
Pennsylvania Department of Education



COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF EDUCATION
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Charter Annual Report **Tuesday, October 09, 2007**

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SECTION I. EXECUTIVE SUMMARY

Organization Description

The 440 students who attend HOPE Charter School can be described by their history of poor academic performance, negative behavior, and the desire to find an alternative academic setting. Performance and behavioral characteristics of many students, can be traced to three causes, all requiring intensive and concurrent intervention. They are:

- Dysfunctional family, circumstances leading to the devaluation of education
- Individual disabling factors, such as poor self-esteem
- School factors, such as poor student/teacher relationships or a curriculum that the students do not feel is relevant to their lives

Hope Charter School is an educational setting configured to meet the unique needs of students who are not currently succeeding in their conventional schools, may not be attending school or attending sporadically, and/or may be in danger of leaving school prior to graduation. The school provides an environment designed to meet the comprehensive needs of "at-risk" youth by utilizing small learning groups and interaction of students with a multi-disciplinary staff that is trained and committed to successfully educating our youth pursuant to the mission. The school is committed to helping students by:

- Successfully completing a course of study leading to a high-school diploma
- Becoming re-engaged in the learning process
- Regaining satisfaction from learning and a positive self-concept
- Developing unique talents, skills, and the independence necessary to succeed as adults in the world of higher education and/or the world of work

Aspects that make Hope Charter School unique and innovative:

- Four (4) full Time Social Workers (Advisors)
- Longer School Day
- On Site Clinical and Psychological Services
- Small Class Size: 1 to 18
- Academic Credit Recovery Program
- Entrepreneurial Component
- Standards Driven Curriculum
- School to Work Program
- Career Development

Hope Charter School is a title one charter school (89 percent of the student population receives free or reduced lunch). The school offers an intensive writing and vocabulary based literature program, social studies, science and mathematics curriculum. The curriculum is aligned to meet the Pennsylvania Academic Standards and benchmarks, is researched based and incorporates best practices. Lessons are designed to meet the needs of all learners by incorporating computer-based instruction, differentiated instruction, constructive learning and cooperative grouping.

Core Purpose

Mission

Our mission is to provide students with a sound basis for lifelong learning and productivity. Hope Charter School serves high school students who need the benefit of a smaller school and more individual attention. These are students who, were it not for the positive interventions of our school, might be in danger of dropping out of school or failing. We offer small classes, social services, a behavioral health program and the advantages of a small-school with plenty of opportunities for one-one interventions with bright, forward-looking and dedicated staff.

Vision

Our vision is to provide our youth with the skills to become self-sufficient, confident and responsible human beings, enabling them to be competitive in tomorrow's society. We want our students to understand that every life is valued and with a high school education they will be able to accomplish their dreams.

Shared Values

The core beliefs and values of Hope Charter School are clear and direct. The founding coalition believed all students, even the most troubled, could succeed in life if they offered an environment structured to meet the student's comprehensive personal and educational needs. The Hope Charter School's core philosophy is to offer hope, a commodity too often lacking in the lives of "at-risk" youth. The Hope Charter School provides the support systems necessary to assist "at-risk" youth in overcoming the multiple obstacles they face on a daily basis. The attainment of educational success for "at-risk" students can only occur through building support, trust, individual self-confidence, and developing a personal commitment to hard work and perseverance.

Academic Standards

Academic Standards

Measurable Annual Goals

Daily student attendance rate will average 78% daily.

100% of students will be assigned an Advisor (title changed from Social Worker)

Ten percent of the 11th grade population will score proficient or above on the PSSA in Mathematics for the 2007-2008 school year.

Achieving Targets

- Daily phone calls made to families to alert lateness or absenteeism
- Daily e-mails sent to families to alert lateness or absenteeism
- Written notification will be mailed to homes to alert lateness or absenteeism
- Motivational techniques and incentives will be in place to encourage students to attend school regularly
- Homework on-line for absentees
- Parent / Student Conference with Administrators
- Home visitation by Student Advisors
- Change in school administration and school culture will develop a desire for students to want to attend school on a daily basis. Our belief is our students want to learn and break the cycle of extreme absenteeism if given positive reasons to attend school.

- Advisors will keep portfolios and progress notes on all students
- Advisors will contact parents regularly on child's attendance, absenteeism and academic progress
- Advisors will regularly communicate with: case workers, parole officers, foster homes and group home staff
- Advisors will serve as tutors to students as needed
- Advisors will also implement incentive programs for attendance and academic achievement
- Advisors will "be on call" for any needs of the students - emotionally and academically

- Demonstrate mastery in the following subjects: Pre-Algebra, Algebra I and Geometry
- Attend six week Saturday School for PSSA test-taking

preparation

- Develop number sense and use of numbers and number relationships in problem-solving situations and communicate the reasoning used in solving problems
- Interpret data collection and analysis, statistics, and probability in problem-solving situations and communicate the reasoning and processes used in solving these problems
- Utilize a variety of tools and techniques to measure, apply the results in problem-solving situations, and communicate the reasoning used in solving these problems
- Link concepts and procedures as they develop and use computational techniques, including estimation, mental arithmetic, calculators, and computers in problem-solving situations and communicate the reasoning used in solving the problems

Fifteen percent of the 11th grade population will score proficient or above on the PSSA in Reading for the 2007-2008 school year.

- Students will demonstrate understanding of literacy responses and analysis
- Students will be taught how to combine the rhetorical strategies of narrative, expository, persuasive and descriptive essays
- Students will write and speak with a command of Standard English Language
- Students will demonstrate understanding of literacy responses and analysis
- Students formulate adroit judgements about oral communication
- Students deliver focused and coherent presentations that convey clear and distinct perspectives and solid reasoning
- Students attend Saturday PSSA preparation sessions

Strengths and Challenges

Hope Charter School Strengths:

A strong commitment by board members, administrators, teachers, and staff to character development. This commitment is a vital component of the school's vision to help each student achieve to his or her highest academic potential and to develop the social skills that he or she will need in order to interact in a positive and cooperative manner with people from all walks of life. An extended school day that is designed to give students extra time in the afternoon to receive remedial help and to take advantage of credit recovery. On site clinical and psychological services and smaller class size provides students with the individualized attention they require. For many students Hope Charter School is the only school that will admit them.

As a component of the academic program, the Hope Charter School has developed a workforce program. This program is designed specifically to meet the needs of those students who chose to enter the workforce directly following graduation. By assessing comprehension, and promoting the skills directly related to individual careers of interest, we expect to graduate students who will experience success in the world of work.

Hope Charter School Challenges:

The youth of Hope Charter School has a history of high absenteeism. Students are over aged, have experienced numerous retentions, have parole officers and are court ordered to attend Hope Charter School. Behavior Modification Programs are an instrumental component of our curriculum. Hope Charter School caters to a population that historically tests in the basic and below basic range. The scope of our academic program challenges the prior learning experiences and expectations of our students. This process reviews basic reading skills which include phonetic understanding, vocabulary building, and writing a complete sentence. The incoming student struggles with basic math concepts which include addition, multiplication, division, and word problems. In addition to the actual content areas, the retooling of appropriate classroom behaviors are introduced and enforced. We strive to improve each student's self-esteem, stimuli, and success rate while eliminating the barriers associated with learning. It is through a rigorous partnering of academic and social expectations that the minds and bodies of the Hope Charter School students are improved.

Our greatest challenge is to meet Adequate Yearly Progress for 2007-2008 school year.

SECTION II. STRATEGIC IMPROVEMENT PLANNING

Strategic Planning Process

For the 2007 - 2008 school year Hope Charter School will be in Corrective Action II. Hope Charter School cannot hope to erase achievement differences entirely, but we do believe that developing and implementing a strong education program will significantly ameliorate them. Through sound leadership and effective utilization of individual skills, Hope Charter School will implement the following plans.

Comprehensive Instructional Plan

- Professional Development Committee will convene on a bi-monthly basis to plan, review and evaluate professional activities, surveys and other staff development related documentation along with teacher request.
- Analyze data from standardized test scores (PSSA & Terra Nova) for instructional planning and program adjustments.
- Principal and Assistant Principal will closely monitor all classrooms. Lesson plans will be reviewed weekly, formal and informal observations will be conducted.
- Flexible and highly mobile groupings: When appropriate, teachers will use either achievement-level or special-interest groupings as a tool to ensure all students receive appropriate and stimulating instruction.
- An appropriately modified program will be provided for any student with an individual educational plan which requires it.
- The Hope Charter School curriculum will be reviewed and edited to minimize fragmentation of an academic discipline into independent and unrelated units; the emphasis will be on using previously acquired knowledge and skills for further learning.
- Assessments will be integrated with the curriculum to identify students for whom additional tutoring or challenges may be appropriate in a timely fashion. Assessments will be used to evaluate the effectiveness of different teaching methods and curriculum materials.
- Instructional materials, including textbooks, reading list, enrichment materials and faculty or community-contributed supplements will be reviewed carefully.
- During English classes, students may receive tutoring from assigned faculty members. Even students with a strong achievement record sometimes need one-on-one instruction.

- Hope Charter School views all subject areas as important, but success in English / Reading, Mathematics and Writing is seen as crucial for our student population.
- A classroom instructor, in consultation with the school's Administrator, may consider adjusting a student's academic schedule, so that additional time is made available for tutoring. Other situations may warrant schedule changes as well.

Achievement & Improvement Planning

The Administration and Faculty will review and redefine all of the Pennsylvania State Benchmarks using updated methodology and Curriculum Content Standards provided by the Commonwealth.

Through creative scheduling, group meetings, parental involvement, effective professional forums, collaborative efforts, sharing and planning, we will provide teachers and students unbounded opportunities to grow academically and professionally.

