA Learners Online	25	Each student is supported by a full-time special education teacher and a part-time special education teacher
Amy Siegel	1.00	High School Math-Learning, Emotional and Gifted Support	PA Learners Online	25	Each student is supported by a full-time special education teacher and a part-time special education teacher
Ruth Campet	.10	K-6 Learning, Emotional and Gifted Support	PA Learners Online	5	Each student is supported by a full-time special education teacher and a part-time special education teacher
Crystal Naugle	.10	K-6 Learning, Emotional and Gifted Support	PA Learners Online	5	Each student is supported by a full-time special education teacher and a part-time special education teacher
Amanda Jerabek	.10	K-6 Learning, Emotional and Gifted Support	PA Learners Online	5	Each student is supported by a full-time special education teacher and a part-time special education teacher
Amy Holtz	.30	K-6 Learning, Emotional and Gifted Support	PA Learners Online	15	Each student is supported by a full-time special education teacher and a part-time special education teacher
Bethany Romeo	.10	K-6 Learning, Emotional and Gifted Support	PA Learners Online	3	Each student is supported by a full-time special education teacher and a part-time special education teacher
Emily Bowser	.50	High School Learning, Emotional and Life Skills Support	PA Learners Online	10	Each student is supported by a full-time special education teacher and a part-time special education teacher
Mathew Hubert	1.0	High School Science-Learning, Emotional and Gifted Support	PA Learners Online	25	Each student is supported by a full-time special education teacher and a part-time special education teacher
MiChelle Rindt	1.0	Middle School Learning (7-8), Emotional and Gifted	PA Learners	25	Each student is supported by a full-time special

		Support	Online		education teacher and a part-time special education teacher
Jodi Vollero	.30	High School & Middle School (K-8) Special Education	PA Learners Online	15	Each student is supported by a full-time special education teacher and a part-time special education teacher
Kristen Helf-York	1.0	High School Learning, Emotional and Gifted Support and Math Support	PA Learners Online	15	Each student is supported by a full-time special education teacher and a part-time special education teacher

Special Education Program Profile - Chart II

Organization	FTE	Type of class or support	Location	# of Students	Other Information
Allegheny Intermediate Unit	As Needed	Speech/Language and Occupational Therapy	Private Office/Student's Home/Online	12	Speech/Language, OT Support delivered online
Therapy Source	As Needed	Speech/Language Support	Private Office/Student's Home	1	Speech/Language Support as needed
Claire Vatz Agency	As Needed	Speech/Language Support	Private Office/Student's Home	3	Speech/Language Support as needed

Special Education Program Profile - Chart III

Title	Location	FTE
Tina Tolkacevic Special Education Supervisor	PA LEARNERS Online	1.0
Sharon Rice School Nurse	PALO Central Office	.20
Jeff Devinney School Social Worker	PALO Central Office	.20
Janice Vogan School Psychologist	PALO Central Office	.20

Special Education Program Profile - Chart IV

IU, Public Agency, Organization, or Individual	Title/Service	Amount of Time Per Week
Allegheny Intermediate Unit #3	School Psychologist	1 day/week
Allegheny Intermediate Unit #3	Assisted Technology Support	As Needed
Allegheny Intermediate Unit #3	Occupational Therapy	As Needed
Allegheny Intermediate Unit #3	Speech/Language Therapy	2 days/week
Allegheny Intermediate Unit #3	Social Work Services	1 day/week
Allegheny Intermediate Unit #3	Functional Visual	As Needed

	Assessment	
Intermediate Unit #5	School Psychologist	As Needed
Intermediate Unit #9	School Psychologist	As Needed
Intermediate Unit #14	School Psychologist	As Needed
Northeastern Educational Intermediate Unit #19	School Psychologist	As Needed
Intermediate Unit #20	School Psychologist	As Needed

SECTION IV. ACCOUNTABILITY

Student Assessment - Primary

Test/Classification	**K**	**1**	**2**	**3**	**4**	**5**
PSSA Math/Reading	No	No	No	Yes	Yes	Yes
PSSA Writing	No	No	No	No	No	Yes
PSSA Science	No	No	No	No	Yes	No
4 Sight	No	No	No	Yes	Yes	Yes

Student Assessment - Secondary

Test/Classification	6	7	8	9	10	11	12
PSSA-Math/Reading	Yes	Yes	Yes	No	No	Yes	No
PSSA Writing	No	No	No	No	No	Yes	No
PSSA Science	No	No	Yes	No	No	Yes	No
4 Sight (Local)	Yes	Yes	Yes	Yes	Yes	Yes	No

Student Assessment

State Assessments

To accommodate challenges posed by our geographically diverse student population, remote testing sites for the Writing, Mathematics/Reading, and Science PSSA tests were once again utilized. These testing sites were proctored by PALO teachers in remote areas across the state of Pennsylvania. These remote testing sites helped the school meet its requirements for student participation, as mandated by the state.

