
Pennsylvania Department of Education



COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF EDUCATION
333 MARKET STREET
HARRISBURG, PA 17126-0333

Charter Annual Report **Tuesday, October 09, 2007**

Charter School: Family CS
Address: 907 N 41st St
Philadelphia, PA 19104
Phone: (215) 386-5768
Contact Name: Alice Lunsford

SECTION I. EXECUTIVE SUMMARY

Organization Description

Family Charter School was founded in 1998. The school currently offers grades Pre-K through 4, and serves 88 low-income, high-risk, mostly African-American students from the surrounding area.

Core Purpose

Mission

Family Charter's mission is "to create intensive, high quality, individualized educational and social service programs for each child in order to promote the academic, social, and developmental growth of all students and the surrounding community." Our emphasis on early childhood intervention and the provision of family support further this mission, as do our developmentally appropriate curriculum, small class sizes, and individualized after-school tutoring program (among other strategies).

Vision

By the time they leave Family Charter, students are expected to:

- have learned and complied with reasonable standards of behavior in a learning environment (e.g., respect for others and school property, following directions, completing homework);
- have reached grade-level competency (proficient or advanced) in the core subjects of Reading and Math;
- be able to communicate effectively by using writing, listening and speaking skills;
- have demonstrated a basic level of technological skill as a foundation for technological literacy;
- be able to analyze, question, compare and comprehend ideas.

Shared Values

Family Charter's core beliefs include:

- The idea that families come first. Communication and cooperation between home and school are essential for a child to learn effectively and to be educated consistently
- The idea that our students often struggle with life circumstances that make it much harder for them to learn than for their peers in higher income brackets. However, we believe that these children are capable of high performance if given the help, caring and support they need. Belmont Charter prides itself on doing everything possible to help these students achieve this.
- The idea that children must actively engage in the learning process and should understand that achievements are not accomplished without effort

Family Charter programs take a holistic approach to student learning that addresses the individual needs of this high-risk population. We provide: an extended school day; additional after-school tutoring; small class sizes; instruction differentiated according to learning ability; a CARES program tailored to providing an individualized learning environment to students with extreme behavior challenges; percentage of certified teachers; provision of family and social services on an as-needed basis; provision of speech and occupational therapy on an as-needed basis; provision of free breakfast and lunch for each student; and much more.

Academic Standards

Our academic content standards are characterized by applying process knowledge to the standards that will foster our students in becoming life-long independent learners. Our academic content is aligned with the PA content standards and students are expected to demonstrate proficiency on all assessment anchors. The use of data, observation and assessment combined with teacher and student learning styles are used to provide targeted instruction, coaching and

intervention. Unifying themes across content areas are used to create a context in which mastered skills of specific disciplines can be transferred across all content areas.

Strengths and Challenges

Family Charter School has developed an infrastructure of using diagnostic placement, triangulation of data and data-driven instruction and intervention to improve the delivery of mathematics instruction. The use of this protocol has resulted in, grades 3,4 and 5 making AYP by scoring above the 45% (Proficient and Advanced) state AYP benchmark, as well as dramatic improvement in 6th and 8th grade scores. The increase in the numeracy skills of BCS students and their ability to interface them with real world problem solving has become a strength for BCS.

Reading and literacy skills continue to be a weakness at Family Charter School. Although we made AYP through the SafeHarbor/Confidence Interval provision, our rate of growth continues to fall behind the levels necessary to reach the 54% (Proficient and Advanced) state AYP benchmark. Building on our protocol for mathematics and placing a strong emphasis on coaching, we will target the areas of poetry, inference and interpreting the use of figurative language to increase our students' skills. In addition, placing emphasis on vocabulary development will allow us to increase our rate of growth and decrease the gap between our actual scores and the AYP benchmark.

SECTION II. STRATEGIC IMPROVEMENT PLANNING

Strategic Planning Process

The Family Charter administrative team takes on the school's improvement process using information from formal assessments of the school's performance (PSSA and Terra Nova test results, internal testing, teacher evaluations from academic directors, discipline records) and feedback from teachers and parents. The team meets semiannually to evaluate progress toward the goals set at the beginning of the school year.

The team checks progress toward each target and assesses the strategies used to meet them. When the target is met, the team either replaces it with a more difficult one or creates strategies to maintain that level of performance.