- Uniform dress code will be enforced.
- Code of Conduct policies and procedures will consistently be enforced by ALL STAFF.
- Hope Charter School will achieve AYP for the 2007-2008 school year as our staff continues to receive intensive staff development and follow-up monitoring by the administrative team.
- A rigorous curricula with well-defined grade outcomes that focus on cumulative acquisition of knowledge and skills in academic areas.
- Instruction will provide students with the support and challenges they need to master grade-appropriate skills, ideas, and facts in every subject area.
- Integrate formal assessments to confirm student progress, to promptly identify situations that require intervention or greater challenge, and to guarantee accountability of the school.
- Develop a school atmosphere that encourages academic achievement, recognizes the importance of hard work, personal responsibility, and holds out high expectations for every student and teacher.
- The school culture will foster fairness, respect for others and recognition of the rights and responsibilities of citizenship in a democratic society.
- Provide coverage for teachers to participate in cross school visitation.
- Provide professional staff development in all content subject areas with concentration on classroom management and instructional strategies.
- All professional development programs will reflect on the outgrowth and continuation from the previous year. Professional development is not a singular event, but an ongoing service to the staff. It must be relevant to the school's mission, classroom activities and students at large .
- Continuously build staff morale.

Raising The Bar

- Increase by 10% scores in Reading, Language Arts, Math and Writing on all standardized tests: i.e. PASSA and Terra Nova.
- Develop strategies to improve student daily attendance.
- Develop strategies to reduce the number of suspensions and eliminate expulsions.
- Stabilize student enrollment. Students transferring through-out the school year impacts student achievement as demonstrated by our standardized tests data.
- Increase hands-on instruction in all disciplines.
- Create a Science Laboratory.
- Enhance School Library.
- Encourage daily use of technology in classroom, teaching via lesson plans.

- Communicate and collaborate with community members to provide information and opportunities for students to develop civic responsibilities.
- Increase school to work opportunities.
- Refine Career Education program.
- Continue to encourage and support staff opportunities to pursue higher education degrees.
- Encourage certification by offering Act 48 credits during staff developments.
- When applicable, open staff developments to parents.
- Encourage teachers to assume leadership roles.
- Daily, weekly and monthly, celebrate our students' achievements and accomplishments.
- Emphazise how to diffuse "power struggles" with peer interaction by using appropriate interventions that preserve students' and teachers' personal dignity and respect as we aim to develop life-long learners and future leaders.

Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
James Litzenberger	Hope Charter School	Other	Richard Chapman
Jeanine Glasgow	Hope Charter School	Board Member	Richard Chapman
Laqueta Montanez	Hope Charter School	Other	Richard Chapman
Lorraine Craig	Hope Charter School	Other	Richard Chapman
Richard Chapman	Hope Charter School	Administrator	Richard Chapman
Sylvia Rider	Hope Charter School	Other	Richard Chapman

Goals, Strategies and Activities

SECTION III. QUALITY OF SCHOOL DESIGN

Rigorous Instructional Program

Rigorous Instructional Program

The Pennsylvania Academic Standards serves as a catalyst to the overall instructional program. Teachers must align their lesson plans with the PA standards with linkage to the anchor assessemnts. Pacing plans are provided by the administration and professional development sessions support curriculum development - class syllabus, course outlines, lesson implementation, teaching strategies, assessment tools,etc.

Hope Charter School uses a curriculem designed by C&W Educational Consultants. Our curriculum aligns with the Pennsylvania content standards. Teachers are given professional development on how to use standards driven instruction. Teachers must include the standards in their weekly and monthly planning. Curriculum guides include assesments, homework, and student activities.

Developed curriculum binders are based on appropriate grade and subject benchmarks.

Assessment results (Terra Nova, PSSA, performance assessments, projects, etc.) demonstrate the impact of standards, benchmarks, lesson content, teaching strategies, etc. on student performance and achievement.

The Core Curriculum aligned with the Pennsylvania Academic Standards is structured on a literature and vocabulary based approach for RELA & Mathematics. Writing is integrated

throughout the curriculum by presenting open-ended questions, short responses and essays. This implementation design is supplemented by weekly staff development workshops which include topics such as differentiated instruction, open-ended questioning, writing prompts, creating rubrics, etc. To reinforce the RELA & Math programs along with our mission statement, students receive courses in French, Spanish, Social Studies, African American History, Technology, Science, Art & Drama and Enrichment Plus. This comprehensive plan will be improved beginning September 2007 with additional after-school tutorial services. A Title One reading teacher will work with title one students incorporating audio, visual and kinesthetic learning in small group settings.

During core subjects - Math, Reading, English, Science and History - several teaching methodologies are promoted at Hope Charter School. These strategies include project based-learning and inquiry centers, which support constructivist learning and differentiated instruction. These teaching and learning models support in-depth and inquiry based instruction.

In an effort to improve the academics of students performing significantly below standards in literacy and mathematical skills, we incorporate a two-tier approach.

1. All content areas - Math, Reading, Language Arts, Science and History - are supported by electives and special classes that reinforce content, instruction, hands-on learning and practical applications.
2. Pull out programs for small group and one-on one instruction is supported by Title One Teachers. Title One staff identify students performing below standard, create schedules and provide instruction based on school wide and state wide assessment results.

Project-based learning, and cooperative grouping support active engagement by students. We, at Hope Charter School, support students taking an active role in classroom discussions, class work, group work, presentations, projects, etc. Text book teaching is antiquated. Teaching strategies evolve from constructivist learning and differentiated instruction.

English Language Learners

Presently Hope Charter School does not have any ELL students attending our school. A plan has been developed to address the needs of future ELL students. Spanish and French are offered as World Languages for credit.

ELL Report

English Language Learners

Hope Charter School does not have any students who qualify for ELL/ ESL. In the event that a new student does need ELL/ ESL support, the following program will ensure student success.

Who: "A student who is in the process of acquiring English and whose native language is not English, or who comes from a background where a language other than English is spoken." (Malley & Valdez Pierce, 1996; p. 238)

"These students may be immigrants, refugees, or native born Americans. They may come to school with extensive formal education or they may be academically delayed or illiterate in their first language. Such students arrive at school with varying degrees of English proficiency. Some may not speak English at all, others may speak English, but need assistance in reading and writing English." (ESL Standards for Pre-K-12 Students, 1996, p. 159)

There will be four levels of ESL (English as Second Languages) categorization. They are (1) Beginner, (2) Beginner II, (3) Intermediate, and (4) Advanced. Students who will be placed at

appropriate levels based on the Language Assessment Battery (LAB) and the Language Assessment Scales (LAS).

Goals: The goals of the ESL program are to:

1. Assist teachers to help Limited English Proficient Students (LEPs) acquire English effectively and efficiently.
2. Facilitate LEPs' interpersonal communication in social settings as well as comprehension of and meaningful participation in content area classes.
3. Enable LEPs to achieve the Pennsylvania academic content standards.
4. Promote LEPs' success in their academic careers and ultimately in life.

The Mission: The key to meeting these goals is effective ESL and content area instruction. Recent research has shown that direct teaching of language is not as effective as the teaching of language through content areas (Wayne P. Thomas and Virginia P. Collier, 1995). Therefore, language instruction can be deliberately planned through professionally selected instructional delivery strategies for content areas so that LEPs' acquisition of language is natural and incidental.

Some ESL students come to school with basic competence in the area of social communication, but many do not. "Basic Interpersonal Communicative Skills" are just one level of English proficiency, however, and usually take one to two years.

Teachers will be advised to explicitly teach metacognitive skills, such as note-taking, planning, scanning, skimming, reflecting, summarizing, text-rendering, thinking aloud, test-taking, brainstorming, conducting research and learning how to learn.

A low level of proficiency in English does not necessarily mean a low level of cognitive development. Therefore, teachers are advised to motivate learning through higher order thinking exercises by tapping into students' analytical, synthetic, and evaluative skills.

Identification of students done by register upon registration:

- Initial registration form: Parents indicate if another language is spoken at home. This is the first opportunity to identify how many second language learners we may have.
- Home language survey: When any student is enrolled, all parents will fill out a home language survey indicating any language differences. If the survey indicates a second language, student must be referred for Language Proficiency Testing.
- Official registration form contains questions regarding home language and previous bilingual services.
- Records from previous school.

Testing Formal:

- School testing will be administered by the school's Speech Therapist and World Language teacher.

- The World Language teacher, when appropriate can serve as interpreter for parents.
- Students will be administered a written test. Reading Comprehension and Language usage sub test of the Terra Nova Standardized Test.
- If the student scores at or about the 40th percentile in either sub test, they will be classified as English proficient.
- If the student scores below 40th percentile in either sub test, they will take the oral proficiency test. The oral test will identify the proficiency level

These types of social communication skills represent only the tip of the iceberg of language proficiency skills. Ninety percent lies below the surface. These skills are the academic cognitive and linguistic functions required of content-area instruction.

Surface and Deeper Levels of Language Proficiency

COGNITIVE LANGUAGE PROCESS

- Knowledge
- Pronunciation
- Comprehension
- Vocabulary
- Application Grammar
- Analysis
- Synthesis
- Semantic Meaning
- Evaluation
- Functional Meaning

According to Anna Uhi Chamot and Michael J. O'Malley (1994, p.41)

LEPs must master these cognitive academic language functions in order to comprehend and participate meaningfully in mainstream ESL and bilingual classes at the high school level. Cognitive Academic Language Proficiency (CALP) skills take much longer to master. It may take five to seven years for LEPs with approximately two to three years of education in their home countries to acquire *academic* language on a par with native English-speaking peers (Collier, 1995).

LEPs with no formal education in their home countries may need seven to ten years (Collier, 1995). However, in professional circles, discussion centers on how to reduce this time frame down to three or four years with appropriate and effective teaching strategies and instructional accommodations. Our ESL students are faced with a double task of mastering content-area knowledge and skills while learning academic language at the same time. Classroom teacher must not assume that oral fluency correlates with mastery of academic language.

