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# Pennsylvania Department of Education

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

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

**Charter School:** Imhotep Institute CHS  
**Address:** 2101 W. Godfrey Ave  
Philadelphia, PA 19138-2597  
**Phone:** (215) 438-4140  
**Contact Name:** Christine Wiggins

## **SECTION I. EXECUTIVE SUMMARY**

### **Organization Description**

The Imhotep Institute Charter High School (IICHS) is a Philadelphia charter school serving the West Oak Lane and greater Philadelphia community. The school opened in September 1998 with 200 students in grades 9-11. The school currently enrolls over 500 students in grades 9-12. Imhotep Institute CHS is a multi-site twilight school with partnerships with many community

organizations and resources. Classes are held on the main campus, as well as community partners' sites.

Many students reside in some of the most economically depressed communities in Philadelphia. Within the neighborhood served, 20-30% of the families live at or below the poverty level, 15-45% are unemployed, 15-30% have female head of households, and 31-65% of the families are on welfare. Added to the disadvantage of living in poverty, many of these students live in high crime areas. The Imhotep Institute Charter High School located in Philadelphia's 35th Police District. Statistics from this police district indicate that this area has one of the highest incidences of murder, robbery, aggravated assault, and narcotics possession with intent to distribute charges in the city.

The philosophy of Imhotep Institute Charter High School embraces an African-Centered education program with emphasis in Mathematics, the Sciences, and Technology. The school uses a standard-driven constructivist approach to teaching and learning. The underlying philosophy is that a rigorous, integrative, constructivist curriculum, combined with the historical and cultural richness of our African heritage, will result in well rounded and productive citizens.

## **Core Purpose**

### **Mission**

Imhotep is an African-centered, science, mathematics, and technology learning center whose mission is to provide a standards driven, high-quality educational program for urban learners grounded in the African principals of Ma'at and Nguzo Saba. Imhotep aims to nurture life-long learners who are valuable members of the world community.

### **Vision**

Our vision is to have graduates of Imhotep Institute Charter HS become successful, lifelong learners and valuable members of the world community.

### **Shared Values**

Learning is...

- acquiring knowledge through the process of reasoning and thinking- continuous, inside and outside of the classroom
- lifelong
- challenging

Each student...

- has the ability to learn
- has unique strengths, abilities, and learning styles
- can be creative problem solvers and decision makers
- learns best when they see the relevance of the subject matter
- can make positive contributions

Effective teaching...

- establishes high expectations for behavior and academic achievement
- emphasizes basic values of honesty, dignity, responsibility, respect, and teamwork
- encourages active participation
- recognizes errors as learning opportunities
- offers each student opportunities to be successful
- nurture a positive self-concept
- provides access to current technology, texts and materials that support the curriculum

Curriculum that makes a difference...

- delineates essential student learning
- define the depth and breadth of instruction - what is required to be taught
- guide instructional decision-making
- focuses and connects instruction, both horizontally and vertically
- provide order, sequence, and definition for instruction
- provide connection to assessments of student learning

The effective learning environment...

- is built on a partnership and shared responsibility among home, community, and school
- is safe
- contributes to the well-being and success of the community as a whole

### **Academic Standards**

Imhotep has research-based curricula that is aligned with the state academic standards. Curriculum, instruction and instructional materials provide all students access to a rigorous education program.

### **Strengths and Challenges**

Imhotep Institute Charter High School's strengths are many. The school provides a safe nurturing environment for both students and staff. Parents visit the school regularly and consult with teachers and administrators about student progress. The Imhotep faculty fosters a family-like atmosphere at the school. The school welcomes active caregivers and community participation in the educational lives of the students. The student population attendance rates are significantly higher than the neighborhood high schools. In each year of its operation, the percentage of students who withdrew or transferred decreased significantly. There is a concentrated effort to stress language arts and mathematics instruction and to nurture the student population towards personal and academic achievement.

The challenge is that many students come to the school with seriously deficient academic skills. Most of the students are well below grade level in reading and math. This greatly impacts all of the core areas. The need for improvement in these areas also impacts the manner in which students regard and perform on standardized tests, most often reflecting a higher level of achievement when less restrictive instruments are applied. PSSA results continue to show a challenge in the areas of reading and math.

