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: Roberto Clemente CS
Address: 136 S 4th St
Allentown, PA 18102-0000
Phone: (610) 439-5181
Contact Name: Carlos Lopez

SECTION I. EXECUTIVE SUMMARY

Organization Description
The Roberto Clemente Charter School is a grade 6 through grade 12 school that served 230 students in the 2006 -2007 school year. It successfully completed its seventh year serving students who reside in the Allentown School District boundary. The school has a Board of

Trustees composed of nine board members. The school has a Chief Administrative Officer and a CEO/Principal. The school employees 35 professional and support staff members.

Core Purpose

Mission

The mission of the Roberto Clemente Charter School is to inspire and educate students to the fullest extent possible. We want to provide each student with a sense of belonging and cultural identity to instill into their lives pride, physical and emotional safety, ownership and respect for one another. The goal is to foster a positive attitude towards lifetime and career interest.

Vision

The vision of the Roberto Clemente Charter School is to provide a meaningful and motivating academic environment that enphasizes the dignity of an individual and builds the confidence of all students.

Shared Values

1. We honor each student's unique qualities.

2. We ensure equity of access and opportunity.

3. We nuture lifelong learning.

4. We involve parents in the life of the school.

5. We build trust and mutual respect.

Academic Standards

The Roberto Clemente Charter School offers its students courses in English, Language Arts, Mathematics, Social Studies, Science, Spanish, Music, Computers, physical education and health. All courses were designed using Pennsylvania Department of Eucation academic standards. Each course has also been reviewed by the administration of the Allentown School District. All students are required to complete a multidisciplinary project for promotion from one grade to another. Seniors must complete a graduation project. Seniors must also complete 25 hours of community service. The Roberto Clemente Charter School has met adequate yearly progress on the state's PSSA assessment for the 2004-2005 and 2005-2006 school years.

Strengths and Challenges

There are many strengths at the Roberto Charter School. Our strength is our school and class size. Because we are a small school we know each child and each family by name. Our students and parents constantly comment on the size of the school and how safe they feel in a nurturing environment where students can learn. We are proud of the fact that we have made adequate year progress for two consecutive years and are expecting to do so for the third year in a row. Another mayor strength is our teaching staff. Teachers are highly qualified, competent, dedicated and committed to meeting the needs of our students.

RCCS students continue to come to us with major weaknesses in reading and mathematics with an average of two years below average in both areas. The weakness in reading include the areas of initial understanding, multiple meaning words interpretation, literary analysis and thinking skills.

The weakness in the area of mathematics are geometry, algebra, word problem solving,

percentages, reasoning, estimation and problem solving.

We will address our areas of weaknesses as we continue to develop a school improvement plan for the 2007-2008 school year.

SECTION II. STRATEGIC IMPROVEMENT PLANNING

Strategic Planning Process

The Roberto Clemente Charter School followed a strategic planning process when it designed its "school improvement plan." Students, parents, staff members, Board of Trustee members, colleges/universities, and members of the business community were involved. The "school improvement plan" and the process followed has yielded positive results. The school met adequately yearly progress for two consecutive years and expects to do so for the third year as well.

Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Brenda Darlington	Parent	Parent	Administration
Carlos Lopez	CEO/Principal	Administrator	Board of Trustees
Caroline Mihalopoulos	Teacher	Middle School Teacher	Board of Trustees
Edward Webb	Teacher	Secondary School Teacher	Board of Trustees
Elizabeth Drew	Teacher		Board of Trustees
Ivette Bolling	Parent	Parent	Administration
Lisa Pluchinsky	Teacher	Middle School Teacher	Board of Trustees
Lupe Pearce	Hispanic American Organization		Board of Trustees
Theodore Fisher	Teacher	Middle School Teacher	Board of Trustees
Wanda Gonzalez	Parent	Parent	Administration
Dr.Lynn Columba	University Professor	Community Representative	Administration
Joan Martin	Board Member	Business Representative	Administration
Cathy Meinhart	Board Member	Business Representative	Administration
Samuel Polanco	Board Member	Community Representative	Administration
Shayla Adams	Special Ed. Teacher	Board Member	Administration
Luis Adames	Student		Administration
Maria Ortiz	Student		Administration

Goals, Strategies and Activities

Goal: **Attendance**
Description: Maintain a school wide attendance rate of 90%.

Strategy: **Attendance Interventions**
Description: Guidance intervention, home visits, phone calls and attendance policy. Regular meetings with parents.
Activities:

Activity	Description	
Attendance Indicators	Attendance Roster via the use of the MMSystem.	
Person Responsible	**Timeline for Implementation**	**Resources**
Carlos Lopez	Start: 9/1/2006 Finish: 6/29/2007	$50,000.00

Goal: **Dual Enrollment**
Description: Continue to encourage Roberto Clemente Charter School students to complete dual enrollment courses.