If a target has not been met during the school year, the team identifies why: were the strategies for meeting it implemented improperly? Were the strategies unsuitable? Was the target overly ambitious? Were there any extenuating circumstances? The reassessed, readjusted targets are then included in the following school year's plan.

To determine areas of weakness, the planning team examines all the information from the aforementioned sources and compares its data to results from other local charter schools and to schools run by the Philadelphia School District. An assessment of available resources helps the team determine a realistic improvement rate in any particular area of weakness as well as to identify root causes on which to focus. The need for improvement is then turned into a particular target to be included in the School Improvement Plan for the upcoming year, which includes new strategies to outline how the area of weakness will improve.

Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Jamie Friedman	Academic Director	Administrator	Jennifer Faustman
Arlene Shank	Academic Director	Administrator	Jennifer

			Faustman
Jennifer Faustman	Executive Director	Administrator	Michael Karp
Elizabeth Richards	Charter School/Special Education Director	Special Education Representative	Jennifer Faustman
Claire Cohen	Head Start Director	Other	Jennifer Faustman
Bob Szybist	Director of Auxillary Programs	Other	Jennifer Faustman
Jeanne DiLeonardo	Director of Social Work	Ed Specialist - School Counselor	Jennifer Faustman

Goals, Strategies and Activities

Goal: Annual Yearly Progress

Description: To obtain Annual Yearly Progress according to the Pennsylvania Department of Education.

Strategy: Strategy 1

Description: Implement the School District of Philadelphia Core Curriculum where applicable

Activities:

Activity	Description	
Activity 1	Provide teachers with guidance on teaching towards the standards/anchors as well as provide them with a strong pacing tool	
Person Responsible	Timeline for Implementation	Resources
Alice Lunsford	Start: N/A Finish: N/A	\$0.00

Strategy: Strategy 2

Description: Leveled Libraries for each classroom

Activities:

Activity	Description	
Activity 2	Supply classrooms with leveled libraries to provide students with more resources to practice reading skills both in the classroom as well as at home	
Person Responsible	Timeline for Implementation	Resources
Alice Lunsford	Start: N/A Finish: N/A	\$0.00

Strategy: Strategy 3

Description: Regular Teacher Meetings

Activities:

Activity	Description
Activity 3	conduct regular staff meetings targeted towards analyzing testing data from which to drive informed instruction

Person Responsible	Timeline for Implementation	Resources
Alice Lunsford	Start: N/A Finish: N/A	\$0.00

Goal: Attendance

Description: To meet or exceed the 90% attendance requirement for grades K-4 as set forth by AYP standards

Strategy: Strategy 1

Description: Truancy Program

Activities:

Activity	Description	
Activity 1	Continue aggressive truancy program that includes holding Saturday detention for students.	
Person Responsible	Timeline for Implementation	Resources
Alice Lunsford	Start: N/A Finish: N/A	\$0.00

Goal: Parent Involvement

Description: To increase parent involvement in school

Strategy: Strategy 1

Description: To keep parents informed of upcoming events through mailings, postings around school, flyers sent home.

Activities:

Activity	Description	
Activity 1	More parent involvement through open communication and incentives for attending parent events.	
Person Responsible	Timeline for Implementation	Resources
Alice Lunsford	Start: N/A Finish: N/A	\$0.00

Goal: Score 45% proficient or advanced on PSSA

Description: This is for students in grades 3rd and 5th and in both math and reading.

Strategy: Strategy 1

Description: Teachers focused on 6-week anchors and mapping the curriculum to ensure standards are aligned.

Activities:

Activity	Description
Activity 1	After School Program- extra math and reading help for students, based on

	PA standards	
Person Responsible	Timeline for Implementation	Resources
Alice Lunsford	Start: N/A Finish: N/A	\$0.00

SECTION III. QUALITY OF SCHOOL DESIGN

Rigorous Instructional Program

Our team develops a coherent education program for each student that includes adherence to the Philadelphia School District's standards, supplemented with elements taken from other recognized bodies. For each standard, there are benchmarks at appropriate grade levels. In utilizing these standards and closely monitoring these benchmarks, we have developed an expectation of excellence using a multidisciplinary approach to learning. Students will leave the school meeting both the standards for the School District and Family Charter School itself. Additionally, Family Charter uses both the Houghton Mifflin and the Harcourt-Brace textbook series, which our administrators ensured met PA content standards prior to purchase.