Strategies

Limited English Proficient Students can master Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP) instruction in the content-area classes. Content-based ESL instruction and sheltered content instruction are effective structures for Limited English Proficient Students. Therefore, it is the responsibility of the content area teachers to employ appropriate methods of teaching to:

(1) ensure student comprehension and participation; and also

(2) improve the students' language proficiency.

It is the responsibility of ESL/Bilingual teacher to:

(1) teach language; but also

(2) incorporate basic concepts, skills, and knowledge of content areas into their ESL instruction.

The recommended way for the ESL/bilingual teacher to incorporate academic vocabulary, skills, concepts, and knowledge is through thematic units. Life itself is integrative and not departmentalized into discreet disciplines. A theme drawn from life experience will naturally offer opportunities to learn skills and concepts in social studies, math, science, etc., in an integrative manner.

ESL/bilingual teacher will teach with knowledge of the sociopolitical and cultural aspects of the English language in comparison with LEPs' home languages.

Content area teachers with LEPs, especially sheltered and co-taught class teachers, must know the level of their students' proficiency in the English language and their sociocultural backgrounds in order to teach their respective subjects effectively and also to help LEPs develop their language.

Fluency in basic interpersonal conversational English may be deceiving in that the teacher may ignore the fact that LEPs do not have enough academic vocabulary to understand the subject. For example, a student coming from a country with a different political system may not have an idea what the term "president," which the teacher considers a simple term, means in his social studies class.

Concepts can be better comprehended when embedded in context. The following figure suggests that for students at the earliest stages of language proficiency, effective pedagogy begins instruction in Quadrant A, then proceeds to B and C as soon as possible, and then to D.

Teachers will be prepared to use:

- Visuals

- Prompts
- Concrete examples
- Artifacts of all kinds
- Role play
- Dramatization and
- Scaffolding techniques

Knowledge of our student's sociocultural backgrounds will help teachers: identify students' learning styles; interact more effectively with their students; adapt instructional strategies; activate their students' prior knowledge; and help their students make academic input comprehension via scaffolding. Cooperative learning is highly recommended as a method of instruction.

**The Hope Charter School's Adapted
Version of the National ESL Standards**

Goal 1: To use English to communicate in social settings

Standard 1: Students will use English accurately and appropriately for personal expression, enjoyment, and social interaction.

Standard 2: Students will use appropriate and effective learning strategies to extend their communicative competence.

Goal 2: To use English to achieve academically in all content areas

Standard 1: Students will use English accurately and appropriately to obtain, process, construct, and provide subject matter information in the classroom and in other settings in spoken and written form.

Standard 2: Students will use appropriate and effective learning strategies to construct apply academic knowledge.

Standard 3: Students will use technologies to obtain, disseminate, and communicate information across content areas.

Goal 3: To use English in socially and culturally appropriate ways

Standard 1: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.

Standard 2: Students will use nonverbal communication appropriate to audience, purpose, and setting.

Standard 3: Students will use appropriate and effective learning strategies to extend their sociolinguistic and sociocultural competence

Graduation Requirements

Graduation requirements for Hope Charter School students:

English- 4 credits	Arts and Humanities- 2 credits
Math-4 credits	Health&Physical Education- 1.5 credits
Science-4 credits	World Languages-2 credits
History- 3 credits	Electives- 3 credits

All students are required to have 23.5 credits to graduate.

Special Education

Special Education Policies and Procedures

SPECIAL EDUCATION LAW

Under federal law, children with disabilities who need special education are entitled to receive a free appropriate public education (FAPE). FAPE includes related services that help the child get to school and benefit from the special education program. These may include:

- Special transportation
- Assistive technology devices which help a child communicate or otherwise participate in school activities
- Other services which help or support the child as the child grows and learns

Under federal law, eligible children have a right to special education and related services provided at public expense, without charge to eligible preschool, elementary or secondary school students; under the supervision and direction of a state department of education; and described in an Individualized Education Program (IEP).

THE CHILD'S INDIVIDUALIZED EDUCATION PROGRAM (IEP)

If the evaluation team determines that a child has a disability and is in need of specially designed instruction, the IEP team writes the Individualized Education Program (IEP). This plan will be written at an IEP meeting with the required IEP team members and will include a description of all the programs and services necessary to help the child succeed in school. The IEP team uses information contained in the evaluation report to write and develop the IEP. The IEP must be developed at the meeting when all required persons are in attendance. It cannot be developed prior to the meeting.

Parents are required IEP team members. It is important they attend IEP meetings. Meetings must be scheduled to fit with both the parents' schedule and the schedule of school officials. The school must issue parents written notice of when, where, and why the meeting will be held and a list of other invited attendees. If the date or time is not convenient, parents may request a change. Parents may also be included by telephone if it is impossible for them to attend the meeting in person.

REQUIRED IEP TEAM MEMBERS

Required members of the IEP team are:

- The child's parent(s)
- At least one of the child's regular education teachers (if the child is, or might become, part of regular education classes)
- At least one special education teacher
- A representative of the school who is qualified to provide or supervise special education programs and is familiar with the general curriculum and with resources offered by the charter school (the local educational agency or LEA)
- An individual able to interpret evaluation results (may already be a team member)
- Other individuals, at parental or school request, who know the child or have previously worked with the child. Parents may bring an advocate to advise them or any other individual who will be able to add information about the child's educational experience
- The child at age 14 (when post-graduation planning will be done) or any time prior to age 14 when parents choose to have the child present
- A vocational-technical school representative (if a vocational-technical program is being considered for the child)

One person may fill more than one of the above roles. The minimum number of people at the IEP meeting should be four if the child will participate at all in regular education: the parent, the Charter School Representative, a special education teacher, and a regular education teacher. The regular education teacher is not required to attend all meetings or stay for the entire meeting, but is required to be a team member if the child is, or may be, participating in the regular education environment.

If parents choose not to attend the IEP meeting, it may be held without them.

IEP TIMELINES

The IEP must be developed within 30 calendar days after the evaluation team issues its report. The child's program must be reviewed annually at an IEP meeting. It may be reviewed more often if requested by the parent or another IEP team member. Additional evaluations (re-evaluations) are conducted at least every three years (two years if a child has mental retardation anywhere in the child's diagnosis).

IEP CONTENTS

The IEP team reviews all the evaluation material and determines how the child is currently performing in school. The IEP team writes annual goals and short term learning objectives that can be measured and meet the needs of the child. Annual goals describe what the child can be expected to learn during the year. Short-term objectives are the sequential steps the child must take in order to reach these goals.

THE IEP TEAM DETERMINES:

- The special education services and programs necessary to meet the child's individual needs
- Where, when, type, and frequency of related services that will be provided. For example, the IEP may say "individual speech therapy, 30-minute periods, three times per week, in the speech room." Special transportation, different from the mode of transportation utilized by other children, is also included in this category. For example, the IEP may say "a bus that will lift a wheelchair from the curb taking Jimmy from his home to school with a ride no longer than 30 minutes"
- The date services and programs will begin and their duration
- The tests or other methods of evaluation that will be used to determine if the child is meeting the annual goals and learning objectives and how and when this progress will be reported to parents. Progress must be reported at least as often as progress is reported for regular education students
- Amount of time (if any) the child will NOT participate in the regular class or in the general education curriculum and will be in settings with other special education students only. This should indicate when the child will not be learning skills or knowledge directly linked to the skills and knowledge studied by the children in regular education
- The adjustments needed in the regular education setting (if any) for the child to succeed include untimed tests or assistance with note taking
- The adjustments needed (if any) for the child to participate in the statewide PA System of School Assessment (PSSA) or school-wide tests. If the child is unable to take the test, the IEP must indicate the reason(s) why, why the test is not appropriate for the child, and how the child will be assessed.

IN DEVELOPING THE IEP, THE TEAM MUST CONSIDER:

- Parental concerns
- Whether the child exhibits behavior that interferes with the child's learning or the learning of others, and therefore needs a behavioral intervention plan describing strategies for controlling and changing challenging behaviors
- The needs of children with limited English language skills
- Use of Braille for children with visual problems
- The communication needs of children, including children who are deaf or hard of hearing
- Whether the child needs assistive technology devices or services to communicate or participate in school activities

INFORMATION ON THE FOLLOWING MUST BE PROVIDED IN THE IEP, IF APPROPRIATE, FOR THE CHILD:

- Extended School Year (ESY) - the team must consider whether a child needs more than 180 days in order to receive a free appropriate public education. For some children with disabilities, interruptions in the school schedule, such as summer break, can result in the loss of their basic skills, and it may take a significant amount of time to regain those skills once school resumes. ESY services are provided during breaks in the educational calendar to prevent such circumstances.
- Special or modified physical education (adaptive physical education) for a child unable to participate in regular physical education due to a disability.

PLANNING FOR LIFE AFTER GRADUATION

As the child gets older, the IEP team designs a program to help the child prepare for life when finished with school. This is called transition planning because planning is done through the IEP to ease the transition from school to the world of work or other activities in which the young adult may be involved. By the time the child is 14, the IEP team must decide what kinds of courses the

child will take. Examples include art courses, vocational courses, or courses to prepare the child for college or higher education.

Planning for school-to-adult-living transition begins when the child turns 16, or sooner if the IEP team thinks early planning would be beneficial. The IEP team must discuss with both the parents and child what the child wants to do when high school is completed. These plans must include the type of education or training that will be received, desired job, where the child will live, and how the child will spend free time.

EDUCATIONAL SETTING

The special education program is completely developed before the IEP team decides where the program will be provided. The IEP team examines different classes or arrangements within classes to see where the program can be delivered. The first place it considers will be the regular classroom with supports and services.

