

Pennsylvania Distance Learning CS

**Charter Annual Report**

07/01/2019 - 06/30/2020

# School Profile

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## Demographics

2605 Nicolson Road  
Suite 4100  
Sewickley, PA 15143-  
724-933-7300

Phase:

Phase 2

CEO Name:

Patricia Rossetti

CEO E-mail address:

[patricia.rossetti@padistance.org](mailto:patricia.rossetti@padistance.org)



Classroom Teacher (including Master Teachers)	44.00	44.00	0.00	0.00	1.00	43.00
Specialty Teacher (including Master Teachers)	14.00	14.00	0.00	0.00	1.00	13.00
Special Education Teacher (including Master Teachers)	15.00	15.00	0.00	0.00	0.00	15.00
Special Education Coordinator	1.00	1.00	0.00	0.00	0.00	1.00
Counselor	7.00	7.00	0.00	0.00	0.00	7.00
Psychologist	0.00	0.00	0.00	0.00	0.00	0.00
School Nurse	1.00	1.00	0.00	0.00	1.00	0.00
Director of Technology	1	1	0	0	0	1
Totals	87.00	87.00	0.00	0.00	4.00	83.00

Further explanation:

*This narrative is empty.*

# Fiscal Matters

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## *Major Fundraising Activities*

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

The school did not conduct fundraising activities in the 2019-20 school year. There are no plans for major fundraising activities in the 2020-21 school year.

## *Fiscal Solvency Policies*

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

The school did not make any changes to procedures during the 2019-20 school year. The school board adopts an annual budget in June prior to the upcoming fiscal year. All purchasing and expense allocation throughout the fiscal year must align with the budget. The administration and board monitors fiscal activity, as related to the annual budget, on a monthly basis.

The monthly financial reporting includes the following monthly reports:

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

### **Fiscal Solvency Policies**

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

#### **Files uploaded:**

- Preliminary Statement of Revenues Expenditures and Fund Balance 06302019.pdf

## *Accounting System*

Changes to the accounting system the charter school uses:

No changes were made to the accounting system. The school continues to contract with Charter Choices, Inc. to provide business services to the school including accounts payable, receivable, and financial reporting.

### ***Preliminary Statements of Revenues, Expenditures & Fund Balances***

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

*PDF file uploaded.*

### ***Financial Audits***

#### **Basics**

Audit Firm: HBK CPAs & Consultants  
 Date of Last Audit: 09/09/2019  
 Fiscal Year Last Audited: 2018-19

#### **Explanation of the Report**

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

*This narrative is empty.*

#### **Financial Audit Report**

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

*PDF file uploaded.*

#### **Citations**

Financial audit citations and the corresponding Charter School responses

Description	Response
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### ***Federal Programs Consolidated Review***

#### **Basics**

Title I Status: Yes

Title I First Year Status: No  
Date of Last Federal  
Programs Consolidated  
Review: 05/01/2019  
School Year Reviewed: 2018-19

### **Federal Programs Consolidated Review Report**

Upload the most recent Federal Programs Monitoring Report or Consolidated Review Report.

*PDF file uploaded.*

### **Citations**

Federal Programs Consolidated Review citations and the corresponding Charter School responses

<b>Description</b>	<b>Response</b>
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# Special Education

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## *Chapter 711 Assurances*

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

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

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

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

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

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

## **Special Education Support Services**

<b>Position Title</b>	<b>Building(s) Name and Location for Charter Schools</b>	<b>Caseload</b>	<b>Low Age</b>	<b>High Age</b>
Director of Special Education	PA Distance Learning Charter School	240	5	21
School Psychologist	PA Distance Learning Charter School	240	5	21

## **Special Education Contracted Services**

<b>Title</b>	<b>Amt. of Time per Week</b>	<b>Operator</b>	<b>Number of Students</b>
Behavioral Support Services	191 Hours	Outside Contractor	75
Counseling	38.25 Hours	Outside Contractor	53