Many Family Charter students lack home support for their academic development. In addition to its efforts to increase home support, Family Charter organizes its curriculum to provide as dense a learning experience as possible. Morning classes are focused on building literacy skills and afternoon ones on math skills: these classes are cross-curricular, incorporating the science and social studies elements of the curriculum. Thus students never learn one subject to the exclusion of others. Instead, they are expected to learn and apply skills across the curriculum, cumulatively building their learning experience. The curriculum is broad enough to serve students of all abilities; based on academic performance, homework and class tasks are targeted exactly at the students' levels. Small group teaching facilitates this.

Family Charter School promotes in-depth and inquiry-based teaching and learning through the adherence to the philosophy that learning is child-centered, and should be driven by a constructivist approach. Children are encouraged to create their own knowledge with teacher support using hand-on experiential learning. Children are actively engaged throughout the day in work that embraces a variety of themes such as problem-solving, communication, critical thinking, information gathering/processing, and personal, family and community growth and development. Teachers are encouraged to plan field trips/activities around various curricular themes and units to provide students the opportunity to apply what is learned in the classroom to real life experiences.

Family Charter believes that one-on-one teaching is the most effective way to reach students who are performing significantly below standard. The school uses tracked, small-size classes to ensure that students are taught at the proper level of difficulty. The school makes one-on-one or one-on-two teaching sessions available to such students during the school day, in addition to placing them in small group learning communities whenever possible. Struggling students are also eligible for additional tutoring sessions after school hours and are encouraged to attend them. Likewise, academic tutoring during summer school is mandatory for these students. When students fail to meet success after participating in the above interventions, he/she may be recommended for retention as which point the decision is turned over the chairman of the board.

Rigorous Instructional Program - Attachments

- Professional Development Plan
- Teacher Induction Plan

English Language Learners

Family Charter School does not currently have any ELL students.

Graduation Requirements

Graduation Requirements are not applicable to Family Charter School, since this school only extends to grade 4.

Special Education

Family Charter School is a full-service school with a broadened mission and vision to meet the needs of students by providing integrated services to benefit meeting the needs of all students, as well as their families. Attached is a copy of all Special Education policies and procedures for Family Charter School. This includes those policies and procedures that deal with identification and provision of services to special needs students as well as instructional strategies for educating special education students.

Special Education Program Profile - Chart I

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
Michele Marabotti	100	full time, self-contained	Belmont Charter School	10	N/A
Jill Johnson	100	Resource Room Teacher	Belmont Charter School	20	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
Director of Special Education	Family Charter School	.50

Special Education Program Profile - Chart IV

IU, Public Agency, Organization, or Individual	Title/Service	Amount of Time Per Week
Dan Fitzgerald, Therapy Source	Physical Therapy	2 hours per week
Heather Smith, Therapy Source	Occupational Therapy	8 hours per week
Emily Hurly	Speech and Language Pathologist	40 hours per week

SECTION IV. ACCOUNTABILITY

Student Assessment - Primary

Test/Classification	K	1	2	3	4	5
PSSA	No	No	Yes	Yes	Yes	Yes
Terra Nova	Yes	Yes	Yes	Yes	Yes	Yes

Student Assessment - Secondary

Test/Classification	6	7	8	9	10	11	12
PSSA	Yes	No	No	No	No	No	No
Terra Nova	Yes	Yes	Yes	No	No	No	No

Student Assessment

The 06-07 PSSA results indicate that a strong trend in increased mathematics scores and a positive correlation between targeted skills and goals, and the student performance on the test in grades 3-5. Our goals for these grades will reflect a target of 10% growth from this new baseline in student achieving advanced and proficient levels. Our progress in grades 6 and 8 came within 5% of making the 45% AYP target. Our goals for these grades will be to achieve the AYP benchmark.

The results of the 06-07 PSSA in reading were less remarkable. Although our students have continued to make progress, with the exception of the 6th grade, the rate of growth is less than anticipated. This data has influenced us to put the intervention model used in math into place for the reading program. Our goals have been readjusted to reflect the impact that this intervention is projected to have on our reading assessment.

The benchmark scores and assessment have impacted our ISP plans (Individual Student Plans) to target intervention to needed skills. They have also impacted our pacing and correlation with the Core Curriculum. Teachers have begun using the disaggregated data from the benchmarks to inform their instruction and meet student needs in a timely fashion. In addition, skills been spiraled to ensure a deeper mastery of the subject matter.

