
Pennsylvania Department of Education



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

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

Charter School: Imani Education Circle CS
Address: 5612 Greene St
Philadelphia, PA 19144-2808
Phone: (215) 713-9240
Contact Name: Francine Fulton

SECTION I. EXECUTIVE SUMMARY

Organization Description

Imani (IEC) Charter is a K-8 school with a Science ~ Math ~ and Technology focus. We have been serving children since 1999 in an African Centered Environment. High Academic Achievement is the primary goal of Imani. The underlying philosophy of IEC is that a rigorous,

integrative constructivist curriculum combined with the historical and cultural richness of African heritage will result in well-rounded and productive citizens.

Core Purpose

Mission

Our mission statement:

"To challenge the **GENIUS** in all of our children in a safe, caring African Centered Environment."

Vision

Imani Charter is an educational institution that involves members of student's families and their communities as partners in the circle of education, both inside and outside the classrooms. We envision that our students will become active and contributory members of their immediate communities and the larger community.

Shared Values

Some of our shared values across the organization are:

1. All children can and will learn.
2. We teach and practice the principles of MAAT (Truth, Balance, Order, Reciprocity, Righteousness, Justice and Harmony)
3. We teach and practice the principles of the NGUZO SABA (Umoja=Unity, Kujichagulia=Self determination, Ujimaa=Collective work and Responsibility, Ujaama=Cooperative Economics, Nia=Purpose, Kuumba=Creativity, and Imani = Faith.
4. Parental participation is critical to student success
5. Our program should fit our students and we should not compel our students to fit our program.
6. Learning must be differentiated.

Academic Standards

Imani will use the PA state standards to measure it's success academically, along with NCLB measurements and benchmarks. We will supplement that with a rigorous curriculum and will solicit substantial parental involvement.

Strengths and Challenges

Imani continues to implement an intense test prep program. The program is provided during the school day and after school hours. Like last school year, we will implement a Saturday School program. Any child that is below basic in reading or math, is registered for the Sat. program. Imani has made AYP the past four years, however, we would like to make the 45% and 54% mark in math and reading.

We are still struggling with attaining higher levels of writing, and are sending teachers and administrators for training at Columbia University this summer to learn how to utilize a research based method of teaching writing to our students. We are also very interested in developing a well rounded program to assist our parents with such skills as parenting skills, helping their children with homework, etc.

SECTION II. STRATEGIC IMPROVEMENT PLANNING

Strategic Planning Process

Our strategic plan centers around our core values. Our mission and vision statement dictates our purpose for existence. Our goals and objectives are derived from the needs of our students.

We have developed a leadership team at Imani School who will work to create, implement and evaluate our strategic plan to accomplish our mission to "Challenge the genius in all of our students in a safe, caring, African Centered Environment. Our plan includes a habit forming protocol that will help us to meet the needs of our students. This plan calls for the leadership team to focus on our purpose, then look at what we need to know and be able to do in order to create the programs so that all students are successful. We will then monitor, align, evaluate and adjust programs and services to be sure we are on the right track. Based on the outcomes of the original baseline data and the benchmarks results, we will identify and support programs and services that work.

Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Dr. Francine Fulton	Imani	Administrator	Board
Stephanie Johnson	Board	Board Member	Board
Rhonda Anderson	Imani	Business Representative	CEO
Kimyada Benson	Imani	Special Education Representative	CEO
Cheryl Destefano	Imani	Ed Specialist - Instructional Technology	CEO
Kellie Harrison	Imani	Other	CEO
Betty Hines	Secretary	Other	CEO
Lanette Kemp	Dietary	Ed Specialist - Nutrition Service Specialist	CEO
Lela Moragne-Macon	Imani	Administrator	CEO
Crystal Nelson	Imani	Administrator	CEO
Stephanie Stallworth	Imani	Parent	CEO
Leroi Simmons	Community	Community Representative	CEO
Lanette Kemp	Parent	Parent	CEO

Goals, Strategies and Activities

SECTION III. QUALITY OF SCHOOL DESIGN

Rigorous Instructional Program

We use the School District of Philadelphia's Core Curriculum which meets state standards in regard to Chapter four. The curriculum is very well organized albeit, fast paced. We use six week benchmarks to gage how well teachers and students are staying on point to be sure that all contents areas are taught per trimester. Our rigorous instructional program lends itself to active learners through research based project, cooperative learning, analysis inquiry, and a hands on approach to learning. We have been committed to the SRA Direct Instruction Program to teach reading to students in grade K -2. Our History/SS program for grades 4-8 was specifically designed for Imani, however, it was designed to also meet the state standards. Teachers have grade group meetings on a weekly basis.