## **SECTION II. STRATEGIC IMPROVEMENT PLANNING**

### **Strategic Planning Process**

In January 2007, the Imhotep Institute Charter High School (IICHS) embarked on a one-year strategic planning process. The planning process involved staff, parents, board members and community stakeholders. The school has drafted a three-year strategic plan to accomplish its mission. The strategic plan will serve as the IICHS primary planning tool. The Strategic Planning Committee will use the plan to monitor the school's progress toward its goals, student achievement, response to environmental changes and new opportunities. The committee will update the Board of Trustees at Board meetings. A more comprehensive report will be submitted yearly. The strategic plan is a working document and will be continuously strengthened to accomplish the school's mission.

After the Strategic Planning Committee was developed, there were several process discussions. An Arcadia University graduate student majoring in non-profit organizational management was selected to facilitate this process. The strategic planning process consisted of a thorough review of all IICHS policies and procedures, handbooks, standardized test results, classroom observations, and shadowing various non-instructional staff members. A series of interviews

were conducted with teachers, parents, board members, students and administrators. A survey was distributed to all stakeholders regarding perceptions about the school, degree of satisfaction, and recommendations for improving programs, structures and strategies to raise levels of achievement. Four focus groups were held to generate a Strengths, Weaknesses, Opportunities and Threats (SWOT) Analysis. The information was summarized and presented to the Board of Trustees, school administrators, teachers and parents for input. The Strategic Committee worked to finalize the three-year strategic plan. Implementation of the plan will begin school year 2007-2008.

### **Strategic Planning Committee**

<b>Name</b>	<b>Affiliation</b>	<b>Membership Category</b>	<b>Appointed By</b>
Donnamaria Parker	IICHS	Administrator	CEO
Joseph Foster	IICHS	Administrator	CEO
M. Christine Wiggins	IICHS	Administrator	CEO
Martin Friedman	IICHS	Administrator	CEO
Peter Costa	Foundations	Business Representative	CEO
Michelle Wilson	IICHS	Parent	CEO
John Holt	Informed Resources	Business Representative	CEO
Tameka Bowman	IICHS	Secondary School Teacher	CEO
Keith Blakney	IICHS	Special Education Representative	CEO
Nicole Jones	IICHS	Community Representative	CEO
George Hatten	IICHS	Administrator	CEO
Gail Hawkins-Bush	IICHS	Board Member	CEO

### **Goals, Strategies and Activities**

#### **Statement of Quality Assurance - Attachment**

- Quality Assurance - SIP

### **SECTION III. QUALITY OF SCHOOL DESIGN**

#### **Rigorous Instructional Program**

- What curriculum does your charter school utilize?

We are an African centered, science, math and technology focused institute. The Institute is culturally responsive and links to partnerships with many community organizations and resources. Students are exposed to a world-view experience that relates to all people, cultures, and tradition from the context of their reality, which will enhance their self-esteem, positive self-imaging and higher standard of educational excellence. The curriculum is grounded in the Afrikan principles of Ma'at and Nguzo Saba.

- Do you have documentation that shows that your curriculum meets the Chapter 4 content standards and all requirements?

Both the academic and non-academic goals of IMHOTEP Institute Charter High School are consistent with Philadelphia subject curriculum. The emphasis on reading, writing, mathematics, school-to-work, problem solving, and technology across the curriculum, reflects alignment of the IMHOTEP program with the standards and objectives of the Philadelphia School District and Pennsylvania Department of Education.

- How is the curriculum organized to meet the developmental and academic needs of students?

The IMHOTEP Institute Charter High School requires that students have a personalized education plan developed by student, teacher, and parent. Testing and evaluation procedures are in place in order to determine the needs of each student and readiness to move through the curriculum.

- How does the charter school promote in-depth and inquiry-based teaching and learning?

The curriculum employs culturally sensitive, culturally inclusive, and standards driven materials. Only primary sources are used and instruction is geared toward multiple intelligences research. Educational scholars assist the staff in the process of integrating MA'AT, the Nguzo Saba, and science, math and technology within a constructivist teaching and learning environment. A collaborative planning approach is implemented throughout the professional staff to emphasize shared instructional responsibility and a holistic view of each child's strengths and needs.

- What strategies does the school use to accelerate academic skill development, content knowledge and learning strategies of students performing significantly below standards in literacy and mathematics skills?

