
Pennsylvania Department of Education



Commonwealth of Pennsylvania
Department of Education
333 Market Street
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Charter Annual Report
Monday, February 14, 2011
(Last Accepted: 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: Pennsylvania Distance Learning CS

Date of Local Chartering School Board/PDE Approval: July 3, 2007

Length of Charter: 5 Yrs. (2007-2012) **Opening Date:** June 1, 2004

Grade Level: K-12 **Hours of Operation:** 8 am to 5 pm

Percentage of Certified Staff: 98.7% **Total Instructional Staff:** 22

Student/Teacher Ratio: 16:1 **Student Waiting List:** 0

Attendance Rate/Percentage: 88.8%

Summary Data Part II

Enrollment: 370 Per Pupil Subsidy: \$8,776

Student Profile

American Indian/Alaskan Native:	8
Asian/Pacific Islander:	3
Black (Non-Hispanic):	61
Hispanic:	14
White (Non-Hispanic):	275
Multicultural:	9

Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch: 22.8%

Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December: 63

Instructional Days and Hours

Number of:	K (AM)	K (PM)	K (F.Time)	Elem.	Middle.	Sec.	Total
Instructional Days	180	0	0	180	180	180	180
Instructional Hours	450	0	0	900	990	990	450-990

SECTION I. EXECUTIVE SUMMARY

Educational Community

The Pennsylvania Distance Learning Charter School (PDLCS) is a public charter school authorized by the Pennsylvania Department of Education. Any qualified resident of Pennsylvania of school age may apply for admission. Students that choose to attend PDLCS must reside in the Commonwealth. The student body is very diverse and includes students from a variety of ethnic, cultural, social and economic backgrounds. The school's original charter was granted by the Pennsylvania Department of Education on March 16, 2004. The school's charter was renewed by the Pennsylvania Department of Education for an additional five (5) years on July 3, 2007.

PDLCS operates comprehensive virtual educational programs for students in grades K-12. The school offers a comprehensive curriculum dispensed through synchronous (live online classes) as well as asynchronous (available 24/7) classes. PDLCS provides accredited courses of study using certified teachers and the latest technology.

PDLCS recently completed its sixth year of operation and reached a peak enrollment of 440 students. Thirty nine (39) students were eligible to graduate in the school's graduation ceremony held on Saturday, June 19, 2010 in State College, Pennsylvania.

PDLCS is committed to providing all enrolled students with an educational experience that adheres to the following core beliefs:

- The PDLCS educational community values its students and the quality of their education.

- PDLCS believes in an inclusive family approach to educational success. · Growth in academic achievement is a priority.
- Accountability is a key focus of the school.
- Students need to be challenged to achieve excellence.
- Continuous improvement is essential for all who are part of the PDLCS learning community.
- Growth is the result of thoughtful study involving students, parents, staff, and community.
- Learning is a lifelong process.
- Students, staff, parents, and community members are partners, and all have a personal responsibility in the educational process.

Mission

The Pennsylvania Distance Learning Charter School's mission is to provide a high quality, practical educational alternative to parents and students in Pennsylvania through the use of a continuously evolving virtual learning model that combines state-of-the-art technology, Pennsylvania standards compliant curriculum, and highly qualified teachers. Utilizing the resources that augment the ability of parents to be actively involved in their child's education, parents have the opportunity to be an active partner in their child's education. Parents are able to guide their child along an educational path specifically designed to meet their educational needs. Unlike a traditional school environment, students can receive sufficient "time on task" to attain mastery of academic material.

Vision

The central vision of PDLCS is to build a school of academic excellence by developing a rigorous academic program that allows students to connect, engage, and succeed. By providing state-of-the-art technology and engaging curriculum and staff, our achievement data show that students who actively participate in our program experience academic success. By establishing high academic expectations and holding our students, teachers, and staff accountable, we can ensure our students achieve significant academic growth. Our focus is to provide our families with a quality educational experience that includes an extraordinarily high level of interaction with the school's staff and includes remedial programs and acceleration opportunities.

Shared Values

The PDLCS school community believes in the efficacy of our virtual learning model. We believe that authentic educational experiences can be achieved by actively engaging students as well as involving teachers and parents. Distance learning has become the means of choice for continuing adult education as well as being a viable method for pursuing undergraduate and graduate degrees. More colleges and universities, including some of the best universities in the country, are instituting or expanding their virtual learning programs. It is our belief that virtual learning will be the principal channel for Americans to access educational opportunities to continually enhance and improve their skill set in order to compete in a global economic environment.

Academic Standards

The PDLCS curriculum is designed to provide students with instruction needed to attain proficiency with Pennsylvania's academic standards. PDLCS provides diverse, research-based curriculum choices to facilitate the varied educational needs of students. These curricula adhere to both Pennsylvania and national academic standards.

In science and technology, our students study the natural world and facts, principles, theories and laws in the areas of biology, chemistry, physics and earth sciences. Technology is the application of science to enable societal development including food and fiber production, manufacturing, building, transportation and communication. Science and technology share the use of the senses, scientific method, inquiry, investigation, analysis and problem solving strategies.

Our students are provided opportunities to understand the components of ecological systems and their interrelationships with social systems and technologies. Our curriculum incorporates the disciplines of resource management, agricultural diversity, government and the impact of human actions on natural systems.

The school's history curriculum incorporates the study of human experience including important events; interactions of culture, race and ideas; the nature of prejudice; change and continuity in political systems; effects of technology; importance of global-international perspectives; and the integration of geography, economics and civics studies on major developments in the history of the Commonwealth, the United States and the world. The PDLCS social studies curriculum includes the study of relationships among people, places and environments, of geographic tools and methods, characteristics of place, concept of region and physical processes. Our students also study how individuals and societies choose to use resources to produce, distribute and consume goods and services. Our students develop knowledge of how economies work, economic reasoning and basic economic concepts, economic decision making, economic systems, the economy of our Commonwealth and the United States and international trade.

The PDLCS curriculum also incorporates the study of relationships among people, places and environments, of geographic tools and methods, characteristics of place, concept of region and physical processes.

PDLCS students come to appreciate various career options in relationship to their individual interests, aptitudes and skills including the relationship between changes in society, technology, government and economy and their effect on individuals and careers. Our students develop knowledge and skill to seek and retain jobs.

The school recognizes the importance of the ability to communicate in languages other than English, including the ability to understand and interpret written and spoken language on a variety of topics and to develop knowledge and understanding of other cultures. In 2010-11 school year, the school expects to offer instruction in Mandarin Chinese, in addition to Spanish, to its world language offerings.

The Tri-State Study Council at the University of Pittsburgh recently completed an objective, outside audit of the school's curriculum. The Tier I portion of the audit was completed in the 2008-09 school year. The Tier I audit included a review of all PDLCS courses to ensure the courses address Pennsylvania standards.

Based on the Tri-State audit findings, in August, 2009, the Board of Trustees retained the services of an experienced curriculum consultant to guide and train the staff in curriculum mapping and manage the process of ensuring that the school curriculum is aligned to the Pennsylvania academic standards. The consultant will also lead the process to address issues included in the Tri-State audit findings. The curriculum mapping process began in the Fall, 2009, and is currently being completed using a web-based curriculum mapping tool. The project is expected to be completed in late fall of 2010. Upon completion of the curriculum

mapping, teachers will be held accountable for ensuring that the delivered curriculum is consistent with the curriculum maps.

Strengths and Challenges

As PDLCS enters its seventh year of operations, there are several functional areas that have evolved and emerged as strengths. In addition, there are areas that have been identified as requiring modification to improve program effectiveness. Strengths and needs have been identified as a result of the review of quantitative data as well as qualitative feedback from critical shareholders.

The following have been identified as areas of strength:

Dr. James Hoover was hired in April, 2006 to provide structure, guidance and direction to PDLCS. Dr. Hoover has an extensive background in both education and business. His dedicated and competent leadership guided PDLCS through the past four (4) academic years. It is well documented in educational research that one of the critical elements in the success of an educational organization is an educational leader who is both a visionary and an innovator. Dr. Hoover is both. Under Dr. Hoover's leadership, the school has made significant progress toward achieving student academic growth in the core areas and meeting Adequate Yearly Progress. In fact, while PDLCS met only 3 of 11 benchmarks for AYP in 2005-06, the school met 19 of 21 benchmarks in 2006-07 and met all the AYP participation and performance benchmarks with the exception of graduation rate in 2007-08.

PDLCS possesses a talented, dedicated, and academically diverse teaching staff that is willing to expend the extra effort necessary to ensure that its students are successful. Many of our teaching staff have earned multiple subject certifications. In 2007-08, the Board of Trustees increased the number of professional employees to reduce class size and provide better service to our students.

The members of the PDLCS Board of Trustees take an active interest in the school and are dedicated to creating the necessary management policies to ensure the school's success. The leadership credentials of each member of the PDLCS Board of Trustees are impeccable. Many members of our Board are business leaders in their communities and bring a wealth of skills and talents to the Board.