Training in active proctoring was also required of all teachers. The training focused on specific techniques to be utilized to identify off-task students and redirect them towards completion of their tests. Teachers were instructed on how to enhance student motivation utilizing speech and proximity. Proctors utilized this information to create more conducive environments for testing. These trainings increased the amount of students completing assessments and helped the school meet its requirement for student participation as mandated by the state.

Local Assessments

4Sight

The 4Sight tests were administered four times during the school year to students in grades 9-11 and three times to grades 3-8. The information was used both to gauge current student achievement, as well as a form of preparation for taking the state assessment. Data analysis sessions were embedded in the school calendar in-services days following each administration of 4Sight to allow for teacher in-depth study of test results and for the planning of remediation utilizing the student data.

Acuity

In 2010 the Acuity (CTB/McGraw Hill) online predictive and diagnostic tests were piloted for use in Grades 3-8 and the Algebra Readiness Test was administered to Pre-Algebra students. Acuity was piloted in an attempt to obtain a more accurate assessment of our students' abilities. Our plan is to expand Acuity to grades 9-11 in the 2010-2011 school year.

Student Assessment - Attachment

- Local Assessment 2009-2010 4Sight

Teacher Evaluation

PALO's Teacher Evaluation Plan uses the PDE 426 and 428 PDE forms. Data collection centers around a sources of evidence document which informs the evaluation. Teachers' input into the evaluation is sought by the accumulation of evidence in a portfolio/folder for discussion with the administrators who also collect data from the courses electronically. A new evaluation form for part-time staff was developed in 2006-2007 using the 426 and the work of Charlotte Danielson as the framework. In March 2009, the forms were updated to include NACOL standards.

PA LEARNERS Online Teacher Observation and Evaluation Protocol

The vision of PALO values effective and timely feedback to teachers with the goal of improving instruction for all learners.

- Formal observations will average 20-30 minutes including time spent reviewing Live (archived) Classrooms, parental communication, Blackboard, or any relevant data and will be documented using the attached form. Two originals will be printed and signed, one for the teacher and one for the PALO file.

- Evaluations (PDE 426/427/428) will occur prior to the Semester 1 ending date for teachers receiving the 426, and prior to the last day of school for final evaluations of all teachers. The Sources of Evidence document will be attached and become a part of the 426 or 428. The artifacts/portfolio attached by the teacher will be returned to the teacher at the evaluation conference or retained by the administrator, at the administrator's discretion.

- Each evaluation requires at minimum of one formal observation completed prior to or concurrent with the evaluation (A minimum of one form will accompany each 428 form and a minimum of one for each 426 form).

- Teachers will submit Sources of Evidence with documentation to their supervisor for review at least one week before the scheduled evaluation conference. The administrator will add comments and/or artifacts to the document and will discuss the document with the teacher. The administrator comments may be handwritten on the document. The

teachers on a level 1 certificate will add to their first semester artifacts/portfolio for their final annual review.

- The Sources of Evidence document will be attached to the final evaluations. Two original evaluation forms will be printed and signed, one for the teacher and one for the PALO file.

- When issuing an unsatisfactory rating, the supervisor will review the Sources of Evidence, observation and any other supporting documentation and an improvement plan will be discussed. The goal is to implement the improvement plan within 10 days of the conference.

- When a teacher disagrees with the interpretation of the Sources of Evidence or evaluation, the teacher and supervisor are expected to discuss the issue with the focus being the best interest of the students. In those events when the issue cannot be resolved, the teacher may attach a written rebuttal within 10 days of the conference or request a meeting with the supervisor and the PALO principal. The Sources of Evidence and attachments should be provided to the principal prior to the conference. Should the disagreement not be resolved; the teacher may request a meeting with the supervisor, the principal, and a human resources administrator. The expectation of these meetings is to focus on the best interest of the students. The PALO administrative team is committed that there will be no retaliation against any employee who uses the resolution process described above.

Dr. Mandell, Dr. Sherbondy, Mrs. Tolkacevic, and Mr. Cindric are AIU administrators assigned full-time to PALO, and they complete the teacher observation and evaluation. They consult with Dr. Martin who signs off as the chief administrator.