The law requires that children with disabilities be placed in situations that provide them with the best opportunities to be with students who are not disabled. This is called placing the student in the “least restrictive environment.” The least restrictive environment is the regular classroom with supports and services unless the IEP team determines that the special needs of the child cannot be met there.

THE APPROPRIATE CLASS

The classroom chosen for the child with a disability depends upon the amount and type of special instruction or services the child needs. If the child needs only some instruction in special education classes, it may be possible for the child to stay in the regular classroom throughout most of the day, leaving it only for a short period of special instruction. A special education teacher may also be able to give instruction in the regular classroom.

For some children, placement in a special education class for most or all of the day is necessary. Students who receive most of their instruction in basic academic subjects in special education classes will still have opportunities to participate in other activities in school with regular education students. Some examples of these opportunities might include participation in elective subjects such as art or music, belonging to a regular homeroom, socializing in the lunchroom, and attending assemblies and other enrichment programs with regular education students. Participation is not limited to the above list.

Each public agency, including charter schools, must ensure that a continuum of alternative placements is available to meet the needs of children with disabilities for special education and related services if an IEP team decides that a particular type of class is necessary. The continuum must include:

- Instruction in regular classes
- Special classes
- Special schools
- Home instruction
- Instruction in hospitals and institutions

Schools must also make provisions for supplementary services such as resource room or itinerant instruction.

If a child needs a full-time special education program, school officials must still try to place the child in the charter school, unless the child’s needs are so complex that this would not be appropriate. If the IEP cannot be implemented in the charter school, placement might be in a program run by the local intermediate unit (IU) or an approved private school.

A private program can only be recommended if no public program exists in the charter school or a school district or if one cannot be developed. Ordinarily, a child would be assigned to a private school only during the school day. A residential or overnight placement can be recommended if this is the only placement to bring about meaningful educational progress, or if the only appropriate program is at a school so far away that daily transportation is not practical.

Children, both with and without disabilities, may become ill and need to stay home for brief periods of time, perhaps a day or two. Sometimes an illness may last for several weeks and students are excused from going to school during this period. These children may need instruction during this period and this instruction is called “homebound instruction.” It is not a special education placement.

NOTICE OF RECOMMENDED EDUCATIONAL PLACEMENT

Once the IEP team has been developed by the IEP, the charter school issues to the parents the Notice of Recommended Educational Placement (NOREP). This notice explains the placement or recommended class for the child and explains parental rights.

Parents also must give advance notice to school officials if they are placing their child in a private school and are asking the school to pay for this private school. This notice can be given at the IEP meeting or in writing 10 business days before removing the child from school. If parents fail to give this notice, refuse to allow the school to evaluate the child, or otherwise act “unreasonably,” a hearing officer or court can deny or reduce their request for payment from the school. An exception will be made if parents are unable to read or write in English.

SERVICES TO INCARCERATED STUDENTS

If a student from a charter school, who has an IEP, is incarcerated in a county facility, the special education services for that student will be provided by the host district where the county facility is located. However, the services will be paid for by the local education agency, which would be the charter school. The Charter School Representative member of the IEP team should also be from the charter school.

Special Education Program Profile - Chart I

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
Nathalie Mc Cullough	1.00	Learning Support	Hope Charter School	35	na
Barbara Winnick	1.00	LS&Emotional Support	Hope Charter School	35	na
Substitute Service	1,00	Learning Support	Hope Charter School	34	na

Special Education Program Profile - Chart II

Organization	FTE	Type of class or support	Location	# of Students	Other Information
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Therapy Source	.20	Speech Therapy	Hope Charter School	5	na
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Special Education Program Profile - Chart III

Title	Location	FTE
Psychologist, DR. Anthony Webb	Hope Charter School	.25

Special Education Program Profile - Chart IV

IU, Public Agency, Organization, or Individual	Title/Service	Amount of Time Per Week
na	na	na

SECTION IV. ACCOUNTABILITY

Student Assessment - Primary

Test/Classification	K	1	2	3	4	5
PASSA na for grades 1 through 5	No	No	No	No	No	No

Student Assessment - Secondary

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

Student Assessment

A school that holds itself accountable is one that states its objectives, assesses its success in achieving those objectives, and reports to students, parents and the community on its achievements.

Hope Charter School holds itself accountable to its various constituencies, including the taxpayers who largely support the School. School accountability begins with a curriculum that includes clearly stated, measurable outcomes logically developed with and between grades. Hope assesses and reports on many measures of student achievement and other important outcomes of the school program.

No school is just right for every student. To make intelligent placement choices, parents need information about what and how the school teaches. Hope Charter School's charter, available in the office and on the school's web site, states the school's rationale, its mission and its program. A school's major responsibility is to teach, that is, to help students develop the knowledge, skills, and attitudes they need in order to continue to learn and mature. The responsibility extends to students' physical and social development, but primarily focuses on academic achievement.

Assessment of student achievement begins with the classroom teacher. By observing and interacting with students and by grading homework, quizzes, and tests, teachers gauge how well students have learned. In interim and quarterly reports to parents and in parent-teacher conferences, faculty members describe their understanding of student achievement.

Standardized test results inform teachers about student learning and are an important component of Hope Charter School's accountability process. The State of Pennsylvania mandates testing for all public elementary, middle, and secondary students (grade eleven). These tests measure student proficiency in English, Mathematics, Writing, and allow comparisons with other public schools in Pennsylvania.

Hope Charter School reports its progress in achieving the goals of its charter to a variety of constituencies: the school's students and parents, the Hope Charter School community that supports the school, and the Department of Education of the State of Pennsylvania, which granted and renewed the School's Charter. Hope Charter School's governing board and faculty employ a variety of measures to assess both student progress and the academic program, including: classroom exams, papers, projects, homework, teacher observations, and standardized results.

If locally developed tests are used, discuss how they are used and what impact they have on the curriculum and student marking.

Locally developed tests are generated from the content of the curriculum. Most chapters of the curriculum include homework, assessments and class activities.

Please describe features of the student achievement plan and note the usage of teacher observations, surveys, portfolios or other local instruments to measure student progress.

An electronic tracking system will be developed to track student achievement over a continuum. The plan will track student performance in each content area by cluster. This will allow teachers to personalize instruction for each student based on identified strengths/weaknesses. Hope Charter School will develop a comprehensive "Teacher Observation" instrument that is designed to ensure that teachers are:

- Using a combination of the constructivist teaching style, inquiry-based teaching style, and traditional high school teaching style
- Teaching to the curriculum
- Teaching within the parameters of the lesson plan
- Teaching to each student's demonstrated learning style

Teacher surveys and student surveys will be implemented to get feedback from the two major stakeholders in the educational process so that meaningful and productive learning can take place.

Hope Charter School will develop and implement the following forms of assessment for the 2007 - 2008 school year:

- Teacher observation with pre-planned objectives and assessments
- Computer and software assessment program
- Teacher made testing using a variety of questions - multiple choice, short response, etc.
- Student/Teacher interviews
- Open-ended questions - all disciplines
- Book Reports
- Oral Reports
- Poetry / Speech Presentations
- Writing Assignments (essay - expository, persuasive, etc.)
- Rubrics (using PA academics for all core content areas)
- PSSA & Terra Nova Coach Books
- Six week Benchmark Exams
- Interim Exams
- Final Exams

Describe the strategies and interventions that are in place to ensure that students who are "at risk" of failure, or those not making reasonable progress are being addressed. What opportunities are they afforded in order to help them succeed?

Students perform in the classroom test, quizzes, performance based assessment, etc. are used in conjunction with their performance on standardized tests to develop an Individual Plan that highlights their strengths and weaknesses.

Students in danger of failing or identified as not making reasonable progress are eligible to participate in the following initiatives:

- Smaller class size: 18 total
- After school homework help
- Small group or one-on-one instruction for Math and Reading
- Enrichment Plus Period with Title I Teacher
- After-School Credit Recovery
- Saturday School for PSSA test taking training

For the past four school years Hope Charter School has not been able to achieve AYP. We are in Corrective Action II for the 2007-2008 school year. The primary reason for our lack of student achievement is the student's extremely high absenteeism rate. Students can't learn skills if they do not attend school. Hope Charter School's enrollment is like a revolving door. Students are admitted and transferred from September through May. We are administering the PASSA and the Terra-Nova to students who have only been enrolled for weeks or days at the Hope Charter School. We have a transient population: adjudicated youth, over-age students, students who have experienced multiple retentions, students who prefer to work towards their GED and students who reside in foster homes, residential placement and are homeless. Our students have the cognitive ability to achieve at high levels Our challenge is to develop a school culture where our students want to be a part of the educational process at Hope Charter School. We believe the new Administration is "up to the task" and will closely monitor attendance, enrollment, and classroom instruction. Our goal for next year is to make AYP through safe harbor. We understand we can not make excuses for our student's performance.

PSSA data for 2006 indicated that 0% of our student population scored proficient in Reading and 2% scored proficient in Math. PSSA data for 2007 indicates 3% proficiency in Reading and 0% in Math. Ninth and tenth grade students were administered the Terra Nova in the Fall of 2006. Ninth grade students scored 14% proficient in Reading and 0% proficient in Math. Tenth grade students scored 0% proficient in Reading and Math.

Teacher Evaluation

The major purposes of the teacher evaluation plan for Hope Charter school are:

1. Provide a process that allows and encourages supervisors and teachers to work together to improve and enhance classroom instructional practices.
2. Provide a process for bringing structured assistance to marginal teachers.
3. Provide a basis for making more rational decisions about the retention, transfer, or dismissal of staff members.
4. Provide a basis for making more informed judgments about differing performance levels for use in compensation programs such as merit pay plans or career ladder programs.
5. Provide information for determining the extent of implementation of knowledge and skills gained during staff development activities and for use in judging a teachers degree of competency.