A variety of teaching methods and techniques are utilized to engage students and move them to their age/grade appropriate level. Instructional strategies include extensive mentoring provided by staff, parents, and community members, as well as tutoring. The instructional focus emphasizes the acquisition of the skills, information, and knowledge necessary for students to interact successfully with and be productive in the world in which they live. Instruction is standards-driven, using the constructivist approach. To support basic language and math skills, IMHOTEP students are provided with Kaplan Advantage Program computer software curriculum, Achieve Now. The design of Kaplan Advantage Program helps to provide the scaffolding necessary to help students build and expand upon developing mental models, and learn valuable content independently and at increasingly faster rates. Students participate in mandatory "clubs" geared to improve literacy skills, in addition to being enrolled in the JAAMA Empowerment Program where students learn to think strategically, inclusively, and collaboratively.

- What types of teaching strategies are used to actively engage students in the learning process?

Large Group Instruction	Tutoring
Small Group Instruction	Thematic Units
Multi-disciplinary Teams	Computer Assisted Instruction
Peer Teaching	Remedial Skills Instruction
Multiple Intelligences Teaching	Portfolios
Constructivist Teaching	Authentic Assessments
Self-paced instruction	Small Learning Units
Reading strategies across the curriculum areas	Study and test taking skills across content

NOTE: "Ma'at represents reality in all its manifestations both spiritual and material. It is the divine force that encompasses and embraces everything that is alive and exists. As an ethical system, Ma'at is often discussed as seven cardinal virtues (truth, justice, righteousness, harmony, balance, reciprocity, and order)," KumbaWorks, Inc., "Ma'at and Nguzo Saba," <http://kuumbaworks.org> (2004)

"The Nguzo Saba are seven principles: Umoja, Unity; Kujichagulia, Self-determination; Ujima,

Cooperative Work and Responsibility; Ujamaa, Collective Economics; Nia, Purpose; Kuumba, Creativity; and Imani, Faith,” (Ibid)

## English Language Learners

Attached

## English Language Learners - Attachment

- ELL PPlan

## Graduation Requirements

Describe (where applicable) how the charter school’s curriculum and instruction practices are being offered to prepare students to meet high school graduation requirements, as set forth by the school Board of Trustees. Reference Chapter 4 under Section 4.24 of 22 Pa. Code (relating to high school graduation requirements). See web page [http://www.pde.state.pa.us/stateboard\\_ed/cwp/view.asp?a](http://www.pde.state.pa.us/stateboard_ed/cwp/view.asp?a) , select “Regulations” to see Chapter 4 under Section 4.24 of 22 Pa. Code.

The IMHOTEP Institute Charter High School requirements for graduation follow the criterion established under Chapter 4



## Special Education

Students found exceptional receive the least restrictive special education placement or services. Special education teachers work collaboratively with regular education teachers to effectively provide services and allow for needed accommodation. The school's research-based curricula aligns with the Pennsylvania content standards. The curricula is organized as dictated by the Individualized Educational Program (IEP) to meet the developmental and academic needs of each special needs student. To actively engage students in the learning process, teachers provide opportunities for cooperative learning, peer coaching, project-based learning, thematic learning, and hands-on learning.

## Special Education Program Profile - Chart I

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
A. Matthews	1.00	Learning Support - F/T	IICHS	16	N/A
S. Johnson	1.00	Learning Support - F/T	IICHS	20	N/A
K. Blakney	1.00	Learning Support - F/T	IICHS	19	N/A
J. Washington	.45	Learning Support - F/T	IICHS	17	N/A

## Special Education Program Profile - Chart II

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

### Special Education Program Profile - Chart III

Title	Location	FTE
Special Ed Coordinator	IICHS	.55
Chief of Staff	IICHS	.30
Paraprofessional	IICHS	1.00

### Special Education Program Profile - Chart IV

IU, Public Agency, Organization, or Individual	Title/Service	Amount of Time Per Week
Premier, Inc.	Speech Therapy	6
Premier, Inc.	Psychologist	6
Individual	Psychologist	6

## SECTION IV. ACCOUNTABILITY

### Student Assessment - Primary

Test/Classification	K	1	2	3	4	5
N/A	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
TerraNova	No	No	No	Yes	Yes	No	No
KAPLAN Assessments	No	No	No	Yes	Yes	Yes	Yes