Professional development is offered regularly at the AIU, and all PALO administrators completed training called Lead to Succeed, a workshop for evaluation and progressive improvement planning. Special Education workshops are offered and regularly attended at the AIU, PALO has a representative who attend the Special Education updates offered regularly at the AIU.

Teacher Evaluation - Attachments

- Teacher Observation
- CYBER Sources of Evidence
- Adjunct Assessment Form

SECTION V. GOVERNANCE REQUIREMENTS

Leadership Changes

The Board elected Dr. Lawrence Korchnak as Board Chair in December 2009. Former Chair, Dr. Cheryl Fogarty, remained on the Board until she left the AIU in June 2010. The 2009-2010 school year included the retirement of four Trustees: Mr. Anthony Skender an Dr. Elaine Brown. Dr. Yvonne Hawkins and Mr. Patrick Monroe served as designees.

One administrative change occurred during the 2009-2010 school year, Mrs. Tina Tolkacevic was hired to replace Ms. Lisa Kellick as Special Education Supervisor .

Board of Trustees

Name of Trustee	Office (if any)
Dr. Linda Hippert	Member
Dr. Cheryl Griffith	Member
Dr. Lawrence Korchnak	Chair
Dr. Thomas Knight	Member
Dr. Yvonne Hawkins	Member
Dr. Dean Casello	Secretary
Dr. Donna K. Milanovich	Member
Dr. Donald A. Lee	Vice Chair
Mr. Wayne Gdovic	Member
Dr. John DiSanti	Member
Dr. Walter Calinger	Member
Ms. Tammi Kinzel	Treasurer

Professional Development (Governance)

In April 2009, a New Board Member Orientation Workshop was provided by the CEO, Treasurer and Solicitor covering mission/vision, governance documents, Act 22, Sunshine Laws, the Public Officials Act, business practices and Board ethics. The Solicitor attends the PALO Board meetings and shares updates as he deems appropriate.

Coordination of the Governance and Management of the School

The Board maintains a working relationship with PDE by following the updates that are also available to them as school superintendents. The Board supports Dr. Martin and other PALO administrators in attending updates and training sessions at PDE, PATTAN, and the AIU.

Coordination of the Governance and Management of the School - Attachment

- Board Meeting Dates 2009-2010

Community and Parent Engagement

Community and Parent Engagement

Throughout the 2009-2010 school year, Pa LEARNERS Online Regional Cyber Charter School created many opportunities to foster and increase the amount and quality of parent/community engagement. The PALO administration and Board of Trustees are open to direct communication from families and community members. Parents have contacted the Board members directly on occasion and regularly speak with administrators, teachers, and staff. PALO has scheduled orientations and open house sessions, in addition to email, on-site meetings, and phone communications in order to keep parents engaged and informed. Parents are regularly encouraged to monitor their children's work in real-time to support their achievement.

The following are a list of the activities PALO engages in to support our Parent and Community Initiative during the 2009-2010 school year:

Parent Information Nights/Open Houses

- Curriculum Night-October 2009
- Transition Night- December 2009
- Financial Aide Night-February 2010
- Elementary Awards Banquet- May 2010

College Fair Development: Invited several colleges and post-secondary schools to participate in online presentations. These school included:

- Pittsburgh Technical Institute- 4/19/2010
- Community College of Allegheny County- 4/27/2010
- University of Phoenix- 5/13/2010

There were several institutions that were unable to commit due to their schedules, but connections were made to invite them to participate in the fall of the 2010-2011 school year. They include:

- University of Pittsburgh
- Penn State University
- Indiana University of Pennsylvania
- DeVry University

The parent page links several social networking sites were utilized during the 2009-2010 school year as well as the development of a "Parent" page on our website to reach out to both parents and students and keep them informed as to activities at PALO.

The social networking sites included:

- Twitter
- Facebook

The Parent Page included information and training videos to help parents both stay informed and support their children's engagement at PALO.

Scholarship program through Dollar Bank: PALO contacted Dollar Bank to include its graduating seniors as a part of a scholarship opportunity the bank was offering to local area brick and mortar high schools. A representative from the bank presented to PALO seniors, virtually, three times throughout May 2010. The presentations included basic financial knowledge (i.e. managing checking accounts, savings and budgeting, and credit cards and identity theft).

SECTION VI. FINANCIAL RESPONSIBILITIES

Major fund-raising activities

No major fund-raising activities were performed this year and no major fund-raising activities are planned for the next school year.

Fiscal Solvency Policies

The PALO School Board will be approving budgeted reserve accounts this school year for unforeseen emergencies, shortfalls, and/or delays in receiving monies. Dollar amounts are to be determined based upon the financial history of the school's operating expenditures.