Family Counseling	2 Hours	Outside Contractor	10 or fewer
Learning Coach	610 Hours	Outside Contractor	63
Occupational Therapy	40 Hours	Outside Contractor	52
Physical Therapy	5 Hours	Outside Contractor	10 or fewer
Social Skills Groups	8 Hours	Outside Contractor	14
Speech and Language Therapist	69 Hours	Outside Contractor	94
Tutor	29 Days	Outside Contractor	13

### ***Special Education Cyclical Monitoring***

Date of Last Special Education Cyclical Monitoring:

12/04/2017

Link to Report (Optional):

Not Provided

### **Special Education Cyclical Monitoring Report**

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

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# Special Education Personnel Development

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## **Preparing for Life: Successful Transition to Adulthood with ASD**

Educators will be able to develop meaningful transition plans with IEP teams.

Person Responsible	Director of Special Education
Start Date	2/18/2020
End Date	6/4/2020
Program Areas	Professional Education, Special Education
Hours Per Session	2
# of Sessions	1
# of Participants Per Session	1
Provider	PaTTAN
Provider Type	PaTTAN
PDE Approved	Yes
Knowledge Gain	Not Provided
Research & Best Practices Base	Not Provided
For classroom teachers, school counselors and education specialists	Empowers educators to work effectively with parents and community partners.
For school or LEA administrators, and other educators seeking leadership roles	Provides leaders with the ability to access and use appropriate data to inform decision-making. Instructs the leader in managing resources for effective results.
Training Format	Offsite Conferences
Participant Roles	Classroom teachers
Grade Levels	High (grades 9-12)
Follow-up Activities	Joint planning period activities
Evaluation Methods	Review of individual student transition sections of the IEP

## **Nonviolent Crisis Intervention Training Program (NCIe)**

Educators will use the train the trainer model to learn effective de-escalation techniques and restraint practices for school age students.

Person Responsible	Director of Special Education
Start Date	1/24/2020
End Date	6/4/2020
Program Areas	Professional Education, Special Education
Hours Per Session	24
# of Sessions	4

# of Participants Per Session	1
Provider	Crisis Prevention Institute
Provider Type	Crisis Prevention Institute
PDE Approved	No
Knowledge Gain	Not Provided
Research & Best Practices Base	Not Provided
For classroom teachers, school counselors and education specialists	Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
For school or LEA administrators, and other educators seeking leadership roles	Provides leaders with the ability to access and use appropriate data to inform decision-making.
Training Format	Series of Workshops
Participant Roles	Classroom teachers
Grade Levels	High (grades 9-12)
Follow-up Activities	Lesson modeling with mentoring
Evaluation Methods	Presentation to the department in a department meeting

# Special Education Program Profile

## Program Position #0

*Operator:* Charter School

### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 17	17	0.85
Justification: We are a cyber charter school, the students are never in the classroom together.				
Locations:				
PA Distance Learning Charter School	A Junior/Senior High School Building	A special education Center in which no general education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 17	3	0.15
Locations:				
PA Distance Learning Charter School	A Junior/Senior High School Building	A building in which General Education programs are operated		

## Program Position #1

*Operator:* Charter School

### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	16 to 19	12	0.92
Locations:				
PA Distance Learning Charter School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	17 to 17	1	0.08
Locations:				
PA Distance Learning Charter School	A Senior High School Building	A building in which General Education programs are operated		

## Program Position #2

*Operator:* Charter School

### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 10	10	0.77
Justification: Cyber Charter School, students are never in a room together				
Locations:				
PA Distance Learning Charter School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 10	3	0.23
Locations:				
PA Distance Learning Charter School	An Elementary School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 8	10	0.83
Locations:				
PA Distance Learning Charter School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	5 to 6	2	0.17
Locations:				
Pennsylvania Distance Learning Charter School	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #4***Operator: Charter School***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 14	18	0.95
Locations:				
PA Distance Learning Charter School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 15	1	0.05
Locations:				
PA Distance Learning Charter School	A Middle School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	16 to 19	21	1