Ongoing staff development and student monitoring occurs regularly throughout the summer months and the school year. We use full days for staff development (one each month) and each Wednesday, for one hour, to have grade group meetings to discuss and monitor how we are doing in meeting our academic goals and objectives. The summer staff development consists of training on the mission and vision of the school, effective utilization of the core curriculum, and training for the reading and History programs.

Once data is collected from the benchmarks, the data specialist sits with each teacher to review

where the children are and determines whether or not, or when acceleration can occur, or if reteaching need to take place. Last school we created a program called Saturday School which was specifically geared toward students who were below basic in either reading or math and met with them for six weeks. We had good success and feel that it was helpful in our making

English Language Learners

Plan to Serve English Language Learners

Program Outline

The primary goal of our ELL program will be to develop students' English language skills, to enable students to meet academic standards and to provide for their meaningful participation in their regular classroom studies and activities. Our aim is to integrate children as quickly as possible into the mainstream curriculum in order to make them socially comfortable and enable them to take full advantage of all school resources. We envision children progressing through the program in as little time as 6 months to as much as 2 years. An ELL specialist will meet frequently with classroom teachers. All teachers will receive training in teaching ELL students and orientation to their cultural norms.

Orientation Procedures:

The school staff will meet with parents and students to review:

- School information
- The ELL program
- Classes the student will attend
- Special services available to the student
- Assessment procedures

Identification and Placement:

- Screening procedures will include the Home Language Survey, Language Assessment Battery Test/Woodcock-Munoz Language Survey
- The school will partner with parents to get their assistance and input
- The school's child study team, in conjunction with the EIL program coordinator and the ELL specialist, will advise about placement

Instructional Program:

- This is an ELL pullout program. Upon admittance an individualized education plan will be written indicating how much time will be spent in bilingual instruction and how quickly the student is expected to progress toward full inclusion in the regular education program. Initially the student uses age appropriate materials in their native language. As they gain proficiency they spend more time in a regular education class. Special education teachers may be asked to provide special services. All instruction will correlate with the PA standards.
- Students will be included in all extra-curricular and related activities.
- The length of daily instruction will be determined by skill level.
- ELL services could also include a program coordinator, specialty teachers, counselors, tutors, etc. All staff, professional and paraprofessional, will receive professional development training in how to include ELL students of all levels in the classroom and how to determine whether ELLs are receiving appropriate services.

- Parents will be invited to planning and informational meetings each year. Parents will be informed of available community services. A translator will facilitate communication between parents and school staff as needed. All school policies, including how to handle complaints, will be available to parents in their native language.

The ELL program will be evaluated each year by an independent ELL educator. The school will document student progress in the ELL program quarterly and ensure that students are meeting targets established when they entered the program. Presently there are no ELL students enrolled at Imani Education Charetr School.

Graduation Requirements

Imani is a K - 8 school, and therefore, does not have graduation requirements.

Special Education

Imani Education Circle Charter School's (IECCS) strategies for educating special education students are as follows:

School-based screening

IECCS screens special education students by doing the following steps:

Initial screening

IECCS identifies and provides initial screening of students to identify any with academic, social/emotional or sensory (vision/hearing) or speech/language difficulties. To facilitate this process, IECCS provides:

a. **Peer support.** Provide peer support for teachers and other staff members to assist them in working effectively with students in the general education curriculum. This is done through professional development and collaboration with the special education coordinator and other colleagues.

b. **Hearing and vision screening.** Conduct hearing and vision screening in

for the purpose of identifying students with hearing or vision difficulty.

Purpose. Identify students who are suspected of having a disability and who may need special education services.