### Student Assessment

A general data analysis yields little that was unknown about the areas of weakness demonstrated by our student population in standardized tests and general classroom performance/achievement. The Terra Nova tests given to our 9<sup>th</sup> and 10<sup>th</sup> grades in 2003 match similar 2004 PSSA test results for the same population. At that time, those students were 5% below basic in reading and 3% in mathematics according to the 10<sup>th</sup> grade Stanford Diagnostics Test, which the school uses to determine instructional grade levels. Concentrated efforts to stress language arts and mathematics instruction and to nurture the student population toward personal and academic achievement seemed to be on target and successful.

Yet the results of the 2005 PSSA scores showed a precipitous drop back just above 2003 levels. The poor performance within Mathematics was underscored by the 11% of our students who failed to respond to open-ended tasks in mathematics, compared to 4% for the State. Additionally, only 11% of our students received the highest scores of 3 or 4 in this section, compared to State results of 37% - less than one-third the State average. That 77% of our students fell at basic or below in reading is reflected in the writing portion of the PSSA where 33% were writing at proficient or above in the Writing component with elements of focus, organization, and use of conventions being the greatest challenge. The PSSA disaggregated data shows that levels of performance do not seem to vary between subpopulations within the school with the exception of special education, where 94% scored below basic in Reading and 69% in Math.

A concentrated effort to restructure, reorganize, and revise policy, developing better linkage between the components, a higher level of accountability, and an alignment of goals, practice, and assessment began in the Spring 2006. Identification and acquisition of promising instructional materials and resources round out the effort and afford alternative means to assist in meeting our goals. The results of those efforts paid off, as we were able to meet AYP with the 2006 PSSA results.

Although previous standardized tests revealed rather dismal results in most areas tested, those results also revealed that our students express themselves well in the area of informational writing, with a school average of 25.9, practically rivaling the State average of 29.1 of a possible 40 points. They also seem to exhibit the ability to develop strong writing content, although somewhat remiss in organization and mechanics. Our students appear to have a grasp of basic arithmetic operations but seem to have difficulty applying these skills to more advanced operations.

We see that intensive development in these areas, including the use of our student learning systems, has allowed measurable progress in the 2006 PSSA. In comparison to our 2005 results, we had a 28.9% *reduction* in the percentage of students who scored below basic in Math and a 27% *reduction* in the percentage of students who scored below basic in Reading. There is still much room for improvement. While slightly over 49% of our students scored below basic in Reading, almost 66% of our students are below basic in Math. Of note, however, is that 96% of these students were *just under* the Basic cut-off. On August 20, 2006 Imhotep was recognized by the Philadelphia Inquirer as one of the ten most-improved Philadelphia area schools in 11<sup>th</sup> grade math.

## **Student Assessment - Attachment**

- PSSA and TerraNova scores

## **Teacher Evaluation**

a.) List the main features of the school's teacher evaluation plan.

- Teachers are evaluated through an extensive peer review and coaching model.
- Teachers are encouraged to use peer coaching for assistance and support .
- Evaluations are based on forms that have been developed for this process by the staff.
- A four-point rubric is used to establish a basis for individual teacher reflection.
- The administrative staff completes final evaluations. Evaluations are based on an extensive narrative.

b.) List entities/individuals who are responsible for teacher and staff evaluation.

The Principal, the Director of Assessment & Student Accountability, and the Director of Teaching & Learning were responsible for teacher and staff evaluation.

c.) Describe professional development for the evaluators, particularly in the areas of special education and instructional techniques that are unique to the mission of the charter school and support student success.

The Principal attended NASSP Conference sessions

The Director of Assessment & Student Accountability attended the School District of Philadelphia's monthly school data meeting

Administrators also attended PA Coalition of Charter School Conference and National Alliance of Black School Educators Conference

### **Teacher Evaluation - Attachment**

- Employee Evaluation Form

## **SECTION V. GOVERNANCE REQUIREMENTS**

### **Leadership Changes**

Attached is a list of the members of the Board of Trustees.

Attached is the Board of Trustees meeting schedule for the 2006-2007 school year.

During the school year 2006-07, our Director of Teaching & Learning resigned and we opened a new position of Chief of Staff, to improve overall school operations.