Tri State Study Council at the University of Pittsburgh was retained to audit our curriculum in January, 2008. The Tier I portion of the audit of all PDLCS courses was completed in January, 2009. The audit team from Tri State made a recommendation to improve the efficacy of our curricular offerings and ensure that our courses are consistent with Pennsylvania Academic Standards. Tri-State completed their audit in 2010.

Pennsylvania Distance Learning Charter School has been placed on the Commonwealth of Pennsylvania's district improvement list as a result of the most recent PSSA results, which required 63% of all students and subgroups of students to achieve proficiency in reading and 56% of all students and subgroups of students to achieve proficiency in mathematics by 2007. Subgroup size is defined by the Commonwealth as 40. This subgroup size applies at the school level; it also applies at the state level. Therefore, subgroups of less than 40 within a single school are not counted. These same students, however, are counted within the subgroups at the

district level, as this includes all district schools. In 2006, the school met only 3 of 11 benchmarks for Adequate Yearly Progress (AYP). The following year, the school met 13 of 15 benchmarks. The school did not meet the benchmark for graduation rate and did not meet the achievement target for the "white" student subgroup in mathematics. PDLCS did however all the participation and performance benchmarks in 2007-08. Although the school did not meet AYP due to the lack of growth in the graduation rate; the school filed an appeal with Department of Education due to inaccurate reporting by the school's management company. However, our appeal was denied by the PDE and the school was placed on Corrective Action II. In 2009, the school met all the participation targets and also met the graduation rate benchmark as well. Although the school did not meet all the academic targets, the school's students experienced positive academic growth as they have in each of the past four (4) years, as illustrated by standardized test results and the Pennsylvania Value Added Assessment System (PVAAS). Since the school did not meet AYP, PDLCS was required to develop an improvement plan and to formally adopt that plan for implementation by December, 2009. The goals were identified and the plan was implemented in the summer of 2009. The Board approved all of the policies discussed throughout this document and is very aware of the areas in need of improvement. The Board formally approved the plan at the December, 2009 meeting. In 2009, our school improvement plan was modified to address the discrepancies in the school graduation rate.

The school retained the services of a curriculum consultant to lead the staff in a curriculum mapping project. We anticipate this project should be completed by December, 2010. The electronic curriculum maps will enable the administration to uncover instructional gaps and create interdisciplinary instructional links.

SECTION II. STRATEGIC IMPROVEMENT PLANNING

Strategic Planning Process

The Pennsylvania Distance Learning Charter School, through a process approved by the school's Board of Trustees, developed its plans for teacher induction, professional development, technology, and student services. These plans provide for a continuation of the initiatives begun in the previous years and an evolution into areas for future development. The previous plans emphasized meeting the needs of all students, building on our strengths as a charter school, determining the future of the school, and creating staff and community consensus. These themes are also evident in the development of the new plans.

In April, 2007, the members of the Strategic Planning Leadership Team were appointed by the Board of Trustees. The team included students, parents, community members, staff, faculty, administrators, and trustees. The student, parent, and community members were selected to assure balanced representation among groups and diversity of background, experience, and interest. As required by state regulations, the faculty and administrative staff members were elected by the faculty; administrators were elected by administrators; and trustees were chosen by the members of the Board of Trustees. The school's administrator served as the session facilitator throughout the process.

In the development of the Student Services Report, a subcommittee composed of teachers, administrators and other members of the professional staff was organized and met on several occasions to review the requirements included in the Chapter 12 checklist obtained from the Pennsylvania Department of Education website.

In preparation for the development of the plan, the committee reviewed the requirements outlined in the checklist and determined the school's current compliance with each responsibility. The committee attempted to answer the four (4) basic questions related to full cycle governance which has served as the focus throughout the planning process including:

1. What are we doing well?
2. What can we do better?
3. What should we be doing that we are not currently doing?
4. Which path offers the most promise for meeting the current and future needs of our students?

After the committee completed its review, a draft copy of the Students Services Plan was developed that included areas in need of improvement as well as new initiatives to improve student services. Upon the completion of the draft copy, the entire professional staff reviewed the document and submitted their suggestions to the committee. With the document endorsed by the professional staff, the Strategic Planning Committee was convened to review the goals, strategies, activities and other details of the Student Services plan. After the Strategic Planning Committee approved the plan, it was presented to the School's Board of Trustees for their review and approval.

Currently, the school is involved in the revision of the Professional Education and Technology plan. Both plans are due on September 30, 2010.

Strategic Planning Committee

Name	Affiliation Membership Category		Appointed By
Badders, Michelle	PDLCS	Parent	Board of Trustees
Cavasina, Toni	PDLCS	Ed Specialist - School Psychologist	Educational Specialists
Emily Ebert	PDLCS	Elementary School Teacher	Teachers
Hoover, James	PDLCS	Administrator	Administration
Irvin, Pamela	PDLCS	Parent	Board of Trustees
Kocuba, Nicholas	PDLCS	Ed Specialist - Instructional Technology	Administration
Lisiak, Cindy	PDLCS	Ed Specialist - Home and School Visitor	Administration
Marous, John	PDLCS	Board Member	Board of Trustees
McGlone, Lorraine	WHDL	Business Representative	Board of Trustees
Rosalba Sharp	PDLCS	Ed Specialist - School Counselor	Educational Specialists
Rossetti, Patricia	PDLCS	Administrator	Administration

Goals, Strategies and Activities

Goal: Four year graduation rate

Description: Improve the school's graduation rate by at least 10% each year.

Strategy: Continue Attendance at Information Sessions

Description: Prior to enrollment in the school, parents and students will be offered the opportunity to attend a live online information session, or view a recorded session that outlines the academic programs.

Activity: Staff will conduct information sessions with prospective students and parents

Description: All prospective students and parents will be offered the opportunity to attend an online live information session or view a recorded session prior to enrolling in the school.

Person Responsible Timeline for Implementation Resources

Hoover, James	Start: 1/1/2008	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Date Comment

7/30/2010	Each year, new students are required to attend online or live information sessions. During the enrollment season, these information sessions are offered at noon each Monday through Friday.
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Activity: Start of School Orientation

Description: All students are required to participate in the Start of School Orientation. As part of the orientation training, students will learn to utilize technology to access the school, teachers, courses, learning management system, and resources.

Person Responsible Timeline for Implementation Resources

Rossetti, Patricia	Start: 7/12/2010	\$2,000.00
	Finish: Ongoing	

Status: In Progress — Upcoming

Date Comment

7/30/2010	The PDLCS staff receives start of school training prior to the beginning of each school year.
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Strategy: Continue enforcing IPACT agreement

Description: Student and Parents will be required to agree to the terms of the school's I-Pact

agement upon enrollment in the school. The agreement requires students to attend all Interactive live learning sessions, maintain academic Pace, regularly Attend school, Communicate with teachers and advisors, and take all school and state mandated Assessments.

Activity: Assessment of I-Pact points

Description: Academic advisors and instructional staff will assess I-Pact points to students for each instance the student does not abide by the terms of the I-Pact agreement. Used as a progress monitoring tool, students who receive I-Pact points are provided additional training opportunities on system use, time management, and one-on-one or small group instruction.

Person Responsible Timeline for Implementation Resources

Rossetti, Patricia	Start: 1/1/2008	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Date Comment

7/30/2010	The staff and administration continue to analyze the efficacy of the I-Pact programs to ensure that students remain on track with the academic program.
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Strategy: Early Intervention Process

Description: Academic advisors will monitor students assigned to their rosters and intervene if students experience academic difficulty.

Activity: Mandatory Remediation

Description: Students that are not proficient or advanced on the PSSA exams will be required to attend and complete a remediation program in mathematics, reading, writing and/or science as applicable.

Person Responsible Timeline for Implementation Resources

Franus, Brooke	Start: 1/1/2008	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Date Comment

7/30/2010	Students that are not proficient or advanced to the PSSA continue to be offered and attend remediation sessions in mathematics or reading or both. Students are also required to complete a standardized assessment in the fall, winter, and spring.
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Goal: Growth in Student Achievement

Description: By 2011, 81% of students will perform at the proficient/advanced levels on the PSSA reading exam and 78% of students will perform at the proficient/advanced levels on the PSSA math exam. (These percentages include students in all reportable subgroups.)

Strategy: Data Driven Instruction

Description: Instructional Staff will receive ongoing training in the use of assessment data to tailor instruction for specific students or groups.

Activity: Scantron Performance Series

Description: The instructional staff will be trained in the interpretation of reports generated from the Scantron Performance Series assessments to meet the individual needs of students.

Person Responsible Timeline for Implementation Resources

Franus, Brooke	Start: 1/1/2008 Finish: Ongoing	\$1,500.00
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Status: In Progress — Upcoming

Strategy: ESL Professional Development

Description:

Activity: Professional Development of ESL for Professional Educators

Description: Instructional Staff and Academic Advisors will be trained in interventions with students requiring ESL instruction.

Person Responsible Timeline for Implementation Resources

Hoover, James	Start: 3/31/2010 Finish: 3/31/2010	\$3,000.00
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Status: Complete

Date	Comment
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7/30/2010	The PDLCS staff received training in specific interventions for English as a Second Language students.
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Strategy: Special Education Strategies

Description: PDLCS's Director of Pupil Services will ensure that Special Education Activities are provided for all professional educators who have students with special needs. In addition, the consultant will also provide training for staff when changes occur in the special education regulations, adaptations, and curricular modifications.