Hope Charter School's Framework for the Six Teaching Components:

1. Planning
2. Implementing
3. Provides Guided Practice
4. Provides Independent Practice
5. Monitors Instruction
6. Closes Lessons by Using Appropriate Strategies

Entities and individuals who are responsible for teacher and staff evaluations:

CEO, Principal, Assistant Principal and Rider-Whitlock Associates[consultants]

Professional development for evaluators

To implement an effective evaluation system, professional development for evaluators will be clear and visible, with an appropriate set of evaluation criteria. A cohesive professional development teacher evaluation program is detailed in terms of critical elements of the program and preparation of evaluators.

Components

Professional Development: a total program for enhancing professional effectiveness.

Inservice: instruction designed to supply information and develop skills that can be translated into professional practice.

Coach: a colleague who observes and gives back feedback about an episode of teaching.

Supervisor: a person with major responsibility for increasing professional skills through in-service, observations, and growth-evoking feedback.

Evaluator: a person designated to summarize the quality of professional performance over a period of time, and assigned the responsibility for determining a teachers future.

All evaluators at Hope Charter School have recieved graduate level performance evaluation training. The special education coordinator has attended PaTTAN sponsored workshops.

Teacher Evaluation Plan

Teacher Evaluation A

INTERIM PROGRESS REPORT FOR HCS STAFF

(Use for all staff)

IDENTIFYING INFORMATION

Name of staff person:

Position:

Name of evaluator:

Date of evaluation:

Period from _____ **to** _____

EVALUATIVE RATING/COMMENTS

Characteristics considered	1= poor					Indicate steps taken by employee to improve or steps supervisor has taken to assist staff person	Additional comments concerning specified area
	5= excellent						
	1	2	3	4	5		
<p>Preparation for work</p> <p>e.g. Does employee prepare for day's assignments?</p>							
<p>Teaching abilities/relationships with students</p> <p>e.g. How effective is teacher, use curricula, how does employee treat students/elicit appropriate responses, handling of behavior?</p>							
<p>Staff relationships</p> <p>e.g. Does staff cooperate with other teachers and personnel, administrators, custodial staff?</p>							
<p>Supervision</p> <p>e.g. Does employee respond to supervision? Follow through?</p>							
<p>Relationships with parents/guardians/community</p> <p>e.g. Are parental contacts made on time, appropriately, how are relationships with parents?</p>							
<p>Personal qualities — care in</p>							

<p>appearances</p> <p>e.g .Does employee take care of personal appearances, dress appropriately, how is speech, emotional stability, health initiative?</p>							
<p>Operating procedures</p> <p>e.g. Does employee show promptness and accuracy of reports, punctuality, care of room/work space, supplies, equipment, carry out of assigned duties correctly?</p>							
<p>Training</p> <p>e.g., Does employee attend training as required, participate, make progress</p> <p>towards certification if applicable?</p>							

STAFF PERSON'S COMMENTS AND SIGNATURES

Staff person's comments

Principal or Chief Administrator's comments				
Date of report	Signature of Principal or Chief Administrator	Signature of supervisor	Signature of staff person	Today's date

Teacher Evaluation B

**HOPE Charter School
EMPLOYEE EVALUATION**

A. BASIC INFORMATION

NAME OF EMPLOYEE:

SUPERVISOR:

POSITION: (for teachers give subject area)

STATUS: certified emergency certified full certification N/A
(circle)

EVALUATION COVERS CONTRACT YEAR: 2007/2008

EMPLOYEE'S START DATE:

TYPE OF EVALUATION: Regular Special (circle)

DATE EVALUATION PREPARED:

B. TO BE COMPLETED BY SUPERVISOR

1. WORK PERFORMANCE

Discuss the following, as applicable to the staff being evaluated, academic progress of students, adherence to curriculum, classroom management, lesson planning, classroom appearance, any comments from "teacher observations", general management of the student body, adherence to job description, use of initiative and the degree of diligence and motivation shown. Discuss strengths and areas that need improvement.

2. RELATIONSHIPS WITH STUDENTS

Discuss the employee's relationships with the students — rapport, the maintenance of a professional boundary, the level of individual attention shown to the students, the use of self to help students with academic and other issues.

3. RELATIONSHIP WITH FAMILIES

Discuss the employee's relationships with the students' family members — the amount of outreach, the knowledge of family situations, the rapport, the maintenance of a professional boundary, the use of self to help parents with student issues, and the balance achieved between "problem calls" and "positive calls" that are made by the staff person.

4. WORK HABITS

Discuss timeliness to work, the giving of proper advance notice to supervisor of absences or latenesses, whether the amount of time-off is within acceptable boundaries, punctuality in returning phone calls, answering correspondence, professional demeanour, adherence to staff dress code, effective use of time, use

of prep time (for teachers), going the “extra mile” – in other words, the “professionalism” of the staff person.

5. PAPERWORK REQUIREMENTS

Discuss timeliness of paperwork submission, grammar, spelling, whether such items as incident reports are done correctly, whether reports are generated on time, data entry is done per requirements, etc. and any other paperwork issues relevant to the position.

6. TRAINING

Discuss employee’s professional development, both as regards what has been undertaken during the year and goals for future training. Discuss whether training as required by emergency certification stipulations has been completed.

Discuss whether employee provides training to other staff – and outline the ability to train others.

7. FLEXIBILITY

Discuss whether this employee is willing to do duties that go beyond the job description, work additional time, turn his/her attention to the immediate priority, whether he/she has been willing to attend events outside of the regular school day, etc.

8. RELATIONSHIPS WITH OTHERS ON THE STAFF AND FROM OUTSIDE ORGANIZATIONS

Has this employee established congenial and good working relationships with (a) other staff at school (b) staff from other organizations, such as visiting social workers, consultants, contractors, etc?

9. SUPERVISION

How does this employee respond to his/her supervisor? Are assignments carried out according to supervisor’s requests? Discuss any resistances and whether there is a productive, working relationship.

For those that supervise, has the employee established a positive and professional team spirit? Does he/she listen well? Is he/she supportive but able to be firm when

needed? Does supervisor establish a proper written record of supervision, maintain correspondence, etc?

10. CONTRIBUTION TO HOPE Charter School

Outline how the employee contributes to the school as a whole. What does he/she give that helps the overall school spirit, that adds to the students' total education, or the reputation of the school in the community and with other schools?

C. PRINCIPAL'S COMMENTS (if the Principal is not the supervisor)

D. EMPLOYEE'S COMMENTS

E. SIGNATURE SECTION

Supervisor's Signature:

Date:

Employee's Signature:

Date:

F. TO BE COMPLETED BY CEO:

Date evaluation received by CEO:

Reviewed by Chief Executive Officer

CEO Signature: _____

Date:

SECTION V. GOVERNANCE REQUIREMENTS

Leadership Changes

During the 2006-2007 school year the board elected a new President of the Board and a one new trustee was appointed to the board. As of July 1, 2007 the board hired a new Principal, therefore, school leadership has transitioned from an organization lead by a Chief Administrator to a certified Principal. Hope Charter School has Correction II status and a change of leadership was necessary to strengthen the school's academic program. The changes allow for an expanded role of the leadership position and a more effective exchange with the board.

Board of Trustees

Name of Trustee	Office (if any)
Lisa Ballard-Gamble	President
Richard Chapman	member
Tara Curfman	member
Jeanine Glasgow	member
Joseph Nicholson	member
Francesca Pugh-Opher	member
Janice Walker	member
Alana Walls	member
Herbert Wilson	Treasurer

Professional Development (Governance)

The board coordinates the governance of the school by the president interfacing directly with the CEO and Director of Human Resources, through board meetings, and through written and email communications. Each new member is given the Schools adopted Bylaws and the minutes from the two previous meetings. In addition, board members are expected to attend trainings to develop their skills as Board Members.

The board complies with all procedures and laws including the Sunshine Law and the Public Officials Act. All parents, staff and public are welcome to attend public portions of the board meetings. Meetings are cancelled very rarely - due to circumstances outside of our control. In accord with the Sunshine Law, all meetings are posted in the Philadelphia Daily News Legal Section.

Coordination of the Governance and Management of the School

The board maintains a working relationship by ensuring that the CEO submits all reports (PDE, District, grants, etc) in a timely manner, respond to all inquiries, attends all mandatory meetings, etc. The Board of Trustees receives monthly reports from both the CEO and Director of Human Services. Every report that is prepared for external organizations are given to the Board President for dissemination to the Board members. The Board also receives a copy of the Annual Report and external and internal reports.

MEETING DATES FOR THE 2006-2007 SCHOOL YEAR

September 20, 2006
October 18, 2006
November 15, 2006
December 20, 2006
January 17, 2007
February 21, 2007
March 21, 2007
April 18, 2007
May, 16, 2007
June 20, 2007

Community and Parent Engagement

The Board of Trustee Members participate in all Open House Sessions, award ceremonies, graduation, inviting parents/guardians to serve on the board and supporting the Parent Organization. Also board meetings are advertised throughout the school, the website and local newspapers.

SECTION VI. FINANCIAL RESPONSIBILITIES

Major fund-raising activities

Major fund raising for the year included car washes and a Fall mail fundraiser. Both fund raising activities contributed to the student activities fund. Another fund raiser was a pizza fundraiser. This helped defray prom costs for those who chose to participate.

Fiscal Solvency Policies

In order to maintain fiscal solvency, HOPE charter school follows all PDE reporting requirements for all e-grants and online reporting. This includes the Annual Financial Report and independent audits. HOPE maintains it's maximum enrollment level of 440 pupils by maintaining a waiting list assuring little cash flow issues arising from pupil turnover.

Financial statements are reviewed monthly. A cash flow statement is projected out for the entire year and is update daily. This forecasts current and future cash requirements and in-flows.