The projected unreserved fund balance is estimated to be approximately $2,638,000. At this time, the PALO School Board is reviewing policies in order to maintain fiscal solvency.

Accounting System

The PALO charter school follows the PA State Chart of Accounts for PA Public Schools and PDE reports utilizing GAAP for budgeting, accounting and reporting.

Preliminary Statements of Revenues, Expenditures & Fund Balances

Preliminary Statements of Revenues, Expenditures & Fund Balances - Attachment

- Revenues-Expenditures-Fund Balances-July 2 2010

Audit Firm, Date of Last Audit, Auditor's Opinion, and Any Findings Resulting From the Audit

Maher Duessel, Certified Public Accountants

Three Gateway Center-Six West

Pittsburgh, PA 15222

Audit Report Completed: October 27, 2008

Audit Firm, Date of Last Audit, Auditor's Opinion, and Any Findings Resulting From the Audit - Attachments

- Audit Repsonse 12 14 09
- COMPREHENSIVE INS. 2010-2011
- Independent Auditor’s Report for year ending June 30 2009

Citations and follow-up actions for any State Audit Report

PALO has had no findings on any State Audit Report. The Independent Auditor’s Report and PALO’s managerial response is attached.

SECTION VII. FACILITY RESPONSIBILITIES

Acquisition of Facilities, Furniture, Fixtures, and Equipment During the Last Fiscal Year

PALO purchased 322 laptop computers in the 2009 -2010 school year through Dell Computers according to the PEPPM contract. PALO Technology Department piloted several netbook computers and purchased 100 additional computers that have wireless connectivity built into the system for 2010 - 2011.

Future Facility Plans and Other Capital Needs

PALO has not purchased new facilities, furniture, or fixtures in the current school year.

SECTION VIII. HEALTH AND SAFETY RESPONSIBILITIES

Compliance With Health and Safety Requirements and Maintenance of Health and Immunizations Records for Students

PALO has a representative on the AIU Safety Committee which plans events to promote safety, completes emergency drills for staff, and creates plans, policies, and procedures. A school nurse maintains health and immunization records.

Compliance With Health and Safety Requirements and Maintenance of Health and Immunizations Records for Students - Attachments

- Wellness Policy
- School Health Report September 2009

Current School Insurance Coverage Policies and Programs

Keystone HMO

Davis Vision

Blue Shield Dental

Employment Practices Liability Insurance-Markel Insurance Company

Property and Liability Coverages-Philadelphia Insurance Company

State Worker's Compensation Insurance Coverage

Current School Insurance Coverage Policies and Programs - Attachment

- COMPREHENSIVE INS. 2010-2011

SECTION IX. ADMINISTRATIVE NEEDS

Quality of Teaching and Other Staff

Quality of Teaching and Other Staff

For the 2009-2010 school year, the professional staff of PA LEARNERS Online consists of 46 full-time teachers, 12 part-time adjunct faculty members, three guidance counselors a part-time social worker and part-time school nurse. The staff was engaged in bimonthly department meetings which focused student achievement based on data, curriculum updates, and effective teaching strategies. The departments completed written reports that evaluated these strategies.

Quality of Teaching and Other Staff - Attachment

- PDE 414 July 2010

Student Enrollment

Student Enrollment

The PA LEARNERS Online Regional Cyber Charter School enrollment procedures and policies are as follows: PALO requires students to complete three enrollment phases: completion of an online application, completion/submittal of enrollment paperwork and corresponding documents, and attendance at an orientation session (local students attend a physical orientation and distance students are orientated via mail and the internet). Students/guardians access the online application at PALO's website. This is also where they locate the enrollment paperwork (if a printer is unavailable, families may contact admissions to have the paperwork sent through the mail). The student must compete all phases of the enrollment process to be considered officially enrolled in PA LEARNERS Online. All policies and procedures reflect compliance with state law. We employ an open enrollment process that affords all students the chance to attend our cyber school. We do not place ceilings or caps on enrollment and students may apply for enrollment at any point in the academic school year.

The age requirement for kindergarten students is that they must have reached age 5 by September 1st in reference to the start of the new school year.