Activity: Differentiated Instruction

Description: The school's Director of Pupil Services will also provide training for staff in differentiated instructional techniques.

Person Responsible Timeline for Implementation Resources

Cavasina, Toni	Start: 1/1/2008	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Date Comment

7/30/2010	The staff receives instruction on differentiated instructional methods each year as part of the inservice training prior to the start of school.
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Activity: Gifted Education

Description: Special Education Teachers are offered opportunities to participate in professional development activities addressing the specific needs of the professional educators in special education classrooms. Other opportunities exist for these professional educators to attend off-site professional development activities with prior approval from the CEO.

Person Responsible Timeline for Implementation Resources

Cavasina, Toni	Start: 6/16/2008	\$3,000.00
	Finish: 6/30/2008	

Status: Complete

Date Comment

7/30/2010	Our special education staff attended training regarding gifted education during the summer of 2009. In addition, several staff members attended trainings to become qualified to teach AP courses.
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Strategy: Standards Training

Description: Instruct the instructional staff on the "Standards Based School" approach.

Activity: Annual Standards Training

Description: Each year, the school will have a school improvement team who will conduct a workshop for all PDLCS staff on the use of academic standards to guide the selection of instructional topics. The training will include the evaluation of eMetrics and PVAAS data, as well as how to address individual academic growth within the classroom daily instruction through differentiated instruction and Response to Intervention. Teachers will register on the Standards Aligned System and be trained on effective use of the site as resource.

Person Responsible Timeline for Implementation Resources

Rossetti, Patricia	Start: 1/1/2008	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Date Comment

7/30/2010	Since 2008, the PDLCS staff has received annual training on Pennsylvania's academic standards.
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Activity: Review of Curriculum

Description: Curriculum Review conducted by Tri State Study Council (University of Pittsburgh) to ensure the school's curriculum is in line with PA academic standards.

Person Responsible Timeline for Implementation Resources

Hoover, James	Start: 10/31/2008	\$25,000.00
	Finish: 3/23/2010	

Status: In Progress — Overdue

Date Comment

7/30/2010	The Tri-State Study Council at the University of Pittsburgh completed its audit of the PDLCS curriculum in 2010. The Tier 1 audit report provided the basis for the school's curriculum mapping initiative.
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9/23/2010	The school's curriculum was recently mapped to the PA academic standards. These maps will need to be modified as the state transitions to the Common Core Standards.
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Strategy: Technology Training

Description: Provide training opportunities for staff in technology for all PDLCS staff by PDE providers, workshops, conferences, and PDLCS Management Company during the 2007-2008 school year. In addition, the school will have on-site technical support

Activity: Ongoing Technology Training and Support

Description: The PDLCS staff will receive technology training by PDE providers, workshops, conferences, and PDLCS Management Company during the 2007-2008 school year. In addition, the school will have on-site technical support specialist to provide individual training and support.

Person Responsible Timeline for Implementation Resources

Rossetti, Patricia	Start: 7/1/2011 Finish: Ongoing	\$15,000.00
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Status: In Progress — Upcoming

Date Comment

7/30/2010 The staff and administration receive ongoing technology training from a variety of sources including outside workshops and curriculum vendors.

9/23/2010 Staff will receive ongoing technology training to ensure they are able to effectively use the technology and also assist their students resolve minor technology issues.

Goal: Improved Staff Performance

Description: During the course of this plan, 100% of the professional staff will be highly qualified and will have completed the required 180 hours of Act 48 credits.

Strategy: Annual Staff Training

Description: Staff members will review school policies, procedures practices and new technology on an annual basis prior to the beginning of each school year.

Activity: Policy and Procedures Training

Description: All teachers will review the grade level policies and procedures including grading, attendance, course calendars, academic pace, and course closeouts.

Person Responsible Timeline for Implementation Resources

Rossetti, Patricia	Start: 1/1/2008 Finish: Ongoing	-
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Status: In Progress — Upcoming

Date Comment

7/30/2010 PDLCS staff receives continuing training on policy and procedures.

Strategy: Educational Assistance

Description: The Board of Trustees will provide financial assistance to staff for approved courses or courses leading to a degree from an accredited educational institution.

Activity: Promotion of Continuous Formal Education

Description: Teachers will be entitled to an annual tuition assistance to promote continuing formal professional education.

Person Responsible Timeline for Implementation Resources

Hoover, James	Start: 1/1/2008 Finish: Ongoing	\$10,000.00
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Status: In Progress — Upcoming

Strategy: Ensure the hardware, software and communications infrastructure create or enhance the instructional delivery capability of the school.

Description: The school will continuously assess and explore communications infrastructure upgrades that will enhance the speed and reliability of instructional connectivity and improve the instructional capacity of the school staff.

Activity: Assess the impact of technology changes

Description: Appraise the impact of technology changes on the existing infrastructure

Person Responsible Timeline for Implementation Resources

Hoover, James	Start: 7/1/2008 Finish: 9/1/2011	\$3,000.00
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Status: In Progress — Upcoming

Date Comment

7/30/2010	The PDLCS administration in partnership with the school's management contractor assessed the impact of technology changes. An analysis of technology support services requests provided the primary basis for our conclusions
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9/23/2010	Continue to actively assess the impact of technology changes to ensure compatibility and minimize service interruptions.
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Activity: Continue to test the efficacy of technology upgrades prior to schoolwide implementation

Description: Prior to the implementation of new technologies, the technology support vendor will thoroughly test changes and upgrades to ensure these changes function properly.

Person Responsible Timeline for Implementation Resources

McGlone, Lorraine	Start: 7/1/2011	\$10,500.00
	Finish: Ongoing	

Status: In Progress — Upcoming

Date Comment

7/30/2010 PDLCS has begun the practice of "piloting" new technologies prior to school wide implementation.

Activity: Implement technology upgrades

Description: Once approved and tested, upgrades will be installed by school technology support contractor. The support contractor will be selected by management company. Whenever possible, the school will "pilot" new curriculum prior to full scale implementation to assess system compatibility and instructional efficacy.

Person Responsible Timeline for Implementation Resources

McGlone, Lorraine	Start: 7/1/2011	\$280,000.00
	Finish: Ongoing	

Status: In Progress — Upcoming

Date Comment

7/30/2010 The school has added several hardware and software upgrades. The school is currently implementing a new online elementary program.

Strategy: Shared Learning Experiences

Description: Teachers that attend workshops or seminars will be encouraged to share their learning experiences with the other members of the PDLCS staff. Teachers have time set aside in their work week to hold team meetings for sharing of best practices. Monthly department meetings are scheduled, as well as cross curricular meetings. An online staff training course houses all procedural and best practice information for individual use throughout the school year.

Activity: Shared Professional Development Experiences

Description: Upon their return from a workshop or conference, a staff meeting will be scheduled to permit the sharing of learning experiences and exchange of ideas.

Person Responsible Timeline for Implementation Resources

Rossetti, Patricia	Start: 1/1/2008	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Goal: Student Demographics

Description: By the year 2011, the PDLCS will collect data and monitor student enrollment trends and demographic characteristics that have an impact on the educational culture of the school.

Strategy: Connectivity - Synergize the hardware, software and communications capabilities of the school

Description: Ensure our student have the optimal technical capability to take full advantage of the instructional opportunities of the school.

Activity: Assess current student technology

Description: Determine technical issues related to student access of the school instructional resources.

Person Responsible Timeline for Implementation Resources

McGlone, Lorraine	Start: 7/1/2011	\$14,000.00
	Finish: 7/1/2013	

Status: In Progress — Upcoming

Date Comment

9/23/2010	As part of its new technology plan, the school will establish a policy to replace student computers after three years. Computers will be replaced earlier on a case by case basis.
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Activity: Assess the impact of technology upgrades

Description: Monitor the impact of the technology upgrades to determine if they continuously improve the instructional capabilities of the school

Person Responsible Timeline for Implementation Resources

McGlone, Lorraine	Start: 1/1/2008	\$5,000.00
	Finish: Ongoing	

Status: In Progress — Upcoming

Date	Comment
7/30/2010	Student support requests as well as student feedback from questionnaires were used to conduct the assessment of the impact of technology upgrades.
9/23/2010	Continue to monitor technology upgrades and make necessary adjustments to ensure, as much as possible, the seamless integration of the new technologies into the current systems.

Activity: Impact of changes in technology

Description: Determine the impact of technology changes on the existing infrastructure to resolve connectivity issues

Person Responsible Timeline for Implementation Resources

McGlone, Lorraine	Start: 1/1/2008	\$2,500.00
	Finish: Ongoing	

Status: In Progress — Upcoming

Date	Comment
7/30/2010	Requests for technical support and responses to annual questionnaires provided the basis for the assessment of connectivity issues. In addition, the administration analyzed the periods of system downtime throughout the school year.
9/23/2010	The school staff as well as the management contractor continue to seek out technology upgrades that are compatible with our current systems and will enhance the instructional delivery capability of the school.