Accounting System

The business office of the Juvenile Justice Center-the oversight management organization for HOPE Charter School, is staffed with an experienced Controller with over 21 years experience. The staff also includes experienced clerks for accounts payable and payroll, and a Director of School Operations.

Financial statements are prepared monthly and reviewed and discussed at every monthly board meeting. The financial statments include the income statement, balance sheet and statement of cash flows. The accounting software system used in the accounting department is Blackbaud's Financial Edge For Non-Profits. The chart of accounts is setup to mimic the state chart of accounts for schools. This includes the most recent revision of 7/1/07. The accounting of the school follows the accrual basis and adheres to GAAP.

Preliminary Statements of Revenues, Expenditures & Fund Balances - Attachment

- REPORT SECTION - PRELIMINARY STATEMENTS OF REVENUES, EXPENDITURES & FUND BALANCES

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

For the school years 2005-2006 and 2006-2007, the audit firm used was Michael Wieber, CPA. This firm is currently underway auditing the 2006-2007 books.

Last years audit report was completed October 16, 2006 and is attached.

Financial Highlights of FY 2006

- Total revenues increased \$387,519 due to an increase in the School District of Philadelphia subsidy and increases in federal grants.
- At the close of the current fiscal year, the School reports ending net deficit of \$649,976. This net assets balance represents an increase in net assets \$8,149 for the year ended June 30, 2006.
- The School's cash balance at June 30, 2006 was \$6,306, representing an increase in the cash balance of \$9,905 from June 30, 2005.

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

Lease: Total cost of renting the building for fiscal year 2007 was \$801,660. The lease ends 8/31/2007. HOPE administrators researched other facilities to lease as well as properties to buy. The result was a re-negotiated lease to stay where we are. The new lease expires in 5 years.

Furniture: Hope purchased \$ 4,309.81 in desks and chairs replacing old and broken ones.

Equipment: Hope purchased a new servers an computers totalling \$ 12,628.83. New software, Powerschool, was purchased for attendance tracking, student services, grade and academic tracking and billing. The purchase cost was \$14,836.

Future Facility Plans and Other Capital Needs

HOPE leases the school facility from Rowan Development Corporation which is a subsidiary of Ogantz Revitalization Corporation(OARC). The lease was just renewed and now expires August 31, 2012. The new lease was reduced by \$120,000 per year by taking back unused space. Since the charter was renewed for another 5 years with a fixed maximum pupil population of 440, there is no plan for additional space.

SECTION VIII. HEALTH AND SAFETY RESPONSIBILITIES

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

Hope Charter School complies with all health and safety requirements. Hope employs a full time certified nurse who is responsible for all state and local compliances, including immunization records and school health records. Fire and shelter in place drills are conducted monthly. The

Fire Department of Philadelphia conducts two monitored fire drills each year. Documentation of all fire drills are located kept in the Main Office.

Student Wellness Policy

1. Purpose

HOPE Charter School recognizes that student wellness and proper nutrition are related to students' physical well-being, growth, development, and readiness to learn. HCS is committed to providing a school environment that promotes student wellness, proper nutrition, nutrition education, and regular physical activity as part of the total learning experience. In a healthy school environment, students will learn about and participate in positive dietary and lifestyle practices that can improve student achievement.

To ensure the health and well-being of all students, HCS establishes that the school shall provide to students:

- A comprehensive nutrition program consistent with federal and state requirements.
- Access at reasonable cost to foods and beverages that meet established nutritional guidelines.
- Some opportunities for appropriate physical activity during the school day.
- Curriculum and programs for grades 9-12 that are designed to educate students about proper nutrition and lifelong physical activity in accordance with State Board of Education curriculum regulations and academic standards.

2. Delegation of Responsibility:

HOPE's CAO or designee shall be responsible to monitor program and curriculum to ensure compliance with this policy, related policies and established guidelines or administrative regulations. Staff members responsible for programs related to student wellness shall report to the CAO or designee regarding the status of the program.

The CAO or designee shall annually report to HOPE's Board on the its compliance with law and policies related to student wellness.

The report may include:

- Assessment of school environment regarding student wellness issues.
- Evaluation of food services program.
- Review of all foods and beverages sold in the school for compliance with established nutrition guidelines.
- Listing of activities and programs conducted to promote nutrition and physical activity.
- Recommendations for policy and/or program revisions.
- Suggestions for improvement in specific areas.
- Feedback received from staff, students, parents/guardians, community members and Wellness Committee.

An assurance that guidelines for reimbursable meals are not less restrictive than regulations and guidelines issued for schools in accordance with federal law shall be provided annually by the Cafeteria Manager and the CAO.

3. Guidelines Wellness Committee:

The CAO shall appoint a Wellness Committee comprised of the following: School Board member, administrator, food service representative, student, parent/guardian, teacher and school nurse.

The appointed Wellness Committee shall develop a Student Wellness Policy. The Policy will be reviewed and adopted for implementation by HOPE's School Board.

The Wellness Committee shall serve as an advisory committee regarding student health issues and shall be responsible for updating the Student Wellness Policy as indicated to assure compliance with state and local regulations.

The Wellness Committee may examine related research and laws, assess student needs and the current school environment, review existing policies and administrative regulations, and raise awareness about student health issues. The Wellness Committee may make policy recommendations to the Board related to other health issues necessary to promote student wellness.

The Wellness Committee may survey parents/guardians and/or students; conduct or focus groups; collaborate with appropriate community agencies and organizations; and engage in similar activities, within the budget established for these purposes.

The Wellness Committee shall provide periodic reports to the CAO or designee regarding the status of its work, as required.

4. Nutrition Education:

The goal of nutrition education is to teach, encourage and support healthy eating by students. HCS recognizes that promoting student health and nutrition enhances readiness for learning and increases student achievement.

- Nutrition education will be provided within the sequential, comprehensive health education program in accordance with State Board of Education curriculum.
- Nutrition education shall provide all students with the knowledge and skills needed to lead healthy lives.
- Nutrition education shall be integrated into other subjects as warranted to complement but not replace academic standards based on nutrition education.
- Lifelong lifestyle balance shall be reinforced by linking nutrition education and physical activity.
- The staff responsible for providing nutrition education shall be properly trained and prepared and shall participate in appropriate professional development. Criteria shall be developed to measure "properly" and "appropriate."
- HCS staff shall cooperate with agencies and community organizations to provide opportunities for appropriate student projects related to nutrition.

Although, HCS does not have a formal physical education program, HCS shall strive to provide opportunities for appropriate physical activity during the school day for students. Students will be encouraged to participate in after school physical education activities, i.e. aerobics and weight-lifting. All students will learn the importance of physical activity and the need for lifelong, health-enhancing physical activity. Adequate amounts of planned instruction shall be provided in order for students to achieve the proficient level for the Health and Safety academic standards. An assessment system shall be implemented to track student progress on the Health and Safety academic standards and to assess participation in physical activities.

5. Other School-Based Activities:

- HCS shall provide adequate space for eating and serving school meals.
- Students shall be provided a clean and safe meal environment.
- Students shall be provided adequate time to eat: ten (10) minutes sit down time for breakfast; twenty (20) minutes sit down time for lunch.
- Meal periods shall be scheduled at appropriate hours.
- Drinking water shall be available at all meal periods and throughout the school day.
- Students shall have access to hand washing or sanitizing before meals.
- The Philadelphia School District shall administer the school meals program.
- Access to the food service operation shall be limited to authorized staff only.
- Nutrition content of school meals shall be available to students and parents/guardians.
- To the extent possible, HCS shall utilize available funding and outside programs to enhance student wellness.
- HCS shall provide appropriate training to all staff on the components of the Student Wellness Policy.
- Goals of the Student Wellness Policy shall be considered in planning all school-based activities.
- Fundraising projects submitted for approval shall be supportive of healthy eating and student wellness.
- Staff, Administrators, community members, etc. shall be encouraged to serve as positive role models through programs, communications and outreach efforts.
- HCS shall support the efforts of parents/guardians to provide a healthy diet and daily physical activity for their children by communicating relevant information through various methods.

6. Nutrition Guidelines:

All foods available at HCS during the school day shall be offered to students with consideration for promoting student health and reducing childhood obesity. Foods provided through the National School Lunch or School Breakfast Programs shall comply with federal nutrition standards under the School Meals Initiative.

Competitive foods are defined as foods offered at school other than through the National School Lunch or School Breakfast Programs and include a la carte foods, snacks and beverages; vending food, snacks and beverages; school store food, snacks and beverages; fundraisers; classroom parties; holiday celebrations; and food from home. All competitive foods available to students in district schools may comply with the Nutritional Standards for Competitive Foods in Pennsylvania Schools.

Current School Insurance Coverage Policies and Programs

Workers Compensation is insured by Technology Insurance Company

Directors and Officer Liability is insured through Philadelphia Insurance

General Liability is insured through Great American Insurance Group

Unemployment Insurance is self-insured through First Non Profit Insurance Co. and administered by TALX

Employee Health Insurance Coverage is insured through AETNA

Employee Dental Insurance Coverage is insured through Delta Dental

Employee Long Term Disability/death & dismemberment is covered under NABCO

SECTION IX. ADMINISTRATIVE NEEDS

Quality of Teaching and Other Staff

Currently, Hope employs 22 core content area teachers, 2 special education teachers and 1 Title I teacher. Of the 25 teaching staff, 13 are returning, and the remaining 12 either left by choice or

were not offered a contracted for failing to comply with certification requirements for the 2007-2008 school year. The retention rate is 50% and 78% of the staff were certified. Hope is rigorously recruiting certified teachers for the 2007-2008 school.

CERTIFICATION VERIFICATION FORM

PDE-414

HOPE CHARTER SCHOOL (06/07)

Complete the following information for all professional staff members.