### **Board of Trustees**

<b>Name of Trustee</b>	<b>Office (if any)</b>
S. Quartey	President
S. Larry	vice president
B. Jones	secretary
W. Robinson	treasurer
R. Dixon	
M. Reid Firlow	secretary
M. Sullivan-Ongoza	
G. Hawkins-Busch	
E. Hardaway	

### **Professional Development (Governance)**

The Board attended the PA Coalition of Charter School Conference which had specific programs for Board members. Also, the Board met with an attorney and a financial representative to review parameters of non-profit educational institutions with regard to Sunshine Laws and the Public Officials Act.

### **Coordination of the Governance and Management of the School**

A set of principles establishing a common perspective on the Board's roles and responsibilities was developed. All Board members are accountable for adhering to these roles and responsibilities. Board members are present in the school on a regular basis and participate in all school activities.

### **Community and Parent Engagement**

A representative from the Board of Trustees participates in all community and parent engagement activities.

The community church provides space for school programs. Community and senior citizens groups utilize school facilities and computer lab.

Board members meet with parents at the beginning of each school year and attend school and

community functions.

Community members are invited to many school events and participate in the schools adult Community. A culturally sensitive program of arts, recreation, and enrichment activities designed for the community.

With the approval of the Board of Trustees there were nine parent workshops scheduled between September 2006 and May 2007.

## **SECTION VI. FINANCIAL RESPONSIBILITIES**

### **Major fund-raising activities**

The planned fund raising activities include a two-year capital campaign, with Strategic Advancement Services and the Campaign Steering Committee of Imhotep to raise funding for the new high school. Established a National Advisory Board and a National Advisory Council for Imhotep.

### **Fiscal Solvency Policies**

A fund balance has been created since the school opened its doors and each year this amount grows. The fund balance was created so the school had a buffer in the event of unforeseen circumstances such as repair of damages to the building, and so payrolls could be met in the event federal funds or local funds had a delay.

### **Accounting System**

The schools chart of accounts mirrors that of the state chart of accounts. GAAP account is followed for accrual based accounts.

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

- Preliminary Statements of Revenues, Expenditures & Fund Balances

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

Siegal & Drossner is the schools Audit firm for the 2006-2007 year. The date of last audit was published on October 26, 2006. Opinion was that the audit ended in conformity with accounting principles generally accepted in the United States of America. In a sample of 40 employees, three did not have the required clearances in criminal history and child abuse.

### **Citations and follow-up actions for any State Audit Report**

The school is entering its Seventh year of operation and has not been audited by the State Comptrollers Office

## **SECTION VII. FACILITY RESPONSIBILITIES**

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

The Charter School leases a facility at 2101 Godfrey Avenue and rents a facility at the Corinthian Education Building at 6100 N 21st Street, one block away. We also lease office space at 2144 W Godfrey Avenue. All furniture and equipment was purchased after obtaining quotations from various vendors.

## **Future Facility Plans and Other Capital Needs**

The school is in the process of construction of a new high school at 2200 Godfrey Ave.

## **SECTION VIII. HEALTH AND SAFETY RESPONSIBILITIES**

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

The school has received a current Use and Occupancy Certificate from the Department of Licenses and Inspection in the City of Philadelphia. Fire Drills are held every month and a date log is maintained in the main school office. The School Nurse is responsible for the update of student immunization and health records and locked facilities to secure them.

The Wellness Policy developed by Imhotep is in draft and will include input from students, parent, teachers, administrators, and members of the Board of Trustees. The Wellness Policy will be aligned with the Pennsylvania State Department's Academic Standards for Health, Safety and Physical Education. In addition, the Wellness Policy will parallel the policy adopted by the School District of Philadelphia. Imhotep's policy will be modified specifically to meet the needs of its students. The policy will follow the guidelines for Nutritional Standards for Competitive Foods in Pennsylvania Schools. The Policy will follow the procedures in the PDE's Local Wellness Policy Checklist

1. Assessment of the school environment.
2. Capture current "best practice" in the new policy
3. Use the Pennsylvania Schools Association Model
4. Have the Policy adopted by the Board of Trustees
5. Identify the lead responsibility for the Policy
6. Include goals
7. The policy will follow the guidelines for Nutritional Standards for Competitive Foods in Pennsylvania Schools.