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:

There are currently no supporting documents selected for this section.

SECTION III. QUALITY OF SCHOOL DESIGN

Rigorous Instructional Program

The Pennsylvania Distance Learning Charter School makes every effort to enroll students in appropriate grade/skills level courses. If deficiencies become apparent as demonstrated by performance significantly below standards in literacy and mathematics, students are placed in classes at or below grade level to ensure that basic skills are mastered before proceeding to the next grade level. PDLCS provides diverse, research-based curriculum choices to facilitate the varied educational needs of students. Our curriculum has been audited by the Tri State Study Council from the University of Pittsburgh. The school's curricula has been found to meet both state and national academic standards.

Grades 1-6 — The student uses Think Central (eHarcourt), Tritone, and Creativity Express online-based curriculum that allows immediate evaluation and feedback of submitted tests, quizzes, and projects. The student's education is supplemented by workbooks, novels and mathematic manipulatives.

Grades 7-8 — The students receive online instruction in math, language arts, science, and social studies, art, health, and music with Holt Online and Creativity Express supplemented by workbooks. Offline projects help the students synthesize the concepts they learn.

Grades 9-12 — PDLCS offers more than 35 credit courses for high school learners, including all required courses for students to attain a Pennsylvania high school diploma. Various award-winning electronic curricula are integrated with textbooks, workbooks, and reading materials to provide an overall challenging curriculum. PDLCS offers a diverse, yet challenging distance-learning curriculum to provide students with the opportunity to earn a state of Pennsylvania accredited diploma. The curriculum is provided through online learning, textbooks, and workbooks. The curriculum is available to students seven days a week, 24 hours a day, allowing students to work on their courses any time of the day. Each semester, the student selects between four and seven courses and completes the courses during the two semester school year.

Our technology based curriculum program offers an organizational solution for allowing PDLCS to develop, manage, and distribute curriculum, resources, and best practices for instruction and assessment related to Pennsylvania Academic standards.

Each of our learning technologies permits us to connect our curriculum to state standards and also provides in-depth reporting on how well our students are meeting those standards. They align a complete database of Internet, textbook, and media resources to Pennsylvania's standards. Our learning technologies also offer a flexible set of tools for instructional and curriculum planning, as well as lesson plan design.

Our online curriculum is based on current instructional/educational research, pedagogically sound instruction, and proven best practices.

The curriculum is organized in a manner that links assessment and instruction as part of the on-going instructional process. Consequently, students are placed in the curriculum that supports student learning and growth, and curriculum material is provided at their academic and developmental level. Assessment data are compiled and reviewed routinely to determine student growth and understanding. The student is provided instructional support from their academic team, which includes their parent/guardian, teachers and academic advisor. Students with special needs are assigned to a special education teacher who is responsible for developing the child's IEP and monitoring student progress. Students are also assigned to Title I Reading and Math instructors if they experience either reading or math difficulties and qualify for these services.

An on-going assessment process is one of the integral features of the school's instructional delivery approach that ensures successful movement through the curriculum.

PDLCS is committed to helping parents and students move through the material at a pace whereby the student can experience success. Students are supported by their teachers and provided with resources to master the learning objectives. Testing and assessment allow all parties to monitor the student's progress and determine the appropriate deadlines needed for the individual student to advance.

Continuous testing takes place in the following ways:

Students are assessed in the fall, winter, and spring using the Scantron Performance Series assessments to gauge academic growth.

The instructional staff is trained to provide instruction to each student that both challenges and supports student mastery of skills and standards. Teachers provide daily support for the students who are assigned to them. The teachers are trained to promote inquiry-based learning strategies when the students experience difficulty with assignments. Also, there are many assignments in all aspects of the curriculum that promote both in-depth learning using the Thinking Skills Model and Inquiry Based Learning Strategies.

Students are assessed and placed in the curriculum at a developmental level that promotes success (differentiated instruction). Academic advisors work closely with the education staff to review assessment data and determine the appropriate academic level for student entry. Students progress at an academic level and a pace that supports growth and retention. If students continue to struggle, teachers are required to make a referral to the Response to Instruction and Intervention Program. Students who continue to struggle are discussed at a formal staffing chaired by a certified school psychologist with general education and special education staff present. Intervention strategies are followed throughout the RtII process for 60 days prior to a formal referral to special education, unless an evaluation is requested by the parent/guardian, in which case, the RtII and evaluation processes are followed simultaneously.

PDLCS provides a comprehensive special education program as well as Title I support for struggling students in both reading and mathematics. The staff of specialists is available to provide consultation and direct remedial services for all students who experience difficulty with the curriculum.

All teachers are trained to become teachers of reading and writing. Teachers are encouraged to collectively prepare students for the PSSA reading and math assessments at the different grade levels. Also, science and math teachers are responsible for supporting acquisition of math standards that are assessed by the PSSA.

In 2008-09, the school implemented the *writing across the curriculum approach* in order to enhance our student proficiency in written communication. In 2009-10, the school will begin using a web based writing assessment program that integrates the Pennsylvania Writing rubric and allow students to have their responses to writing prompts scored similarly to the way they would be scored for the PSSA writing assessment. The instructional software's effectiveness has been corroborated by a large volume of research related to its validity and reliability.

In 2009-10 all teachers were trained in using the eMetrics and PVAAS data in their classrooms. The summative data of PSSA, along with benchmark data of Scantron and classroom assessments are used in Response to Instruction and Intervention decisions, as well as in how the teacher will differentiate within their online classroom.

PDLCS provides an excellent instructional delivery system for students who require active engagement in the learning process. Students are placed in the curriculum at an academic level that is developmentally appropriate and students are able to progress through the curriculum at their own pace. The instructional delivery requires active engagement by students with support from certified teachers when students experience difficulty. All teachers are trained to use research-based instructional techniques to supplement the existing instructional delivery. On-line classes are taught by a highly qualified, certified instructional staff on a weekly basis.

Current pedagogical research strongly supports active engagement and ownership in the instructional process by all students. Teachers participated in staff development training to identify student learning styles and provide instruction that addresses diversity in student learning styles. Active and involved learning experiences are provided for students at all grade levels in all academic content areas. In addition, parents are also actively involved in their child's education which the research suggests is a strong indicator of student success.

A comprehensive Act 48 Professional Development Plan was submitted and approved by the Pennsylvania Department of Education. A copy of the plan is attached. Professional Development for all staff members is encouraged and supported at PDLCS through a variety of delivery systems including local staff development, attendance at seminars and conferences, higher education course work, and any responsible provider of training.

Rigorous Instructional Program - Attachments

- PDE Profession Development Plan Approval Letter
- PDE Teacher Induction Plan Approval Letter

English Language Learners

English Language Learners (ELL) are unique to distance learning charter schools. When providing educational programs for ELL, the individual educational needs of the student will be assessed, this may involve the assistance from numerous departments, to determine the most appropriate educational plan for a particular ELL.

The Pennsylvania Distance Learning Charter School (PDLCS) has three primary goals for the English as a Second Language program:

- (A.) To develop student competency in understanding, speaking, reading, and writing of the English language.
- (B.) To provide appropriate curriculum and support to enable ESL students to complete high school and to enter post-secondary education and/or the world of work.
- (C.) To educate staff in the areas of cultural awareness and sensitivity.

Students and their parents/guardians will complete the application form on www.padistance.org. Limited English Proficient students will be enrolled upon presentation of a local address and proof of immunization. Academic Advisors will administer the Home Language Survey to every student during orientation.

PDLCS shall define Limited English Proficient (LEP) according to the Improving America's School Act. A LEP student is one who:

- (A.) Was not born in the United States of whose native language is other than English and comes from an environment where a language other than English is dominant;

or

Is a Native American or Alaska Native who is a native resident of the outlying areas and comes from an environment where a language other than English has had a significant impact on such an individual's level of English language proficiency;

or

Is migratory and whose native language is other than English and comes from an environment where a language other than English is dominant;

and

- (B.) has sufficient difficulty speaking, reading, writing or understanding the English language and whose difficulties may deny such individual the opportunity to learn successfully in classrooms where the language of Instruction is English or to participate fully in our society.

Students who are identified as LEP shall be regularly assessed in their content area courses and in their ESL courses. Types of assessments will include, but are not limited to: curriculum-based assessment, informal discussion, the LAS Links test of English proficiency, and participation in

state and national standardized testing. Students are eligible for a one time exemption from the PSSA test based on guidelines published yearly by the PDE.

The Pennsylvania Distance Learning Charter School (PDLCS) provides a Free and Appropriate Public Education to all students identified as having a disability under IDEIA 2004, by providing special education by following the guidelines in Special Education Services and Programs State Board of Education Regulations Chapter 14.