The student achievement plan has been adapted to reflect the data collected from teacher observations, student portfolios and informal assessments. Weekly meetings have been established to allow this data to be incorporated in individual as well as small group instructional plans. Formal and informal evaluations are being used to guide and target individual as well as small group daily and weekly instruction and intervention.

Students at-risk of failure or who were not making progress in math were given diagnostic tests to identify skills and sub-skills that had not been mastered. Based on the diagnostic results in conjunction with Terra Nova, PSSA and Benchmark results an ISP (Individual Student Plan) was written that addressed the remediation of needed skills and the progression. Students were then cycled for math and received wither/or the services of an ungraded intervention class or the services of a math specialist. Based on the pilot 6th grade program 100% of the students receiving the help of the math specialist gain a performance level on the PSSA and 25% of the students in the intervention class gained a performance level on the PSSA. All students serviced made 10% or better gains on the Benchmarks. The push in model in the 3-5 grade level had similar results to the 6th grade intervention model. The intervention model will be replicated in literacy classes for the 07-08 school year.

Teacher Evaluation

The purpose of performance evaluation for any category of employee is to document strengths and weaknesses and to pinpoint areas for improved performance. For professional employees, evaluation is primarily a way to document growth in the profession. Although professional growth is of primary importance, evaluation may also be used to document performance problems and deficiencies.

Family Charter School is committed to the notion of self-evaluation and self-reflection as a way to ensure professional growth. Self-reflection, combined with the fair and objective observation and feedback of a supervisor is the best way to assist professional teachers in advancing in the profession.

The availability of the Academic Directors, Administrators, and Mentor teachers, as well as other Professional Development opportunities, coupled with the evaluation process, provides the infrastructure necessary for sustained professional growth. It is the philosophy of Family Charter School is that evaluation is the tool to document sustained growth.

Teacher Evaluation - Attachment

- Teacher Evaluation Plan

SECTION V. GOVERNANCE REQUIREMENTS

Leadership Changes

There has been one leadership change this past year on the Board of Trustees or President of the Board in the 2006-2007 school year. Ron Kaplan has left the board of directors to join another board. The Charter School director and academic director leadership roles within the schools remains the same, the chief executive officer of Family Charter School changed from Alice Lunsford to Jennifer Faustman during this school year. This change occurred due to a restructuring of the Family Charter School's leadership.

Board of Trustees

Name of Trustee	Office (if any)
Michael Karp	President
Leslie Hall	Secretary
Kristen Johnson	
Herb Vederman	
Donna O'Donnell	
Lisa Kaminsky	

Professional Development (Governance)

Family Charter School feels it is important to have an informed board of trustees. Accordingly, dissemination of updated information regarding local and stat-mandated policies, are provided to the governance board. During every board meeting timely information is disseminated to all members in an effort to keep them abreast of the happenings at the charter school. Likewise, in an effort to keep the meetings public and open to all members of the schools' constituencies, all board meetings are posted in a local paper in compliance with the Sunshine Law and the Public Officials Act.

Coordination of the Governance and Management of the School

The Board of Trustees coordinate the governance and management of the school by overseeing all operations of the school and delegating day-to-day management to school's administrators. The Board holds the responsibility of ensuring that the school is run in compliance with its charter application and all applicable laws and regulations. The school's CEO maintains a relationship with members of the School District's staff and regularly attends meetings and conferences held at the District office. Additionally, the Family Charter School has sent appropriate administrators to attend and interact with district and state education department representatives on several occasions for a variety of meetings and training.

Community and Parent Engagement

Family Charter School will involve families in ongoing programs and seek to support family needs as a key to school success. Parents are required to participate at parent-student-teacher conferences and involvement in various school programs such as open house, back to school night and parent council meetings. The Board will also seek out collaborative projects with community organizations, agencies, non-profits and businesses in order to provide a greater range of services to the community as well as parents.

SECTION VI. FINANCIAL RESPONSIBILITIES

Major fund-raising activities

During the 2006-2007 school year, the Family Charter School did not receive any private donations, grants or other forms of funding.

Fiscal Solvency Policies

Family Charter School's 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. Monthly reviews include accounts payable.

Accounting System

Family Charter School maintains its books on a fund accounting basis in accordance with GAAP. It maintains a chart of accounts based on the Pennsylvania State Chart of Accounts for PA Public Schools, and all PDE reports are filed in this format. Quick Books Accounting Software is used to classify, capture and report income and expenditures.

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

Attached is the Auditor's Annual Report Summary.