Staff No.	Name of employee (List all names in alphabetical order)	Social Security # / Certificate #	Areas of Certification Type of Certificate	Grades Teaching or Serving	All Areas of Assignment Subject Areas Teaching or Services Provided	Number of Hours Worked Assigned
1	Acevedo, Nicole	194-66-5838	type 01	11th	English	5
2	Blanchard, Wilner	139-76-3851	type01	11 th -12th	French	5
3	Bolton, Brian	161/56/9662	type01	10th	Social Studies	5
4	Ecker, Rebecca C	166-62-9834	Highly qualified	9th	History	5
5	Ellencrig, Scott Melvyn	172-48-0315	type01	10th	Math Algebra 1	5
6	Gary, Marcus R	183-36-9410	type01	9th	Math	5
7	Gilbert, Patricia A	201-36-5101	type 61		Guidance	8
8	Gray, Thomas	172-42-4075	type01	11th	Math	5
9	Harvey, Lakesha	190-60-3794	type01	10th	English	5
10	Hawkins Bush, Gail	117-32-7286			CAO	8
11	Holiday, John	166-44-6178		9th	Health	5
12	Kerstetter, Matthew W	200-54-8894	type 61	11th	History	5
13	Lazzaro, Paul	046-46-2917	type01	12th	Math	5
14	Montgomrey, Cynthia	167-54-3980	type01	9-12	Reading Specialist	5
15	Mc Cullough, Nathalie	191-58-9346		9-12	Special Education	5
16	Paul, Brian	119-38-9972	type01	9th	Physical Science	5
17	Reid-Coates, Kithara R	171-76-5190	type 61	10th	Biology	5
18	Smith, Robbin	155-64-7584		11th	Chemistry	5
19	Spall, Taneisha	514-80-4992	type 61	9th	English	5
20	Sprentall, Jennifer	061-72-3889	type 61	12th	English	5
21	Switzer, Allison M	213-17-6800	type 61	12th	Science	5
22	Walker, Nandi	577-17-2736	type01	9-12	Arts/Humanities	5
23	Winnick, Barbara R	201-36-6715	type 61	9-12	Special Education	5
24	Winters Jr, John R	179-68-2377	type 3	10th	African American History	5
25	Winters, Maya	172-76-5190	Type 01	9-12	Art	5
26	Wise-Rider, Sylvia	201-34-7144	Supervisory I		Part time Special Education Supervisor	2.5

Total Staff: 25.5
Total Certified: 21

Student Enrollment

Hope Charter School has an open-admissions policy. All students who are presently enrolled at Philadelphia public, charter, catholic, private schools etc. high schools are eligible to attend Hope Charter School. Applications are accepted for the upcoming school year on January 1st of each school year. The first enrollment period is March 31st. However, if, on March 31st, the number of applications is less than the number of available slots per grade, we extend the enrollment period for one month, until April 30th. Following May 1st, if we still have available space, we accept on a first come, first served basis. A lottery is held during April or May, whichever applies, per the admissions policy. A waiting list is created for each grade until the end of the school year only.

A letter is sent to all parents who have students on the waiting list, asking for a response if they are still interested. The parent has two weeks to respond. We accept applications in the order in which the applications are received. Siblings of existing students are admitted if we have space. No other students are admitted until the waiting list is exhausted, unless the waiting list is shorter than the number of slots per grade.

We have a transient population. Students return to their feeder schools, pursue GED programs, assigned to alternate school by the courts, families relocate or students are removed from foster homes or residential placements.

Student Enrollment School Year 2006-07

Grade	Enrollment #	Added	Transferred
9	95	60	60
10	111	40	40
11	195	34	34
12	73	14	14

Grade	White	Black	Latino	Other
9	1	93	1	0
10	2	106	3	0
11	3	191	1	1
12	1	72	0	0

Transportation

Hope Charter School offers school tokens for students to purchase. Special Education students are afforded transportation in accordance with their IEP. Hope provides such transportation and seeks reimbursement from the local school districts. School tokens are also provided to students free of charge who can produce documentation of financial hardship.

Food Service Program

Hope Charter School does participate in the FRL program. Free, reduced, and full price breakfast and lunch are provided daily by the Philadelphia School District.

Student Conduct

Students of Hope Charter School are expected to come to school daily prepared to learn. This includes coming to school in time with the proper attitude and the correct demeanor. Students are expected to adhere to all school policies, procedures, and classroom rules. Students are not to engage in any disruptive behavior that will take away instructional time. Hope's Discipline Code

meets the requirements of Chapter 12 and 13 of the Public School Code. On admission every student and parent are issued a copy of the school's Code of Conduct Handbook.

Students Suspended: 246

Students Expelled: 7

Code of Conduct/Discipline Policies

Mediation offenses:

By "Mediation", we mean resolving a behavioral incident through discussion, "talking things out" by all parties, institution treatment, and coming to a firm written agreement signed by all participants. Mediation offenses are those that might otherwise result in a detention, in-school or out of school suspension. The mediation process is used in lieu of detention; suspension or expulsion. If successful mediation is accomplished, then the involved party will not be suspended. If successful mediation is not accomplished, then the involved parties will be dealt with according to the Code of Conduct.

1. Verbal Confrontation that does not result in physical contact
2. On- going disrespectful conduct
3. Harassment with offensive expressions
4. Harassment with efforts to intimidate, bully or ridicule.
5. Students who engaged in a physical altercation (after re-instatement)
6. Harassment with offensive expressions
7. Harassment with efforts to intimidate, bully or ridicule

Process

1. Student will be referred to the Reflection Room by staff observing or hearing of any type of conflict.
2. The Reflection Room Staff will examine the following in order to make a determination as to whether a meditative process might resolve the process, rather than suspension or a more punitive route.:
 - The offense committed by the student
 - The circumstances of the offense
 - Willingness of all parties to use a meditative process
 - The student's academic record
 - The student's behavioral record
3. Parents/Guardian will be notified that student has been referred to mediation.
4. Mediation set up with the involved parties. Students will participate in mediation. Parents may attend but can not take part in the mediation process unless invited by the students
5. Options at this point might include referral to Behavioral Health Services, a peer mediation panel, intensive casework, daily report, or a combination of these options.
6. If mediation is successful students will sign mediation agreement, and a copy will be given to student and a copy will be mailed home; a copy will be sealed in placed in the student's files. The sealed copy will not be opened unless one of the parties involved break the terms of the agreement. In such case the student will then be brought up for punitive discipline.

Level I offenses that will result in Parent/Guardian Assistance.

1. Failure to obey directions from school staff.

2. Running or making excessive noise in hall or building.
3. Loitering and /or failing to provide school ID.
4. Failure to attend class without a valid excuse.
5. Disruptive and /or offensive language
6. Plagiarism from library, publications, internet.
7. Downloading of copyrighted material
8. Conduction personal business without authorization
9. Use of another person's passwords or accounts
10. Violation of school dress code.
11. Persistent tardiness to school or class, meaning 3 or more times in a month.
12. Walking out of school without proper written authorization.

Process:

1. Staff observing the violation prepares the write up and passes it to the Reflection Room.
2. Parent/Guardian will be contacted by a member of the Reflection Room Staff.
3. Student **will be sent home** over night, with letter requesting that the parent/guardian escort the student to school the next day and talk with Reflection Room Staff.
4. If Parent/Guardian does not accompany student to school the next day and meet with Reflection Room Staff, the student will be assigned to attend the Saturday School detention.
5. If student does not attend Saturday school, they will receive a 2 day out of school suspension. (The suspension will go on students record)

Level 2 offenses that will result in an in-school suspension

1. Continual disruption of the Learning Process (2 days)
2. Possession of tobacco paraphernalia. (1 day)
3. Unauthorized possession of prescription. (2 days)
4. Unauthorized entrance into classrooms or offices (4 days)
5. Cheating on test, class work or homework. (1 day)

Process:

1. Staff observing violation prepares the write up and passes it to the Reflection Room.
2. Parent/Guardian will be informed.
3. Reflection room staff will meet with student.
4. Time in the Reflection Room will begin on the day of the offense.
5. Student will be given a copy of the offense and a copy will be mailed home.

Level 3. Offenses that result in Out of School Suspension.

1. Gambling (Card playing, shooting dice, etc) (1 day)
2. Forgery of reports, tests. (1 day)
3. Offensive, sexually-oriented or threatening messages, pictures or symbols. (3 days)
4. Forgery of notes, papers. (3 days)
5. Damage to, or defacement of, school or private property (payment for repair/replacement due to re-instatement meeting) (3 days)

6. Harm or destruction of data of another person, student, internet or other network. (5 days)
7. Steal or attempt to steal school or private property. (3 days)
8. Two or more students engaging in confrontation with physical activity. (aggressor 5 days, defender 3 days)
9. Possession of drugs for personal consumption. (5 days if not arrested)
10. Possession of alcohol for personal consumption. (5 days)
11. On-going disrespectful conduct. (2 days and mediation)
12. Entering school under the influence of drugs or alcohol (1 day)
13. Physical attack on student not resulting in injury. (5 days)
14. Consensual sex. (5 days)
15. Harassment with unwelcome sexual advances (5 days)
16. False activation of Fire alarm. (3 days)
17. Missing Saturday Detention (2 days)
18. 2 or more infractions of level 1 or 2 in a 30 day period. (3 days)
19. Downloading internet sites containing sexually explicit materials. (3 days)

Process

1. Parent/guardian will be informed.
2. Student will be taken to an administrator.
3. If law enforcement is needed, student will be held until its arrival. When appropriate, student will be escorted out of the building.
4. Letter, detailing re-instatement process, along with a copy of the violation, will be mailed with "return receipt" option.
5. If student violates the above offenses twice within the upcoming 4 week period, he/she will receive an automatic 4 days out-of-school suspension, mandatory re-instatement meeting with parent/guardian in attendance to develop a plan or remediation, three weeks of consecutive family sessions with school psychologist and daily report for a month.
6. If the behavior appears to warrant behavioral health intervention, parent will be requested to make referral to our clinic of parent's choice.
7. If a 3rd violation occurs at any time during the school year, the parent/guardian will be counseled as regards alternative school placement that may better serve student's needs.