Enrollment history for the 2009-2010 school year is as follows:

YEAR	MONTH	TOTAL	K-8	9-12
2009	SEPTEMBER	646	176	470
2009	OCTOBER	104	28	76
2009	NOVEMBER	59	16	43
2009	DECEMBER	50	12	38
2010	JANUARY	39	11	28
2010	FEBRUARY	19	7	12
2010	MARCH	44	20	24
2010	APRIL	2	2	0
2010	MAY	1	1	0
	TOTALS	964	273	691

PALO completed the 2009-2010 school year with 556 students. We enrolled a total of 964 students and processed 426 withdraws. We had 0 expulsions. Our population is weighted toward secondary students with 68% of our students in grades 9, 10, 11, and 12. We graduated 83 students this year. The school is within the enrollment criteria and estimated enrollment as determined by the charter.

There are currently no supporting documents selected for this section.

Transportation

PALO has contracted with a private company through the Allegheny Intermediate Unit for special education student transportation when needed.

Food Service Program

The school has no food services program, but does support healthy eating in the wellness policy, curriculum, and snacks made available during special events.

Student Conduct

PA LEARNERS Online's discipline code of conduct and student expectations of behavior are published on our website. It outlines the general and specific guidelines of student expectations. Parents and students sign the PALO Code of Conduct, stating that they have read and intend to follow all guidelines. Our discipline code of conduct and student expectations of behavior were updated and comply with Chapters 12 and 13 including due process procedures.

Student Conduct - Attachment

- Student Handbook

Signature Page

Assurance for the Operation of Charter School Services and Programs

School Year: 2010

The PA Learners Online Regional Cyber CS within Allegheny IU 3 assures that the charter school will comply with the requirements of 22 Pa. Code Chapter 711 and with the policies and procedures of Pennsylvania Department of Education (PDE). PDE will specify, in writing, policies and procedures to be followed. Requests for any deviations from these regulations, policies, and procedures must be made in writing to PDE. The charter school assures:

1. There are a full range of services, programs and alternative placements available for placement and implementation of the special education programs in the charter school.
2. The charter school has adopted a “child find” system to locate, identify and evaluate 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 effectiveness. The charter school implements mechanisms to disseminate child find information to the public, organizations, agencies, and individuals on at least an annual basis.
3. The charter school has adopted policies and procedures that assure that 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.
4. The charter school will comply with the PA Department of Education annual report requirements including special education information.
5. The charter school follows 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.
6. The charter school assures the Pennsylvania Department of Education that 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.

This assurance must be signed by the Board President and the Chief Executive Officer for the charter school to operate services and programs.

_____ _____

Board President **Date**

_____ _____

Chief Executive Officer **Date**

2009 - 2010 Annual Report for Pennsylvania Charter Schools

Verify that all DATA reports to PDE are complete **YES** _____ **NO** _____

Assurance for Compliance with the Public Official & Employee Ethics Act

The original Public Official and Employee Ethics Act (the "Ethics Act") was amended and reenacted in 1989 by Act 9 of 1989 and in 1998 by Act 93 of 1998. (See Act 9 of 1989, 65 P.S. §401, et seq. and Act 93 of 1998, Chapter 11, 65 Pa.c.s. §1101 et seq.) The Act provides that public office is a public trust and that any effort to realize personal financial gain through public office is a violation of that trust. The Act was passed to strengthen the faith and confidence of the people of the Commonwealth in their government. The Act established the State Ethics Commission to administer and enforce the provisions of the Act and to provide guidance regarding the standards established by the Act.

The PA Learners Online Regional Cyber CS assures that it will comply with the requirements of the Public Official and Employee Ethics Act (the "Ethics Act") and with the policies, regulations and procedures of the Pennsylvania State Ethics Commission. Additional information about the "Ethics Act" is available on the Ethics Commission's website at: http://www.ethics.state.pa.us/ethics/site/

The assurance must be signed by the Chief Executive Officer and Board of Trustees President of the charter school.

Identify the charter school's Chief Executive Officer.
Name: David Martin **Title:** Dr.
Phone: 412-394-5796 **Fax:** 412-394-4604
E-mail: david.martin@aiu3.net

_____ _____
Signature of the Chief Executive Officer and Date

Identify the charter school's President of the Board of Trustees.
Name: Lawrence Korchnak **Title:** Dr.
Phone: 412-885-7812 **Fax:** 412 885 7802
E-mail: lkorchnak@bwschools.net

_____ _____
Signature of the President of the Board of Trustees and Date

Identify the charter school's Special Education Contact Person.
Name: Tina Tolkacevic **Title:** Mrs.
Phone: 412-394-5875 **Fax:** 412-394-4604
E-mail: tina.tolkacevic@aiu3.net

_____ _____
Signature of the Special Education Contact Person and Date

Signature Page - Attachment

- Signature Page 2010: Assurance for the Operation of the Cyber Charter School