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

- Audit Report

Citations and follow-up actions for any State Audit Report

N/A

SECTION VII. FACILITY RESPONSIBILITIES

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

Furniture, fixtures and equipment that are necessary are acquired through a comparative pricing process. Several companies were requested to provide pricing and servicing worksheets. This is in accordance with the Charter procedure for acquisition of purchases above \$10,000. Facilities are negotiated on an as-needed basis.

Future Facility Plans and Other Capital Needs

Family Charter is in the planning stages of renovating its basement to provide additional classroom space and a gymnasium, and to conform to Early Childhood facility standards. These renovations play an integral role in our strategic planning of the Charter. With the addition of added classrooms we would have the opportunity to serve more students and expand upon our existing program.

SECTION VIII. HEALTH AND SAFETY RESPONSIBILITIES

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

The school's fire prevention and suppression systems are in full compliance with the City of Philadelphia standards. These systems receive semi-annual maintenance and are certified annually. Family Charter held 11 fire drills in 06-07 under the supervision of its Head Administrator. During these, our administrative staff: closes all doors and windows; maintains silence; helps primary grade teachers evacuate; assigns staff to each floor to ensure all students have been evacuated; requires all teachers to carry roll books; gives all staff members a copy of evacuation routes; and posts specific routes in each room in the school. Additionally, the school's administrative staff logs in all fire drill information (time of day, time taken to evacuate building, number of adults and children participating) at the end of each drill. In addition, Family Charter also complied with the school bus safety guidelines ensuring that all students were given proper training on emergency procedures.

Our fulltime school nurse, in partnership with our registered nursing consultant, diligently oversees all school health operations within the charter school. Together they personally monitored and can provide appropriate evidence of maintaining health and immunizations records for students. They also are able to provide verification that the Request for Reimbursement and Report of School Health Services will be submitted by the September 30, 2007 deadline, as they are personally completing and submitting both reports.

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

- Family Wellness Policy

Current School Insurance Coverage Policies and Programs

Our current school insurance coverage policies are maintained under the Hartford Group with Boardman and Hamilton and include but are not limited to:

Property; Electronic; Fidelity Bond; Accounts Receivable; Commercial; General Liability; School

Board Legal Liability; Worker's Compensation; Umbrella; Professional Practice Liability; Fire, Theft and Vandalism

In addition we offer health and additional insurances to employees via Keystone, PSERS, Equitable and AFLAC.

SECTION IX. ADMINISTRATIVE NEEDS

Quality of Teaching and Other Staff

When Family's 05-06 school year commenced, the professional staff consisted of 6 members. Of these, 4 were returning from the 05-06 school year and 4 were with the school for the entire 06-07 school year. During the course of school year 06-07, no professional staff members left employment and no new employees joined the team. There were 6 Family staff members at the close of the 06-07 school year; of these, we anticipate 5 to return for school year 07-08. Including staff holding emergency certification permits, at the close of the 06-07 school year, 100 percent of staff members were Pennsylvania certified.

Family Charter is losing one teacher this year due to having one less classroom. Family continues to boast high retention and staff satisfaction.

All of the Family teachers who were extended a contract, will be returning for the 06-07 school year.

Student Enrollment

Keeping in line with our charter school mission and vision, we feel it is imperative to focus our enrollment efforts on our surrounding community. As such, Family Charter gives significant priority to any students who from the Belmont community. Moving forward our board would like to see Family function as an extension of the local elementary school thus servicing local Belmont children first and foremost. In an effort to accomplish this, the school notifies parents of those students eligible to enroll under these parameters, and schedules an individual orientation session with them upon request. Our actual enrollment packet is based on a template from the school district, which complies with PA state law. To this we have attached additional requirements to best provide us with relevant pupil information and enhance our internal organizational system.

Family Charter begins at Pre-K and requires that any student enrolling in Pre-K be 4.5 years old by September 1 of each school year. These students are often times already familiar with our Pre-K program having come out of our Head Start program being run by the Community Education Alliance of West Philadelphia out of the Family Charter School building. For those students entering Family Charter at the Pre-K grade level, they follow the same enrollment policies guidelines as stated above.

According to monthly report generated from the PSD computer network system, 88 students were initially enrolled in Family Charter School in September of the 2006-2007 school year.