Locations:				
PA Distance Learning Charter School	A Senior High School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 14	9	0.75
Locations:				
PA Distance Learning Charter School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 14	3	0.25
Locations:				
PA Distance Learning Charter School	A Middle School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 17	21	0.84
Locations:				
PA Distance Learning Charter School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 15	4	0.16
Locations:				
PA Distance Learning Charter School	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #8***Operator: Charter School***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	16 to 18	12	1
Locations:				
PA Distance Learning Charter School	A Senior High School Building	A building in which General Education programs are operated		

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

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 10	7	0.8
Locations:				
PA Distance Learning Charter School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	9 to 9	2	0.2
Locations:				
PA Distance Learning Charter School	An Elementary School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 12	14	0.88
Locations:				
PA Distance Learning Charter School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 10	1	0.06
Locations:				
PA Distance Learning Charter School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	11 to 11	1	0.06
Locations:				
PA Distance Learning Charter School	An Elementary School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 17	17	0.5
Justification: Cyber Charter School, these students are never in the same room together as any time.				
Locations:				
PA Distance Learning Charter School	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #12***Operator: Charter School*

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	17 to 20	16	1
Locations:				
Pennsylvania Distance Learning Charter School	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #13***Operator:* Charter School**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 13	17	0.77
Locations:				
Pennsylvania Distance Learning Charter School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 12	2	0.09
Locations:				
Pennsylvania Distance Learning Charter School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	10 to 12	3	0.14
Locations:				
Pennsylvania Distance Learning Charter School	An Elementary School Building	A building in which General Education programs are operated		



# Facilities

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

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

The school purchased \$166,032 of Leasehold Improvements during FY2019-2020. These purchases are for moving to a new facility.

The school purchased \$349,925 of Furniture & Fixtures during the FY2019-20.

The school purchased \$379,100 of Equipment during FY 2019-20. This consisted of \$55,660 of Technology, \$233,440 for Student Computers and \$100,000 for Student Printers.

The total Charter School expenditures for fixed assets during the identified fiscal year: \$895,057

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

*\$895,057.00*

## *Facility Plans and Other Capital Needs*

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

The Charter School moved to a new location in June 2020. There are no plans to further develop the facilities at this time.

## *Memorandums of Understanding*

<b>Organization</b>	<b>Purpose</b>
Allegheny County Department of Human Services, Office of Children, Youth, and Families	Foster care and Foster Care Transportation
Franklin Park Police Department	Safe Schools and Safe2Say Something
Intermediate Unit #3 Title III Consortium	Title III Consortium and services

# Charter School Annual Report Affirmations

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## **Charter Annual Report Affirmation**

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

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

**Affirmed by John Marous on 8/7/2020**

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*Board President*

**Affirmed by Patricia Rossetti on 7/31/2020**

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*Chief Executive Officer*

## Charter School Law Affirmation

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

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

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

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

**Affirmed by John Marous on 8/7/2020**

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*Board President*

**Affirmed by Patricia Rossetti on 7/31/2020**

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*Chief Executive Officer*

## Ethics Act Affirmation

Pennsylvania's current Public Official and Employee Ethics Act (Ethics Act), Act 93 of 1998, Chapter 11, 65 Pa.C.S. § 1101 et seq., became effective December 14, 1998 and has subsequently been amended.

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

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

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

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

**Affirmed by John Marous on 8/7/2020**

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*Board President*

**Affirmed by Patricia Rossetti on 7/31/2020**

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*Chief Executive Officer*

## **Charter Annual Background Check Affirmation**

I certify that, as of this date, the above referenced LEA is in compliance with all applicable provisions of Sections 111 and 111.1 of the Public School Code of 1949.

**Affirmed by John Marous on 8/7/2020**

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*Board President*

**Affirmed by Patricia Rossetti on 7/31/2020**

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*Chief Executive Officer*

## **Charter Annual Administrative Certification Affirmation**

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

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

**Affirmed by John Marous on 8/7/2020**

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*Board President*

**Affirmed by Patricia Rossetti on 7/31/2020**

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*Chief Executive Officer*