English Language Learners - Attachments

- Revised ESL policy
- 2009 ELL document

Graduation Requirements

The PDLCS encourages parents to monitor their child's progress toward meeting graduation requirements. Also, academic advisors track each assigned student to monitor the student's progress. To graduate, students must complete the following required credits:

Health — ½ credit
Fine Arts (Art, Music) - 1 credit
Physical Education — ½ credit
World Language - 2 credits
Language Arts — 4 credits
Social Studies — 3 credits
Mathematics — 3 credits (Algebra is required)
Science — 3 credits (Biology is required)
Business/Technology - ½ credit
Electives — 6 ½ credits
A Graduation Project is required

Since the 2007-08 school year, the school requires seniors to demonstrate proficiency in reading and math on the Pennsylvania System of School Assessment (PSSA) or alternative assessment to qualify for graduation. In the 2008-09 school year, any student that is not proficient on the PSSA or scores two grade levels below their current grade level is placed in mandatory remedial programs in Mathematics and/or Reading.

Special Education

The Pennsylvania Department of Education (PDE) completed its audit of PDLCS's Special Education program during the 2006 — 2007 school year. The program was deemed to be in compliance with all state and federal mandates. Attached is a copy of relevant special education policies and procedures. The Special Education audit team reviewed and approved all relevant special education policies and procedures.

PDE promotes the Inclusion Model of education, and PDLCS utilizes the Inclusion Model for all of its students including students identified as in need of, and eligible for, Special Education programming. Students designated to receive Special Education programming are provided with

modifications to the regular education curriculum while included in regular education classes with non-disabled peers. PDLCS Special Education students are provided with on-line and/or in-person related services as indicated in the student's Individual Education Program (IEP). All IEP goals are based upon current Pennsylvania standards. The Progress Monitoring process provides a method by which to determine if the student is meeting his/her annual IEP goals.

PDLCS provides instructional content to Special Education students via the computer/internet, and per the student's IEP, augments instruction with multi-modal learning strategies. Small group and one-on-one instruction/assistance is provided in a virtual resource room with the assigned Special Education teacher as designated in the student's IEP. Per the Special Education student's IEP, students receive accommodations for state-wide and local/district wide assessments. Transition planning is incorporated in all IEP's for Special Education students fourteen years of age or earlier depending upon the student's need(s) as designated in his/her IEP.

PDLCS provides on-line learning strategies, training, and on-going student and parent orientation to assist the student and parent(s) in making the transition from the traditional brick-and-mortar learning environment to the virtual home/school learning environment.

PDLCS does not currently have any Special Education students receiving instruction that is contracted out to the chartering district, the Intermediate Unit, or another outside agency.

Special Education - Attachments

- Special Education Policies and Procedures
- Administrative Policy Regarding Chapter 711_July 2010.doc
- PDLCS School Based Mental Health Administrative Policy_July 2010.doc
- Special Education Administrative Policy_July 2010.doc
- SPED Waiver_Administrative Policies_July 2010.doc

Special Education Program Profile - Chart I

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
Karen Kline	1.00	Learning Support	Sewickley, PA 24		N/A
Jena Adams	1.00	Learning Support	Sewickley, PA 21		N/A
Richard Briggs	1.00	Learning Support	Sewickley, PA 23		N/A

Special Education Program Profile - Chart II

Organization	FTE	Type of class or support	Location	# of Students	Other Information
N/A	0	N/A	N/A	0	N/A

Special Education Program Profile - Chart III

Title	Location	FTE
School Psychololgist	Sewickley, PA	1

Special Education Program Profile - Chart IV

IU, Public Agency, Organization, or Individual	Title/Service	Amount of Time Per Week
Therapy Source	Psychoeducational, Speech/Language, Occupational Therapy, and Physical Therapy evaluation/reevaluation and therapy services	per contract
Club Z	Tutoring	per contract
Glen-Den Enterprises	Speech/Language, Occupational Therapy, and Physical Therapy evaluations/reevaluations and therapy services	per contract
Sylvan Learning Center	Tutoring	per contract

SECTION IV. ACCOUNTABILITY

Student Assessment - Primary

Test/Classification	K	1	2	3	4	5
Scantron Performance Series - Reading	No	No	Yes	Yes	Yes	Yes
Scantron Performance Series - Mathematics	No	No	Yes	Yes	Yes	Yes
Scantron Performance Series - Language Arts	No	No	Yes	Yes	Yes	Yes
Scantron Performance Series - Science	No	No	Yes	Yes	Yes	Yes
PSSA - Reading	No	No	No	Yes	Yes	Yes
PSSA - Mathematics	No	No	No	Yes	Yes	Yes
PSSA - Writing	No	No	No	No	No	Yes
Locally developed and commercial test	Yes	Yes	No	No	No	No
PSSA Science	No	No	No	No	Yes	No

Student Assessment - Secondary

Test/Classification	6	7	8	9	10	11	12
Scantron Performance Series - Reading	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Scantron Performance Series - Mathematics	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Scantron Performance Series - Language Arts	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Scantron Performance Series - Science	Yes	Yes	Yes	Yes	Yes	Yes	Yes
PSSA - Reading	Yes	Yes	Yes	No	No	Yes	No
PSSA - Mathematics	Yes	Yes	Yes	No	No	Yes	No
PSSA - Writing	No	No	Yes	No	No	Yes	No
PSSA - Science	No	No	Yes	No	No	Yes	No
PASA	No	No	No	No	No	No	No

Student Assessment

PDLCs utilizes the Scantron Performance Series as the school's local assessment to identify students performing below expectation and prescribes instructional interventions to remedy academic deficiencies. All students in grades 2 through 12 are tested in the fall and spring in the

areas of reading, mathematics, science, and language arts. The test uses computer adaptive technology and is delivered online to students. Test results are available immediately after the student completes the exams. Students that have been identified as requiring interventions are also assessed with greater frequency throughout the year to closely monitor their response to interventions. The results are compared to determine academic growth in each of the four core areas.

Based on the notion that you can't manage what you don't measure, the main focus for monitoring student progress is the effective utilization of data to ensure that all students are succeeding in demonstrating proficiency on state and school assessments. Teachers are required to teach and assess the academic standards they are responsible for teaching on a regular basis so that they can determine where their students are at any given time in relationship to those standards. We challenge our teachers to constantly question what they expect their students to know and do and understand where their students are in terms of teacher expectations. They need to support their conclusions about their students with hard, as well as soft, data and need to develop a plan to address student deficiencies based on the data.

The cornerstone of our student intervention model is our online assessment program. We abandoned paper and pencil tests several years ago and opted for a web-based testing system. Online testing has provided flexibility, instant feedback, individualized assessment and lower costs than our traditional paper and pencil exams. More importantly, our web-based assessments provide an enormous amount of high-quality data regarding each student that is readily available to teachers.

After the online assessments are administered in the early fall, teachers are asked to identify low performing students or students that may become "at-risk" for failure, particularly in reading and mathematics. Meetings are scheduled with the intervention team which consists of the individual teacher(s), principal, guidance counselor, and psychologist. Intervention meetings are scheduled during the teacher's preparation times, so there is ample time for discussion. In preparation for the meeting, the principal reviews the student data. During the meeting, the principal has the teacher's class data available on a laptop computer. Discussions regarding various students who have been identified by the teacher or the principal via the testing data are conducted at these meetings. The discussion is focused on a number of student achievement questions:

- How is the class performing in terms of specific academic standards?
- What are the specific student's strengths and weaknesses?
- Which students are not performing well and in what areas?
- What specific interventions has the teacher implemented so far in the classroom?
- What other factors may be hampering a particular student's success on a particular indicator, such as behavior, attention issues, attendance, etc.
- What progress is the class or individual students making toward proficiency?
- What does an individual student need to do to attain proficiency?

Collateral issues that may hinder a particular student's performance are also considered and discussed such as behavior or attention issues that may require some additional investigation or screening. During the meeting, the team decides which students should be monitored as well as some suggested interventions. The teacher prepares and maintains a folder for each identified

student in which the teacher will record interventions. The folder also contains data collection templates that provide a systematic way to collect student data and also recommends the specific information to be collected on a regular basis.

In the 2009-10 school year, PDLCS students achieved statistically significant academic growth in all four (4) core academic areas including reading, mathematics, science, and language arts. This is the third consecutive year that PDLCS students exceeded the academic growth in all four (4) core academic areas. In the 2006-07 school year, PDLCS students achieved significant growth in all academic areas with the exception of reading. In 2006, PDLCS students met only three (3) of eleven (11) AYP targets. In 2007, students met all AYP targets with the exception of graduation rate and mathematics achievement in one (1) subgroup. In 2008, the school met all the participation and performance benchmarks with the exception of graduation rate. Over the past three (3) years, the school has made significant progress toward reaching Adequate Yearly Progress on the Pennsylvania System of School Assessment. We have found that the growth shown on our local assessment has translated into similar progress on the PSSA.

Student Assessment - Attachments

- Aggregate Language Arts Achievement Gains 2010
- Aggregate Math Achievement Gains 2010
- Aggregate Reading Achievement Gains
- Aggregate Science Achievement Gains 2010
- Four Year Comparison of Achievement Data
- Four Year Comparison of Aggregate Math Gains
- Four Year Comparison of Student Achievement in Reading
- Language Arts Achievement Gains by Grade Level 2010
- Math Gains by Grade Level 2010

Teacher Evaluation

PDLCS follows the state mandated teacher evaluation format and procedures. The PDE appropriate teacher evaluation form (PDE 426, PDE 426A, PDE 427, PDE 427A, PDE 428 or PDE 428A) is used to document teacher effectiveness. The critical aspect of evaluation involves a review of student performance and student growth metrics for all students assigned to a teacher. In essence, our teacher's success is directly tied to student achievement.