Transportation

Student transportation for both regular and special education students is governed by the guidelines of the Philadelphia School District. Kindergarten parents provide transportation. The district assists with providing bus transportation for students in grades 1 through 4 who live further than 1.5 miles away. However, most of our students live within walking distance of the school, since we seek to serve the Belmont Community, so there is a very small number of our population effected by this.

Food Service Program

Family Charter runs the National School Lunch Program, providing severe need breakfast and lunch to all students. Approximately 95 percent of Family Charter students qualify for free or reduced-price lunch; therefore, the school does participate in the Free and Reduced Lunch program.

Student Conduct

Expectations for student behavior and discipline are summarized in the Family Charter School Student Handbook. During our fall open house, parents are presented with this handbook and walked through the various details included regarding his/her child's code of conduct. Parents sign a form stating they will support this and adhere to it. Parents support consequences for infractions of the code and the school makes every effort to work with students and their families to ensure their educational rights.

Student Conduct - Attachment

- Student Policy Manual

CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

Charter School Annual Report Summary Data 2007 - 2008

Name of School: Family CS

Date of Local Chartering School Board/PDE Approval: November 1997

Length of Charter: 6 years **Opening Date:** September 1998

Grade Level: Pre-K- 4 **Hours of Operation:** 8:00 am — 3:30 pm

Percentage of Certified Staff: 100 **Total Instructional Staff:** 4

Student/ Teacher Ratio: 15:1 **Student Waiting List:** N/A

Attendance Rate/Percentage: 90.57%

Enrollment: 88 **Per Pupil Subsidy:** \$7,248 per regular ed. student, \$15,346 per special ed. student

Student Profile

American Indian/Alaskan Native: 0

Asian/Pacific Islander: 0

Black (Non-Hispanic): 88

Hispanic: 0

White (Non-Hispanic): 0

Multicultural: 0

Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch: 95%

Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December: 13

Number of:	K (AM)	K (PM)	K (FTIME)	ELEM	MIDDLE	SEC.	TOTAL
Instructional Days	0	0	180	180	0	0	360
Instructional Hours	0	0	1260	1260	0	0	2520

ASSURANCE FOR THE OPERATION OF CHARTER SCHOOL SERVICES AND PROGRAMS

School Year: 2007

The Family CS within Philadelphia IU 26 assures that the charter school will comply with the requirements of 22 PA Code Chapter 711 and with the policies and procedures of Pennsylvania Department of Education (PDE). PDE will specify, in writing, policies and procedures to be followed. Requests for any deviations from these regulations, policies, and procedures must be made in writing to PDE. The charter school assures:

1. There are a full range of services, programs and alternative placements available for placement and implementation of the special education programs in the charter school.
2. The charter school has adopted a "child find" system to locate, identify and evaluate children who are thought to be a child with a disability eligible for special education residing within the charter school's jurisdiction. "Child find" data is collected, maintained, and used in decision-making. Child find process and procedures are evaluated for effectiveness. The charter school implements mechanisms to disseminate child find information to the public, organizations, agencies, and individuals on at least an annual basis.
3. The charter school has adopted policies and procedures that assure that students with disabilities are included in general education programs and extracurricular and non-academic programs and activities to the maximum extent appropriate in accordance with an Individualized Education Program.
4. The charter school will comply with the PA Department of Education annual report requirements including special education information.
5. The charter school follows the state and federal guidelines for participation of students with disabilities in state and charter school-wide assessments including the determination of participation, the need for accommodations, and the methods of assessing students for whom regular assessment is not appropriate.
6. The charter school assures the Pennsylvania Department of Education that funds received through participation in the medical assistance reimbursement program, ACCESS, will be used to enhance or expand the current level of services and programs provided to students with disabilities in this local education agency.

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

Board President

Date

Chief Executive Officer

Date

2007 - 2008 Annual Report for Pennsylvania Charter Schools

Verify that all DATA reports to PDE are complete

YES _____ **NO** _____

SIGNATURE PAGE

Identify the charter school's Chief Executive Officer.

Name Jennifer Faustman

Title Executive Director

Phone 215-790-1294

Fax 215-790-1475

E-mail Jennifer.faustman@cea-philly.org

Signature of the Chief Executive Officer and Date

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

Name Michael Karp

Title Chairman of the Board

Phone 215-222-2000

Fax N/A

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 Elizabeth Richards

Title Director of Special Education

Phone 215-386-5768

Fax 215-386-5769

E-mail elizabeth.richards@cea-philly.org

Signature of the Special Education Contact Person and Date