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

- Health Reimbursement
- Wellness Plan

### **Current School Insurance Coverage Policies and Programs**

Personal Choice; Keystone Health Plan; Worker's Compensation; General Liability; Corporate Officers Errors and Omissions and contents insurance, wage continuation, life insurance, short & long term disability.

## **SECTION IX. ADMINISTRATIVE NEEDS**

### **Quality of Teaching and Other Staff**

One hundred percent of the staff of IMHOTEP Institute Charter High School is certified. Staff turnover has been minimal. Those teachers who have left IMHOTEP have done so in order to return to school or to pursue other career opportunities.

### **Quality of Teaching and Other Staff - Attachments**

- Personnel Report
- PDE 414

## **Student Enrollment**

Parents complete registration documents and are required to present birth certificates, immunization documentation and current report cards and grade information. IEP's are required of students receiving special education services.

Students returned to school for the 2006-2007 school year for the following reasons: small class setting, individual instructional support, tutoring, school schedule, and African centered mission. Students who did not return moved with their families to new residences that were not within the neighborhood. Others had a desire to return to their neighborhood public school.

## **Student Enrollment - Attachment**

- Enrollment History 2006-07

## **Transportation**

SEPTA provides public transportation for all students. Free tokens are provided to special education students if indicated in their IEP. Regular education students that purchase student tokens through the school.

## **Food Service Program**

Imhotep does not participate in the FRL program. Instead, the school contracts with a food vendor, Nothing But Flavor, who follows the nutritional standards for PA schools.

## **Student Conduct**

The school's daily practices are aligned with Charter 12. Our expectations are that all students will graduate from high school prepared for post-secondary opportunities regardless of perceived barriers. Imhotep promotes a comprehensive and integrated student services program based on the needs of students. This is evidenced in the school's Ma'atic Development Program that works to equip students with skills to address barriers that may hinder their achievement.

There were 9 students involved with 9 suspensions and no expulsions.

## **Student Conduct - Attachment**

- Employee Evaluation Form

# CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

## Charter School Annual Report Summary Data 2007 - 2008

**Name of School:** Imhotep Institute CHS

**Date of Local Chartering School Board/PDE Approval:** February 1998

**Length of Charter:** 8 **Opening Date:** September 1998

**Grade Level:** 9-12 **Hours of Operation:** 8:30A - 5:00P

**Percentage of Certified Staff:** 100 **Total Instructional Staff:** 36

**Student/ Teacher Ratio:** 15:1 **Student Waiting List:** 400

**Attendance Rate/Percentage:** 90

**Enrollment:** 525 **Per Pupil Subsidy:** 7,247.92 ReEd/15,346 SpEd

### Student Profile

**American Indian/Alaskan Native:** 0

**Asian/Pacific Islander:** 0

**Black (Non-Hispanic):** 99.5

**Hispanic:** .5

**White (Non-Hispanic):** 0

**Multicultural:** 0

**Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch:** 83

**Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December:** 74

Number of:	K (AM)	K (PM)	K (FTIME)	ELEM	MIDDLE	SEC.	TOTAL
<b>Instructional Days</b>	0	0	0	0	0	173	173
<b>Instructional Hours</b>	0	0	0	0	0	1081.25	1081.25

## **ASSURANCE FOR THE OPERATION OF CHARTER SCHOOL SERVICES AND PROGRAMS**

**School Year: 2007**

The Imhotep Institute CHS 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.**

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**Board President**

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**Date**

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**Chief Executive Officer**

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**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** M. Christine Wiggins

**Title** Mrs.

**Phone** 215-438-4140

**Fax** 215-438-4160

**E-mail** mwiggins@imhotepcharter.org

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*Signature of the Chief Executive Officer and Date*

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

**Name** S. Quartey

**Title** Dr.

**Phone** 215-438-4140

**Fax** 215-438-4160

**E-mail** squartey@imhotepcharter.org

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*Signature of the President of the Board of Trustees and Date*

*Identify the charter school's Special Education Contact Person.*

**Name** Donnamarie Parker

**Title** Mrs.

**Phone** 215-438-4140

**Fax** 215-438-4160

**E-mail** dparker@imhotepcharter.org

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*Signature of the Special Education Contact Person and Date*