Teachers possessing a temporary professional certificate are evaluated formally at least twice a year. Teachers with permanent certification are formally evaluated at least once a year. Dr. Hoover also conducts informal observations of classes throughout the year to monitor instruction and provide teachers with constructive feedback.

Dr. James Hoover, CEO, is solely responsible for teacher evaluation. Dr. Hoover possesses Pennsylvania Administrative certification as well as a District Superintendent Letter of Eligibility. Dr. Hoover also conducts all staff evaluation with the assistance of the Assistant Administrator and the Supervisor of Special Education.

Dr. Hoover annually reviews the performance indicators with the staff and provides each teacher with a pre-observation guide prior to a scheduled formal observation. A copy of the pre-observation guide is attached.

In addition, growth in student achievement, as indicated by the school's standardized test and emetrics data, is annually reviewed with individual members of the school's teaching staff.

Dr. Hoover attends professional development offered through the intermediate unit, PA Dept of Education, PATTAN, National Association of Elementary and Secondary School Principals, PA Association of Elementary and Secondary School Principals, The International Association for K-12 Online Learning, and the Pennsylvania Coalition of Charter Schools. Dr. Hoover came to PDLCS with thirteen (13) years of experience as a building administrator in Pennsylvania public schools.

Teacher Evaluation - Attachments

- Teacher Evaluation Plan
- Observer Checklist

SECTION V. GOVERNANCE REQUIREMENTS

Leadership Changes

On May 24, 2010, Mr. William DiBenedetto joined the Board. Mr. DiBenedetto is a former superintendent of schools and brings over twenty years of public school administrative experience to the Board. All other current Board Members and Advisors remain active participants in the governance of the school and remain committed to ensuring that PDLCS is successful. The Board President is actively seeking new members to restore the Board to its full contingent of Trustees.

Board of Trustees

<u>Name of Trustee</u>	<u>Office (if any)</u>
John Marous	President
William Donahue	Board Secretary
John Lally, CPA	Board Treasurer
William DiBenedetto	Board Member

Professional Development (Governance)

The Board of Trustees has access to training opportunities through their own Board Portal. The Board Portal provides information regarding governance and corporate documents, including meeting minutes, agendas, calendars, as well as links to websites such as Board Source, Center for Education Reform, State and Federal Departments of Education and others providing information on Charter Schools, Board governance, upcoming events and recent developments. The website also offers Board Training Videos, such as "Board Member Basics." As this is the School's sixth year of operation, the Board of Trustees will be discussing additional training opportunities at their annual organizational meeting.

The Board of Trustees schedule regular quarterly meetings held in the School's offices and acts via an affirmative vote from the majority of its serving members.

The Board also schedules informational meetings to become versed in matters of special interest related to the school's governance including, but not limited to, pending legislation, marketing, and assessment results.

The Board of Trustees ensures that all meetings are conducted in accordance with the Sunshine Law, Public Officials Act, and further complies with all applicable federal, state and local regulation, in addition to the terms and conditions set forth in its Charter Contract. The Board of Trustees utilizes the services and counsel of independent legal representation, financial advisor, Administrator of the School, and White Hat Management to ensure compliance and knowledge of requirements.

Coordination of the Governance and Management of the School

The Board of Trustees is the highest policy-making authority and approves all policies and exercises oversight of the operations of the School. The Board of Trustees delegates day-to-day operational responsibility to the Chief Executive Officer of the School. The Board of Trustees utilizes legal counsel and management services to ensure compliance with the Charter School Contract, as well as local, state and federal requirements. The CEO of the school communicates regularly with the President of the Board of Trustees to ensure that the Board stays current on the operational status of the school.

Under the direction of the Board of Trustees, Dr. James Hoover, Chief Executive Officer, maintains a positive working relationship with the Pennsylvania Department of Education and the school's management contractor. Dr. Hoover further ensures the strict adherence to the management agreement outlined in the school's charter, as well as all applicable state and federal reporting requirements.

Coordination of the Governance and Management of the School - Attachment

- 2011 Board Meeting Calendar

Community and Parent Engagement

The Board of Trustees is actively involved in the community. As students enroll from a particular area, local community leaders and educational and social organizations are contacted in an attempt to further enhance the program.

The Board of Trustees directs and oversees efforts of White Hat Distance Learning (WHDL) and the school's CEO to ensure that the parents are completely involved in their child's education. Parental input comes through multiple channels including phone calls, personal visits, email or the student portal that is an open channel of communication with the School. All parent input is received, evaluated and included into the program to the extent that it adheres to the School's mission, standards, educational program and is in the best interest of the School. In addition, parents are able to participate in the Board's meetings and electronic surveys in an effort to communicate their thoughts and comments regarding the school, its performance and accountability.

School Community

It is the intent of the Board of Trustees to be actively involved in the communities from which it will attract students. Since this is a statewide project, activism most likely will not be as localized as it would be in a traditional brick and mortar school setting. However, as students enroll from a particular area, local community leaders and educational and social organizations will be contacted in an attempt to further enhance our program so that it may evolve to more effectively serve the communities we serve. The community involvement process inspired the "MyChoice"

parent accounts, regional field trips, and educational enrichment activities in the community. As with most educational endeavors for children, active parental involvement is a major element and can dramatically affect the possibility for success. Our School empowers parents to take an active role in the education of their children by allowing the parent to (a) direct the educational path of the child, (b) select the curriculum and educational delivery model employed to educate their child and (c) assist in the delivery of that education.

The plea for parent involvement is contained in the School's mission which is "to fully educate and develop the children of Pennsylvania by utilizing an educational model that combines state-of-the-art technology with world class educational resources and **enhance the ability of parents to be thoroughly involved in their child's education by directing the child along an educational path selected by the parent** which is specifically designed for that child's needs, desires and aptitudes allowing that child to flourish and develop sooner than he/she would if he/she had to follow a pre-prescribed educational plan developed for an entire class of students which may not be appropriate for that student individually."

In addition to the parental involvement in the direction and delivery of the student's educational plan described above, parent input will not only be encouraged, but requested. Parental input may come through a variety of sources, such as phone calls, personal visits or more commonly through our 24 hours a day, 7 days per week student portal which serves not just as the student's access point to the PDLCS program but also as an around the clock way to communicate with the School. All parent input will be received, evaluated and included into the program to the extent that it adheres to the School's mission, educational program and is in the best interests of our students. In addition, the parents may always avail himself/herself of the Parent/Student Complaint Policy and Procedure.

Any parent, guardian, or adult student may file a complaint regarding a violation of School policies, regulations, rules, or procedures or federal, state, or local law to the Governing Authority of the Pennsylvania Distance Learning Charter School (PDLCS) by filing the same with their Trustee. To file a complaint with the Trustees, the parent (or adult student) shall deliver the written complaint containing (1) the student's and parent's name (anonymous complaints will not be processed), (2) the signature of the complainant, (3) the complainant's name and phone number, (4) the specific violation of School policy, regulation, rule, and procedures, and/or federal, state, or local law. The complaint may be delivered in person or by U.S. Mail, properly addressed to the School, c/o the Trustees.

Upon a filing of any complaint, the School will do the following:

1. Date-stamp the complaint upon receipt;
2. Notify the President of the Board of Trustees and the attorney for the Board of Trustees;
3. Send a letter of acknowledgement to the complainant within 7-10 business days. The letter should address the general procedures that will be followed;
4. Conduct an investigation as directed by the President of the Board of Trustees. This process may include, but not be limited to the following:
 - a) Collaborating with other offices, employees, and personnel within the School;
 - b) Conducting a telephone or personal interview and/or conference(s) with complainant and/or
 - c) Sending written correspondence.

The CEO will keep an investigation log and inform the President of the Board of Trustees of the investigation process and findings; and

The investigation will be based on fact and findings specific to the allegation(s) stated in the complaint. The reason for the decision will be outlined in the letter of findings.

The Board of Trustees will issue a letter to the Complainant of:

Compliance — Findings were unsubstantiated and School has complied; or

Non-Compliance — Noting the area(s) of non-compliance, recommending possible changes/technical assistance and requesting that the School respond to Complainant with a corrective action(s) plan letter within 10-15 business days.

All documentation of the Complaint, findings, and any corrective action(s) plan must be placed in the appropriately marked complaint file for closure.

SECTION VI. FINANCIAL RESPONSIBILITIES

Major fund-raising activities

PDLCS did not engage in any major fund-raising activities during this annual report period.

Fiscal Solvency Policies

The school has signed a management agreement with White Hat Distance Learning (WHDL) to perform all functions necessary to operate the school on a daily basis with the exception of employment. In exchange for these services, the School pays the company a management fee. Included in the management agreement between the parties is an indemnification provision that protects the school from being liable for any losses associated with the school operations. White Hat Distance Learning (WHDL) bears all the financial risk in the relationship. From the funding the School receives, it retains a small percentage of funds before paying its management fee that is more than sufficient to meet its own expenses. In addition, the Board of Trustees has taken action to ensure that any operational functions that are assumed by the school's personnel are charged back to the management company.