Requirements. The screening process shall follow, as appropriate, IECCS's

procedures described for CSAP. The following is considered:

1. **Academic.** For students with academic concerns, an assessment of the student's functioning in the curriculum including curriculum-based or performance based assessments.

2. **Behavioral.** For students with behavioral concerns, a systematic observation of the student's behavior in the classroom or area in which the student is displaying

difficulty.

3. **Intervention.** Intervention based on the results of the above academic and behavioral screenings.

4. **Progress monitoring.** Progress monitoring of the student's response to the intervention.

5. **Appropriate instruction.** A determination as to whether the student's assessed difficulties are due primarily to a lack of appropriate instruction in reading or in math.

6. **Limited English proficiency.** A determination as to whether the student's assessed difficulties are due primarily to due to a student's limited English proficiency.

7. **Parental involvement.** Activities designed to gain the participation of parents and through written notice, inform the parent of the results of the screening and whether follow-up is required.

Time frame for showing progress. If interventions have produced little or no improvement within 60 school days after initiation, the student shall be referred for an evaluation to determine eligibility for special education services.

Right to evaluation. CSAP activities do not serve as a bar to the right of a parent to request an evaluation, at any time, including prior to or during the conduct of screening activities. If A parent makes a request (verbal or in writing) for their child to be tested for special education no other interventions or strategies may supersede that request. A Permission to Evaluate (PTE) must be completed immediately.

Special Education Program Profile - Chart I

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
Grace Gaines	1.00	learning support	Imani Education Circle Charter School	5	The students in the sel contained learning support class are taught all academic subjects by Grace Gaines and her assistant. However, students receives specialty classes (art, gym, etc.) in a regular education setting with their age appropriate

					peers.
Kimyada D. Benson	.45	Resource Room	Imani Education Circle Charter School	14	The resource room teacher provides in class support as well as pull outs to support the special education students and regular education teachers.
Victoria Mehl	.45	Resource Room	Imani Education Circle Charter School	14	The resource room teacher provides in class support as well as pull outs to support the special education students and regular education teachers.
Filomena Pilla/ J. Johnson	.45	Speech	Imani Education Circle Charter School	20	The speech therapists provide speech services at an itinerant level for the special education student population.
Eileen Katz	.45	Occupational Therapy	Imani Education Circle Charter School	6	The occupational therapist provides OT at an itinerant level of intervention for the special education student population.
Dr. Daniel Lee	.45	School Psychologist	Imani Education Circle Charter School	20	Dr. Lee completes all re-evaluations and initial evaluations for the special education student population.

Special Education Program Profile - Chart II

Organization	FTE	Type of class or support	Location	# of Students	Other Information
Filomena Pilla/Premier	.45	Speech	Imani education Circle Charter School	10	The speech therapist provides speech at an itinerant level of intervention.

J. Johnson/Premier	.45	Speech	Imani Education Circle Charter School	10	The speech therapist provides speech at an itinerant level of intervention.
Eileen Katz/Premier	.45	Occupational Therapy	Imani Education Circle Charter School	6	The occupational therapist provides OT at an itinerant level of intervention.
Dr. Daniel Lee	.45	Special Education Assessments	Imani Education Circle Charter School	20	Dr. Lee is responsible for completing all initial and re-evaluations for our special education student population.

Special Education Program Profile - Chart III

Title	Location	FTE
Dr. Daniel Lee, School Psychologist	Imani Education Circle Charter School	.45
J. Johnson/ Filomena Pilla, Speech Therapists	Imani Education Circle Charter School	.45
Eileen Katz, Occupational Therapist	Imani Education Circle Charter School	.45

Special Education Program Profile - Chart IV

IU, Public Agency, Organization, or Individual	Title/Service	Amount of Time Per Week
Dr. Daniel Lee	School Psychologist	15 hrs.
Eileen Katz	Occupational Therapist	10 hrs.
J. Johnson/Filomena Pilla	Speech Therapists	20 hrs.
kimyada D. Benson	Special Education Coordinator	20 hrs.
Grace Gaines	Special Education Teacher	20 hrs.