Level 4 offenses that will result in out-of —school suspension pending a case conference. (All Level 4 offenses will result in a 5 day out of school suspension)

1. Overt display of any gang affiliation.
2. Indecent assault.
3. Indecent exposure.
4. Assault on school personnel.
5. Possession of a firearm.
6. Possession of a stabbing/cutting instrument.
7. Possession of an explosive, incendiary or chemical device.
8. Possession of instrument that could bludgeon or cause concussion.
9. Possession of a stun gun, BB gun or starter pistol.
10. Possession of other deadly weapon.
11. Attack on staff member which results in injury or danger.
12. Attack on staff member with use or attempted use of a weapon.
13. Sale or controlled substances or possession with intent to deliver.
14. Robbery/extortion.
15. Other assaults with a weapon, or where serious injury may result.
16. Damage to school property which disrupts or impairs school business.

17. Involvement in, or threatened us of, the use of a bomb or other explosive devise
18. Threats related to any other weapon, including biological or toxic substances.
19. The conduct of illegal activities via the school network.
20. Assault on student that result in an injury.
21. Involvement in activity that causes a riot or other catastrophe.

Process

1. In all cases involving case conferencing, suspension will initially occur.
2. A letter will be sent to the parent outlining the reason for the suspension/pending the case conference. This letter will be sent by regular mail and by "Certified, receipt requested".
3. As we realize that Case conferencing is a very serious step for the student's future and for your family, you will be given the date/time of the case conference.
4. The parent and student may be legally represented.
5. The trustees undertake to conduct a fair and impartial hearing within two weeks of the date on the suspension/expulsion notice.
6. The student's assigned social worker will be present.
7. The board will take into account all the circumstances, listening to staff, the student, parents/guardians and others involved in the situation. The board reserves the right to interview whomever they select for interview. The trustees' decision, based on school safety and the school's ability to carry out its mission, will be arrived at within the five days of the hearing and is final.
8. The Board decision will be communicated to the parent in writing, both by regular mail and by "certified, receipt requested."
9. The Board reserves the right to offer or not offer to re-instate the student at the start of the subsequent school year.

Intervention

Our goal is not to be strictly punitive. We are designed to assist our students in becoming successful academically and socially. The intervention process is designed to work in lieu of punitive measures. Interventions consist of Mediation, Parent/Guardian Assistance, Verbal Warnings, Phone calls home, etc.

Mediation and Parent/Guardian Assistance procedures are stated in the "Code of Conduct".

Verbal Warnings

Verbal Warnings consist of reminding the student of the Code of Conduct" rule that applies to that situation and a phone call to Parent/Guardian. These are documented on "Non-Compliance Forms". The names are gathered by support staff and or the Disciplinary team. They are turned over to Social Workers for phone calls to parent/guardian.

Process

1. Staff observing the violation records students name on the "Non-Compliance Forms" (form 1)
2. Forms are handed in to the Reflection room staff by 1:00 pm.
3. Reflection room staff will compile a list for each Social Worker and give to Student Service Department.

4. Social Worker will contact Parent/Guardian to inform them of their child's violation.
5. Social Workers will return Non-compliance sheets back to the Discipline team for filing and tracking of Students.
6. Any child caught in Non-Compliance three or more times will then receive Parent/Guardian Assistance. (process listed under level 1 offenses)

Behavior Modification Plan

A Behavior Modification Plan (B.M.P.) assists students who are having difficulty with following the code of conduct. A Behavior Modification Plan can be requested by Parent/Guardian, Staff or administration.

Process

1. Staff requesting a B.M.P. must first complete a Behavior Tracking Worksheet. (form 2)
2. The Behavior Tracking Worksheet is then turned into the Mediation Room.
3. Upon receipt, Mediation Room will schedule a meeting with the teachers of said student and complete a Behavior Modification Assessment Plan. (form3)
4. Mediation Room will meet with Student and discuss some obtainable goals that student can reach.
5. B.M.P. will be turned into Support Services and students' teachers.

Referral to Student Services

Some of the negative behavior demonstrated by our students are really a cry for help in other areas of their lives. In these situations, the student is referred to Student Services. Discipline team completes a referral to The Support Service Department. (Form 4)

Write ups

A "Discipline slip" (form 5) is how a staff refers a student to the Reflection room. This is how we track continuous and serious violations.

Process

1. Staff witnessing Level 1 and 2 violations makes contact with the parent/guardian of the student and documents that contact on the Phone contact sheet. (form 6)
2. Staff then completes and submits a disciplinary slip and the phone contact sheet to the Disciplinary team.
3. Disciplinary team then reviews the write up with the code of conduct to determine what method of discipline should be applied to that situation.
4. Staff witnessing Level 3 and 4 violations complete discipline slip and submits it and student to the disciplinary office.

5. Discipline team determines the level of disciplinary action that should be taken and recommends that action to administration.

Intake

The PowerSchool software program is set up in such away that we can keep student intake data current. We will also keep a paper trail of that intake in the student file in the Reflection Room. During the intake process the decision will be made if that student would better be served by mediation or if they need to be in the Reflection Room. A student can be referred for mediation only. This referral can come from administration, staff, students, or parents. The following form is used to refer students for mediation. (Please note that the intake process is the same for mediation as well as for the reflection room)

Infractions that could be referred for mediation only are:

1. Verbal Confrontation that does not result in physical contact
2. On- going disrespectful conduct
3. Harassment with offensive expressions
4. Harassment with efforts to intimidate, bully or ridicule.
5. Students who engaged in a physical altercation (after re-instatement)
6. Disruption of the Learning Process
7. Harassment with offensive expressions
8. Harassment with efforts to intimidate, bully or ridicule

Reflection Room Procedures

The Reflection Room is not only used for In-house suspensions. It is also a place where students can be brought for de-escalation.

Process

1. Student is brought down to the reflection room and signs in.
2. A member of the disciplinary team talks with student about the situation.
3. If student was sent down for just that period, student is allowed to complete class work for that class. Student is sent back to follow the remainder of his/her roster at the conclusion of that period.
4. Students who are brought down to the reflection room for de-escalation are allowed to return to class once the student and discipline team determines that they are prepared to return to class.

Reinstatements

Reinstatements consist of a meeting with the student, parent/guardian, staff and administration to discuss the violation committed by that student. This is a meeting that the time has been scheduled for each meeting. At the conclusion of a reinstatement meeting the disciplinary team completes a reinstatement form (form 7) and submits it to administration and social workers with their recommendation.

Peer /Mediation Room Procedures

1. Teacher, staff, parent or student can refer someone for the mediation process. This is done with the completion of the Mediation Referral Form (Form 8) or verbally.

2. Each party in need of mediation will be spoken with individually before taken into the mediation room to assure their willingness to partake in the process. At this time a mediation report form (Form 9) will be started by the staff.
3. Parties will then meet with the peer mediators. Mediation is done by the students' peers, but a staff will be in the room to supervise the mediation process.
4. At the conclusion of the mediation process, if a successful mediation was accomplished, the peer mediators will begin to fill out the mediation agreement. (Form 10) If the mediation process was not successful, then the parties who were in need of mediation will be sent to the Reflection room to face whatever the punitive discipline is for that infraction. (remember, mediation is in lieu of suspension)
5. Notification will be sent to the parent informing them that their child was in mediation and the out come of it. If an Agreement was reached, a copy of the agreement will also be sent to the parents.

At the conclusion of an effective mediation, the parties involved would both receive a copy of their mediation agreement. A copy of said agreement will be mailed home to the Parent/Guardian of the student. Also a copy of that agreement will be kept in the student's file in a sealed envelope. That sealed copy will stay sealed unless the student breaks the confidentiality clause or continues to carry out any negative behaviors that will disrupt the learning process.

CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

Charter School Annual Report Summary Data 2007 - 2008

Name of School: Hope CS

Date of Local Chartering School Board/PDE Approval: August 8, 2002

Length of Charter: 5 Years **Opening Date:** September 2, 2002

Grade Level: 9-12 **Hours of Operation:** 9:05-4:15

Percentage of Certified Staff: 80% **Total Instructional Staff:** 25

Student/ Teacher Ratio: 1-18 **Student Waiting List:** 32

Attendance Rate/Percentage: 60%

Enrollment: 440 **Per Pupil Subsidy:** \$7,247/ regular education; \$15,346/ special education

Student Profile

American Indian/Alaskan Native: 0

Asian/Pacific Islander: 0

Black (Non-Hispanic): 98%

Hispanic: 1%

White (Non-Hispanic): 1%

Multicultural: 0

Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch: 89.3%

Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December: 104

Number of:	K (AM)	K (PM)	K (FTIME)	ELEM	MIDDLE	SEC.	TOTAL
Instructional Days	na	na	na	na	na	180	180
Instructional Hours	na	na	na	na	na	1278	1278

ASSURANCE FOR THE OPERATION OF CHARTER SCHOOL SERVICES AND PROGRAMS

School Year: 2007

The Hope 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 Richard Chapman

Title CEO

Phone 215 849 2112

Fax 802 273 2491

E-mail chaprich@hotmail.com

Signature of the Chief Executive Officer and Date

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

Name Lisa Ballard-Gamble

Title President

Phone 215-683 4371

Fax NA

E-mail Gamble@phila.gov

Signature of the President of the Board of Trustees and Date

Identify the charter school's Special Education Contact Person.

Name Principal

Title Alana Walls

Phone 267-336 2730 ext.5530

Fax 267 336 2740

E-mail alanalou13@hotmail.com

Signature of the Special Education Contact Person and Date