Accounting System

The Accounting function for the school is the responsibility of White Hat Distance Learning (WHDL). The company uses Peachtree Accounting software as its accounting system. The system has been customized to use the Pennsylvania State Chart of Accounts. The School also regularly produces GAAP basis statements for the use by the Board of Trustees. These same requirements will be used to complete the Annual Financial Report, annual audit, and required budgetary documents. The Board's Treasurer, who is a CPA, monitors the financial reports completed by the company on behalf of the Board to ensure the financial statements are accurate.

Preliminary Statements of Revenues, Expenditures & Fund Balances

Preliminary Statements of Revenues, Expenditures & Fund Balances - Attachment

- FY10 Preliminary Statement of Revenues, Expenditures and Fund Balance

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

Malin, Berquist & Company, LLP
Date of Last Audit: FYE June 30, 2009

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

- PDLCS 2009 Audit

Citations and follow-up actions for any State Audit Report

None

SECTION VII. FACILITY RESPONSIBILITIES

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

The School contracts with WHDL of Pennsylvania, LLC to provide facilities management services to the school. WHDL, as part of its obligations under the management agreement with the School, takes on the responsibility for providing all facilities, furniture, fixtures and equipment. Thus, the School is not directly involved in the procurement of these items. All these services, as well as other things are provided in exchange for one comprehensive management fee.

During FY10, 36 R500 IBM Laptop computers were purchased for the PDLCS staff. These computers were purchased with Federal Grant monies and remain the property of PDLCS. The procurement process was provided as a part of the management services provided by WHDL of Pennsylvania, LLC as outlined above.

Future Facility Plans and Other Capital Needs

The Pennsylvania Distance Learning Charter School's assessment of its facilities is that the current leased administrative office space is expected to be adequate to serve the needs of the charter school for the coming year. There are no significant expected capital outlays required for facilities for the coming year as well. The charter school's CEO will continue to monitor its facility needs and will act accordingly should those needs change.

SECTION VIII. HEALTH AND SAFETY RESPONSIBILITIES

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

Health Requirements:

In order for a student to be admitted into PDLCS, parents must submit satisfactory evidence that immunizations against Diphtheria, Whooping Cough, Tetanus, Meningitis, Poliomyelitis, Measles, Rubeola, Rubella, Varicella, and Hepatitis have been or are in the process of being completed, or must file a certificate of exemption each year they request the exemption. Immunizations required by the State Department of Health are demanded by the school.

At the point of Enrollment students/parents/guardians are required to provide **Proof of Current Immunizations** as required and outlined by the Commonwealth of Pennsylvania Department of Health, or a signed and dated **Waiver of Immunization Form** advising PDLCS that they object to immunizations for religious reasons or medical reasons. If the parent/guardian indicates on the waiver form that they do not vaccinate their student due to a *medical* issue, documentation from a physician is requested to certify that vaccinations for the child in question are contraindicated and not recommended.

If the parent/guardian submits a current Immunization Record for the student, the Enrollment Counselor assigned to the student verifies that all required vaccinations based on the student's age (current grade level entry) have been administered. If they have not, the student's enrollment is not processed further and the parent/guardian is contacted. The Enrollment Counselor advises which vaccinations PDLCS does not have record of. The parent/guardian is asked to send updated records if the vaccinations have been given, **or** if the vaccinations not documented on the submitted record have not been administered, the parent/guardian is advised that their student will be provisionally enrolled with the following stipulations if updated records are not obtained by the start of the school year:

"Any student in kindergarten through 12th grade may be admitted to school provisionally if evidence of at least one dose of each required antigen (i.e., measles, mumps, rubella, polio, diphtheria, tetanus, varicella, hepatitis B) is given. The parent(s) plan for completion of the required immunizations shall be submitted to the school and reviewed every 60 days. All subsequent immunizations shall be entered on the Certificate of Immunization or into the computer database program. All immunization requirements shall be completed within eight months of entrance to school. If the requirements are not met, the school administrator shall undertake suspension procedures."

These provisional Enrollments are tracked on an excel spreadsheet and in the Vital Statistics Database program to ensure that the required follow up is completed monthly.

2. Provide a complete list of current school insurance coverage policies and programs including health and general liability.

Copies of current school insurance coverage policies and programs are included.

3. In preparation for the new Wellness Policy requirements from the Federal Government, and for the new Chapter 12 requirements now in the State Law (both effective 7/1/06), please provide a brief description of how the charter school is preparing to meet the new deadlines. (website is provided in outline of Annual Report)

PDLCS Health Records Improvement Plan

2006 - 2007 proved that we did not have the needed information in our Enrollment Files for PDLCS student. "In order to improve our processes, the newly formed partnership "Admissions/Records" is tasked with the acquisition of Immunization Records (Admissions) and the tracking of said immunization (Records). This process proved essential for State Reporting of

Health Data. However, the Admission/Records team was given this task AFTER the fall 2006 students had already been admitted to the school." The first students to be asked to provide the immunization data were the Mid-Year 2006 students.

2008 - 2009 has seen the following improvements:

- * In the 2008-09 school year, the school hired a certified school nurse.
- * All student records are reviewed by the school nurse to ensure the student is in compliance with immunization and health examination requirements.
- * Admissions now require updated immunization records for students entering grades K/1, 6, and 11.
- * Admissions now require updated dental screenings for students entering grades K/1, 3, and 7.
- * Records has created a database that documents immunizations, vision, dental and hearing screenings (with dates)
- * The database also has the ability to document height and weight of each student (with dates)
- * A process is in place for entering the data from the Enrollment Folder to the Vital Statistics Database to ensure that data for ALL active students is collected and ready for state reporting
- * Enrollment process was changed to include mandated physical exams for grades K, 1, 6, and 11 and dental exams for grades K, 1, 3, and 7.

2009 - 2010 Improvements:

- * The height, weight, and vision will be collected and documented for all active students yearly either via physical forms submitted from their private physician's office or by participating in a health screening by the school nurse or other trained staff member. (health screenings will be implemented this school year in the spring)
- * The Vital Statistics Database will be enhanced with an automatic calculation that will convert inches to centimeters, pounds to kilograms and will then calculate the BMI for each student.
- * A School Health Software Program was purchased in order to maintain all student health records and track immunization and health screenings. This program automatically calculates BMI number and percentage based on weight and height entries.
- * Each student's health information (including immunization dates, physical exams, dental exams, vision screenings, hearing tests, and health conditions) was individually entered into the School Health Software Program by the certified school nurse.

* Enrollment process was changed to include the requirement that *all* new students (K-12) submit health documentation to serve as baseline data (physical and dental forms).

* Parents received documentation by mail for their children's weight, height, BMI, and vision results from the health screenings.

* In the event of a failed vision screening, the parent received notification, a referral form to take to the eye doctor, and information about vision clinics for low-cost or free vision programs.

* A "School Nurse Office" was developed for our online environment in order to provide parents and students with resources for healthy living.

PDLCS has developed a health and wellness policy that is consistent with the needs and constraints of a distance learning environment.

PDLCS offers comprehensive and practical instruction in Health. Our health curriculum extensively examines lifestyle choices. In the course, ***Nutrition and Fitness***. The list of topics includes:

Tobacco Products & Alcohol

Stress

Self Advocacy and Responsibility

Diet & Exercise

Mental & Physical Health

Disease & Disabilities

2010 - 2011 Improvements:

* All health information for new students will be entered into the School Health Software Program, and information for re-enrolling students will continue to be updated as needed.

* All information for active students will be maintained and updated in the Vital Statistics Database, as well, for tracking purposes.

* Health screenings done by the school nurse will be mandated for all active students who have not submitted a physical form from their private physician in order to obtain weight, height, and vision each year.

* The Health screenings will be offered primarily in the fall but also during the spring for those who missed the fall dates at different locations throughout the state of PA. This is a change from the previous year in order to catch any health problems (such as vision issues) that may hinder the student's learning before the middle of the school year.

* Parents will receive notification of their child's health screening results and information specifically about BMI and the risks of higher percentages. Vision referrals will also continue.

* Research will be done about renting or purchasing a hearing machine in order to *add* hearing tests to the health screenings done yearly. (previously, health screenings have included height, weight, and vision)

* All new and returning students (K-12) will be required to comply with the Allegheny County Health Department immunization requirements before entry into our school.

* Any student requiring accommodations based on a medical issue (such as a 504 agreement) must submit documentation from their physician with specific information about how their health issue may affect their participation in school.

* Absences will be tracked and closely monitored by the school nurse in order to encourage daily attendance in school.

*The "School Nurse Office" of online resources will continue to be updated to provide a wealth of information about many medical issues as well as resources available to parents and students.

* The certified school nurse will develop lessons to supplement the elementary health or science classes to be used 3-5 times a year on subjects such as hand washing/germs, healthy eating, exercise, etc.