SECTION IV. ACCOUNTABILITY

Student Assessment - Primary

Test/Classification	K	1	2	3	4	5
PSSA	No	No	No	Yes	Yes	Yes
TerraNova	No	Yes	Yes	Yes	Yes	Yes
Benchmark Assessments	Yes	Yes	Yes	Yes	Yes	Yes

Student Assessment - Secondary

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

Benchmark Assessments	Yes	Yes	Yes	No	No	No	No
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Student Assessment

Imani Education Circle Charter School has experienced gradual student academic achievement on local Benchmark Assessments, TerraNova Assessments and PSSA Assessments. Over the last several years, student scores have increased in reading mastery and writing and are also improving in mathematics. However, we are constantly reviewing assessment data, teacher interviews and observations and student projects to determine how to better assist students who struggle with mathematics, reading and writing. For instance, locally developed assessments such as the Edusoft Six Week Benchmarks allow both administration and staff to regularly monitor student progress and provide intervention where necessary. Teachers meet with administration to review the assessment data and to provide observation from classroom observation and classroom performance. Where students are identified as "at-risk", intervention is provided. This often includes tutoring, Saturday School, and additional assignments. Every child is afforded every opportunity to achieve based upon the student achievement plan and academic intervention procedures.

Student Assessment - Attachment

- Local Test Data

Teacher Evaluation

Teacher Evaluation

The expectation is that teachers will be provided development and support to demonstrate effective teaching practices in the classroom and student achievement. The following itemizes the school's evaluation process to assess effectiveness and achievement:

Main features of teacher evaluation plan

Informal Evaluation

- Peer coaching, conference and observation
- Administrative five-minute walk-thru observations
- Informal observations and conferences with administrative staff
- Development of Individual Instructional Improvement Plan

Formal Evaluation

- Pre-conference conversations
- Review of Individual Instructional Improvement Plan
- Semi-annual (1st year staff member) and annual administrative observations
- Post-conference meeting

Student data (6-week benchmark results and PSSA)

- Individual student progress
- Academic class progress

Teacher Skill Development

- Individual Instructional Improvement Plan
- Professional Development
- Formal education pursuits

Entities/individuals who are responsible for teacher and staff evaluation

Teacher mentors and the CAO *informally* evaluate teachers. The CAO *formally* evaluates the teaching staff and classroom assistants. The COO *informally* and *formally* evaluates the paraprofessional and support professional staff. The CEO evaluates both the COO and CAO.

The president of the board of trustees evaluates the CEO.

Professional development for evaluators

Each administrative staff member is responsible to identify and attend a minimum of two conferences/trainings that provide development opportunities in areas that support their professional responsibilities. The PA Department of Education and the PA Training and Technical Assistance Network (PaTTAN) also provide trainings and technical support especially in the area of special education.

SECTION V. GOVERNANCE REQUIREMENTS

Leadership Changes

There has been some changes in reference to the governance of Imani this year. The board president remains constant, the board voted on a resolution to change the total number of board members from nine to five. That was goal was realize. We are currently in need of one board member. The CEO/ principal has been constant since the inception of the school.

Board of Trustees

Name of Trustee	Office (if any)
Reginald Macon	Board Chair
Robert J. Harrison	member
Larry C. Raye	member
Stephanie P. Johnson	member

Professional Development (Governance)

Over the past eight years, our board has had many training sessions. Among the topics are included the Sunshine Law, Public Official Act, Board Responsibilities, Fiscal Responsibilities, Fiduciary Responsibilities, How to support the leadership at the school, How to not "Micro Manage." Most recently the board president and CEO attended the National Associations of School Board members, where both took advantage of the many sessions that were offered. The PA. Association of Charter Schools, in its recent state conference, offered an excellent session for Board Members. The CEO attended the conference and purchased for the board members copies of the book "Charter School Board University by Brian L. Carpenter" for them to peruse. This book will also be used a the board retreat scheduled for September 2007.

Coordination of the Governance and Management of the School

The board meets regularly. The CEO and administrative team attends all meeting. All public meetings are sunshined. The CEO and other key administrators submit oral and written reports at executive meetings, and reiterates those items at the public meetings. The board is very open to suggestions and recommendations from the administrative team in reference to the overall governance and operations of the school. The administrative team keeps the board informed of all aspects of the operation of the school.

The board and the administrative staff have retreats once every year to make sure that we continue to have a good, clear and beneficial relationship as it pertains to the operations of Imani Charter School.

Community and Parent Engagement

Members of the Board of Trustees have been diligent in trying to engage parents in school activities by attending such activities themselves, (e.g. Village Meetings, Malcolm X Day Celebration, King and Queen festival, Graduations, Community Service Days,etc). They have

also invited parents and students to community activities that provided educational sessions as well special activities.

SECTION VI. FINANCIAL RESPONSIBILITIES

Major fund-raising activities

While no major fundraising activities were performed this year, the school plans on embarking on a major fundraising campaign in an effort to offset school related costs. We will involve our community partners and parents to generate funds. Fundraising activities will range from art projects, athletic events, auctions, book fairs, holiday cards, calendars, bake sales, and flea markets as well as general fundraising efforts.

A graduate student from Eastern University's School of Nonprofit Management has volunteered his time to develop a strategic fundraising plan for the 2007-08 school year.

Fiscal Solvency Policies

The school's policy to maintain fiscal solvency is to have a certain fund balance set aside for unexpected expenditures. Charter School Choice provides business management services to the school and updates the Administration on a frequent basis regarding the expenditures and revenues of the school. The school also maintains a policy to continue to seek out revenues outside of the federal and state funds in order to maintain its growth and provide school services.

Accounting System

The school's Chart of Accounts mirrors that of the Pennsylvania State Chart of Accounts for Pennsylvania Public Schools and GAAP Accounting is followed for accrual based budgeting, accounting and reporting.

Preliminary Statements of Revenues, Expenditures & Fund Balances - Attachment

- Preliminary Statement Revenues-Expenditures-FundBalances

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

Siegal and Drossner, PC is the audit firm that provided services for the 2006-07 school year. The date of the last audit report was October 20, 2006. Opinion was that the audit ended in conformity with GAAP.

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

- audit report first page
- audit report

Citations and follow-up actions for any State Audit Report

None

SECTION VII. FACILITY RESPONSIBILITIES

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

The charter school entered into negotiations to acquire its current facility.

Future Facility Plans and Other Capital Needs

As mentioned in the prior section, the school plans on acquiring its current facility. The anticipated closing date is August 31, 1007. Along with the proposed acquisition, the school needs to update the furniture, fixtures and equipment of the current facility. The acquisition and capital expenditures have been integrated into the budget projections for 2007-2011 and are fiscally sound during the length of the charter. The acquisition will allow the school to expand its current space and as such the school will request additional students for the 2008-09 school year.

SECTION VIII. HEALTH AND SAFETY RESPONSIBILITIES

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

Imani School has held the 10 required Fire Drill with representation from the Fire Department of Philadelphia. We have passed each inspection and have improved our exiting time over the school year. Each classroom has posted directions in case of a fire and all classes have had training on what to do in case of a fire or other incidences.

All staff have had training on Shelter-In-Place and Crisis Management. Each staff member has a handbook on each plan. The school has also made sure that we have emergency supplies, (e.g. Flash lights, First Aid Kits, Water, Tape, Battery Operated Radios, and Two Way Radios).

The Archdiocese has completed a wellness policy That Imani School has adopted.

Imani also has full time nurses on site to provide for the children's medical needs. All mandated examinations are provided in a timely fashion and recommendations for further care is followed up with phone calls and written letters.

Current School Insurance Coverage Policies and Programs

The school currently provides the following coverage:
Personal Choice, Keystone Health Plan, Met Life Dental and Short Term/Long Term Disability, Worker's Compensation, General Liability, Board of Director's Errors and Omissions, Content Insurance, Wage Continuation, Long Term Care Insurance and Life Insurance.

SECTION IX. ADMINISTRATIVE NEEDS

Quality of Teaching and Other Staff

There are 19 regular education teachers and one self contained special education teacher. There are two special education coordinators whose job it is to go into classrooms to assist regular teachers with students who have IEP's. We use an inclusive model at Imani. We have four prep teachers who provide prep time for regular education teachers. We have a full time nurse, school counselor and chief academic officer. There was a total to 30 professional staff at Imani for school 06-07.. The turnover rate was lower this year than last year because the board determined that we should make a concerted effort to hire more state certified teachers and staff. We were only somewhat successful. We still were short of the goal of at least 75% certified professional staff. Most of the staff chose to stay this year.