In order to comply with the new immunization requirement issued by the Allegheny County Health Department, parents were required to submit satisfactory evidence of the following immunizations for students beginning during the 2008-09 school year:

ALL grades (K-12):

- 4 doses of tetanus, with 1 dose on or after the 4th birthday; 3 doses if series started after 7 years of age
- 4 doses of diphtheria, with 1 dose on or after the 4th birthday; 3 doses if series started after age 7
- 3 doses of polio
- 2 doses of measles
- 2 doses of mumps
- 1 dose of rubella (German Measles)
- 3 doses of hepatitis B
- *2 doses of varicella (chicken pox) vaccine or written statement from physician/designate indicating month and year of disease or serologic proof of immunity

Grades 7 — 12 (in addition to the above vaccines):

- *1 dose of meningitis vaccine (MCV4)
- *+ 1 dose of tetanus/diphtheria/pertussis (Tdap)

*many students currently lack official documentation of these immunizations

Adolescents aged 11—18 who received Td, but not Tdap, should wait an interval of at least 5 years between Td and Tdap to reduce the risk for local and systemic reactions after Tdap vaccination. [Advisory Committee on Immunization Practices (ACIP)]

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

- PDLCS Wellness Policy
- Request for Reimbursement & Report of Health Services
- Request for reimbursement and Health Services Report

Current School Insurance Coverage Policies and Programs

See attachment: School Insurance Certificates of Coverage

Current School Insurance Coverage Policies and Programs - Attachment

- PDLCS Evidence of Insurance Coverage FY10

SECTION IX. ADMINISTRATIVE NEEDS

Quality of Teaching and Other Staff

During the 2009-10 school year, PDLCS employed a total staff of 30 full-time employees including twenty-three (23) professional staff. In addition, the school retained a curriculum consultant, full time counselor, full time psychologist and related service providers as necessary. During the school year, two (2) employees resigned their positions with the school. The school opted not to renew the contract of one employee. The other employee left after accepting a position with a school district.

To date, all current full-time staff are scheduled to return for the 2010-11 school year. All professional staff members are certified in their current instructional areas. In addition, the school is seeking to complement its curricular offerings by purchasing additional courses. The school is also exploring an alternate instructional arrangement, such as teacher sharing, to increase its curricular offerings.

Quality of Teaching and Other Staff - Attachment

- PDE-414

Student Enrollment

Student Enrollment:

PDLCS does not charge tuition to parents or students.

PDLCS is in full compliance with open enrollment regulations and withdrawal requirements specified by the Academy's Charter and Pennsylvania law.

PDLCS complies with all state and federal laws.

PDLCS does not discriminate on the basis of race, creed, gender, disability or ethnic origin in the enrollment and/or the administration of its educational program or activities.

If demand exceeds places available (as determined at the sole discretion of the School's Board of Trustees), admissions is determined by a lottery of all applicants in a given category; however, returning students and their siblings are given preference over new students. After the lottery is completed, those students not selected for enrollment are placed on a waiting list in order of their random selection. Students, whose application for enrollment is received after the lottery is completed, are placed on the waiting list and admitted on a first-come, first serve basis as long as the last date for enrollment in the school has not passed.

No lottery was used this year in the Admissions process.

APPLICATION - REGISTRATION - ENROLLMENT

The Application Form represents the first step in a multi-step process. By completing, signing and submitting the Application Form, along with the associated Enrollment forms, the parent or guardian expresses a desire to have his/ her child attend the School. The submission of the Application Form and associated Enrollment Forms begins the Registration process. It does not mean the child will be enrolled in the School. As part of the Registration process, the parent or guardian will submit copies of the student's:

- Birth Certificate
- Current Immunization Record
- Private Physician Medical Form (or proof of current required physical examination)
- Private Dental Form (or proof of current dental examinations)
- Proof of Residence
- Proof of Internet Connection
- Court Documentation of Custody (if applicable)
- Copy of most recent Report Card (for K-8 students), OR High School Transcript (for 9-12 students)
- Copy of current special education records (IEP and/or ER) if applicable
- Act 26 affidavit
- Home Language Survey

After signing and faxing these forms back to the Enrollment Department, the parent or guardian will be contacted by a PDLCS Representative and will work with the PDLCS staff member to determine which curriculum would best suit the student(s). After all of the Registration steps are complete, the student can be enrolled when the remaining steps have been completed:

- Attendance of a mandatory training, at a location to be specified by PDLCS;
- The PDLCS curriculum is received by the student;
- The PDLCS computer and printer are delivered and installed at the student's home;
- The parent and student accounts are determined to be properly connected to the PDLCS network.

In order to maintain a student's enrollment, the guardian must:

- Assure that a working phone line and Internet connection are maintained at the location where the student is being educated at all times;
- Inform the PDLCS Enrollment Office of any and all parent or student address and phone number changes as soon as possible.
- Adhere to all I-PACT requirements, as detailed on page 11 of the handbook.

RE-ENROLLMENT

All students must be re-enrolled each school year to continue schooling at the School: students are not automatically re-enrolled from school year to school year.

Parents of re-enrolling students will be required to fill out, print, sign, and return all required re-enrollment documentation and forms before curriculum will be sent for the new school year. (Please note: Siblings who have not previously attended PDLCS cannot be added through the Re-Enrollment process: they must be enrolled through the New Enrollment Process outlined above.) The required re-enrollment forms and documentation are:

- Re-enrollment Form
- I-PACT Agreement
- Parent/ Student Handbook Form
- Authorization for Release of Information Form
- Current Immunization Record
- Private Physician Medical Form (or proof of current required physical examination)
- Private Dental Form (or proof of current dental examinations)
- Current Proof of Residence
- Court Documentation of Custody (if applicable)

STATEMENT OF COMPLIANCE:

The Admissions Policy of PDLCS is in compliance with State Regulations in the following manner:

PDLCS requires proof of birth.

PDLCS requires proof of residency.

PDLCS generally requires that students entering Kindergarten be at least 5 years of age which is within the compulsory attendance law for the state of Pennsylvania. However, a student may be admitted earlier after a school readiness evaluation by the school's psychologist.

PDLCS requires that students reside in the state of Pennsylvania and provide proof of residency.

PDLCS requires that students provide proof of previous public or private school grade placement or of an approved homeschool plan and evaluation.

PDLCS requires proof of current immunizations as outlined by the Commonwealth and the Allegheny County Health Department. PDLCS has a school nurse on staff to monitor and ensure that health records are compliant and up-to-date.

PDLCS requires proof of Physical and Dental Examinations at appropriate grade levels.

PDLCS requires Parent Registration statement, which verifies/denies any history of school violence or drug or alcohol abuse.

There are currently no supporting documents selected for this section.

Transportation

PDLCS is a virtual (cyber) charter school. Therefore, PDLCS provides no transportation services to students.

Food Service Program

The Pennsylvania Distance Learning Charter School is a virtual school. Since students attend school from their homes via the internet, PDLCS does not have a food services program.

Student Conduct

The PDLCS Board of Trustees has authorized reasonable and necessary rules governing the conduct of students in school. The Board has adopted a code of student conduct that includes policies governing student discipline and a listing of students' rights and responsibilities. This conduct code is published and distributed to students and parents or guardians through the student/parent handbook and the school's website. Copies of the Code of Conduct are also available upon request.

The Board of Trustees has defined and published the types of offenses that would lead to exclusion from school. Exclusion from school may take the form of suspension or expulsion.

- A suspension is exclusion from school for a period of from 1 to 10 consecutive school days.
- Expulsions are exclusion from school by the governing board for a period exceeding 10 school days and may be permanent expulsion from the school rolls.
- Expulsions require a prior formal hearing.

The Board of Trustees recognizes that an education is a statutory right, and students shall be afforded due process if they are to be excluded from school. In any case involving a possible expulsion, a formal hearing is required. The parent may appeal the decision of the CEO directly to the PDLCS Board of Trustees by submitting a written appeal to the President of the Board.

In the 2007-08 school year, eighteen (18) students were suspended for less than 10 days for violations of the school's code of conduct. No students were expelled for disciplinary reasons.

Student Conduct - Attachment

- Student Conduct

Signature Page

Assurance for the Operation of Charter School Services and Programs

School Year: 2010

The Pennsylvania Distance Learning CS within Capital Area IU 15 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
2009 - 2010 Annual Report for Pennsylvania Charter Schools

Date

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 Pennsylvania Distance Learning 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: James P. Hoover **Title:** Dr.
Phone: 724-933-7300 **Fax:** 1-866-977-3527
E-mail: James.Hoover@padistance.com

Signature of the Chief Executive Officer and Date

Identify the charter school's President of the Board of Trustees.

Name: John Marous **Title:** Mr.
Phone: 724-933-7300 **Fax:** 1-866-977-3527
E-mail: N/A

Signature of the President of the Board of Trustees and Date

Identify the charter school's Special Education Contact Person.

Name: Toni Taylor-Cavasina **Title:** Ms.
Phone: 724-933-7300 **Fax:** 1-866-977-3527
E-mail: Toni.Taylor-Cavasina@padistance.com

Signature of the Special Education Contact Person and Date

Signature Page - Attachments

- Signature page Charter School Annual Report 2010
- Assurance for Compliance with the Public Officials & Employee Ethics Act