Imani has 450 students in grades K-8. Our student teacher ratio is 25:1.

Student Enrollment

a. Imani's charter school's enrollment procedures: The enrollment process list was generated from application filled out by the parents. A lottery was held then our waiting list was generated from the lottery held.

1. Kindergarten children have open admission to our school as long as the child is five years old,

before September 1st.

2. Enrollment history for the past school year:

Kindergarten	76		
Second Grade	49	Fifth Grade	26
First Grade	74	Six Grade	44
Third Grade	77	Seventh Grade	49
Fourth Grade	25	Eight Grade	43

3. Number of students who are currently enrolled to return in September are 360.

4. Children who transferred out was 100 students, 63% of the total did not Re-Enroll for the next school year.

5. We have no trends here at Imani Charter School once a child is enrolled they stay here.

6. The number of students who were requested to leave the school for recommendation for expulsion were sixteen (16) students.

Of those 16 students, all of them voluntarily transferred.

Transportation

The School District of Philadelphia provides transportation for our school. Our parents will receive letters in the mail during the summer months, from the school district, informing them of a designated pick-up and drop-off stop and time. The school gets the Route Operation Reports (ROR). Students are required to be at their pick-up location 10 (ten) minutes prior to the scheduled arrival time of the bus. Transportation accommodations for special education students, N/A.

Food Service Program

Yes, Imani participates in the Free and Reduced Lunch Program through The Archdiocese of Philadelphia.

We receive from the Archdiocese all food items, milk, utensils and condiments.

Student Conduct

Our school rules and policies have been developed to encourage respect for self, others, and property. Our students and staff must be guaranteed an environment that is safe. Mutual respect is the underlying principle in the classroom. All rules are publicized, explained, and equitably enforced. Our discipline policy explains all levels of offenses and the consequences of such offenses. Included in the discipline policy is the Act 26 of 1996 - State of Pennsylvania Law so that all staff, parents and students will be educated regarding this law.

The number of suspensions for this school year is 144 students were involved 250 incidents and 0 expulsions.

CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

Charter School Annual Report Summary Data 2007 - 2008

Name of School: Imani Education Circle CS

Date of Local Chartering School Board/PDE Approval: 9/2003

Length of Charter: 5 years **Opening Date:** September 1999

Grade Level: K - 8 **Hours of Operation:** 8:30 - 3:30

Percentage of Certified Staff: 68% **Total Instructional Staff:** 26

Student/ Teacher Ratio: 25:1 **Student Waiting List:** 244

Attendance Rate/Percentage: 96%

Enrollment: 450 **Per Pupil Subsidy:** Reg Ed. = \$7,247.92 Spec. Ed. \$15,346.00

Student Profile

American Indian/Alaskan Native: 0
Asian/Pacific Islander: 1
Black (Non-Hispanic): 449
Hispanic: 0
White (Non-Hispanic): 0
Multicultural: 0

Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch: 78%

Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December: 40

Number of:	K (AM)	K (PM)	K (FTIME)	ELEM	MIDDLE	SEC.	TOTAL
Instructional Days	0	0	176	180	180	0	180
Instructional Hours	0	0	966	990	990	0	990

ASSURANCE FOR THE OPERATION OF CHARTER SCHOOL SERVICES AND PROGRAMS

School Year: 2007

The Imani Education Circle 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 Dr. Francine Fulton

Title Founder/CEO

Phone 215.713.9240

Fax 215.848.5898

E-mail ffulton@imanicircle.org

Signature of the Chief Executive Officer and Date

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

Name Reginald Macon

Title Board Chair

Phone 215.276.4537

Fax 215.848.5898

E-mail adjrmacon@verizon.net

Signature of the President of the Board of Trustees and Date

Identify the charter school's Special Education Contact Person.

Name Kimyada Benson

Title Special Ed. Co-Or.

Phone 215.713.9240

Fax 215.848.5898

E-mail kbenson@imanicircle.org

Signature of the Special Education Contact Person and Date