Strategy: **Dual Enrollment Interventions**
Description: Meet with the parents of all eligible students and encourage the students to take advantage of this program through the Lehigh Carbon Community College.
Activities:

Activity	Description	
Dual Enrollment Indicators	Students will attend the dual enrollment courses offered.	
Person Responsible	**Timeline for Implementation**	**Resources**
Carlos Lopez	Start: 9/1/2006 Finish: 6/29/2007	$0.00

Goal: **Graduation Rate**
Description: Maintain a graduation rate of more than 90%.

Strategy: **Graduation Interventions**
Description: Academic advising and intervention counseling.
Activities:

Activity	Description	
Graduation Indicators	Students will meet all graduation requirement by the end of the academic year.	
Person Responsible	**Timeline for Implementation**	**Resources**
Carlos Lopez	Start: 9/1/2006 Finish: 6/29/2007	$50,000.00

Goal: **Parental Involvement**
Description: Have 70% of parents complete an average of at least 10 volunteer hours.

Strategy: **Parental Interventions**
Description: Parent workshops, extensive communication with parents, workshops, projects.
Activities:

Activity	Description	
Parent Indicators	School and Home Association meetings, parent volunteer programs, open house attendance and fund raisers.	
Person Responsible	**Timeline for Implementation**	**Resources**
Carlos Lopez	Start: 9/1/2006 Finish: 6/29/2007	$2,000.00

Goal: **Student Achievement - Mathematics**
Description: The school will continue to make adequate yearly progress by reducing the number of non-proficient students by 10%.

Strategy: **Student Achievement - Mathematics Interventions**
Description: PSSA preparation classes, revise curriculum for better adherence to state standards, additional staff training.
Activities:

Activity	Description	
Student Achievement- Mathematics Indicators	School Assesment, PSSA, area exams	
Person Responsible	**Timeline for Implementation**	**Resources**
Carlos Lopez	Start: 9/1/2006 Finish: 6/29/2007	$6,000.00

Goal: **Student Achievement - Reading**
Description: The school will continue to make adequate yearly progress by reducing the number of non-proficient students in reading by 10% as measured by the PSSA.

Strategy: **Student Achievement-Reading Intervention**
Description: PSSA preparation classes, tutoring, alignment of class and curriculum with state standards, mentoring.
Activities:

Activity	Description	
Student Achievement-Reading Indicators	School Assesment and PSSA score.	
Person Responsible	**Timeline for Implementation**	**Resources**
Carlos Lopez	Start: 9/1/2006 Finish: 6/29/2007	$0.00

SECTION III. QUALITY OF SCHOOL DESIGN

Rigorous Instructional Program

The charter school uses a curriculum which mirrors classes and courses taught in the Allentown School District. The curriculum taught was reviewed by and approved by the Allentown School District and the Pennsylvania Department of Education. Curriculum is designed to meet or

exceed Pennsylvania standards for grades 6 through 12. Local and state assesments are used to make modifications to the curriculum and instructional strategies. Students must also complete a graduation project in each grade.
Teachers are required to utilized critical thinking skills as part of their lesson plans. Students are encoraged to ask questions, do independent computer research and be inquisitive. Positive reinforcement for questions and answers is given. Staff skills are augmented by staff development sessions. All students are required to complete a multidisciplinary project each year. The Roberto Clemente Charter School employs a variety of strategies to accelerate skill development, content knoledge and learning of students who are performing significantly below standards. The low teacher/pupil ratios permit more attention to be given to performing students. Summer and Saturday School remediation program are also available. After school tutoring and during school tutoring is also available. We have also begin enrichment programs staring in June 2007.
Our teachers uses various strategies to actively engage students in the learning process. Peer grouping, hands on instruction, cooperative learning, after school tutoring and academic reward incentives are all use to activelly engage students. Students are also given counceling in issues pertaining to self-pride, cultural esteem, resisting negative peer presure and planning for success. This activities serve to actively engage the students in the learning process.

Rigorous Instructional Program - Attachments

- Section III. Quality of School Design
- Section III. Quality of School Design

English Language Learners

There were 31 students in the ELL program.

- Students were identified with a Home Language Survey.
- Students were tested for program entry with the LAS.
- Students were schedule into appropiate classes.
- A plan was created to increase student success with the classroom teachers.
- Students were assessed and reassessed when need.
- Stanford test administered in the fall and spring.

English Language Learners - Attachment

- Section III. Quality of School Design

Graduation Requirements

Students graduating with a high school diploma are required to meet the PA requirements for graduation that include:

English	4.0 units
Social Studies	3.5 units
Mathematics	3.0 units
Science	3.0 units
Arts & Humanities	2.0 units
Computer Application	.5 unit
Health	.5 unit
Physical Education	.8 unit

Graduation Project	.2 unit
Electives	5.0 units
Total Minimum Credits	22.5 units

RCCS Graduation requirements include attaining a minimum of 22.5 credits as per state requirements with a minimunm grade of C, completion of a graduation project including written, oral and shadowing components, at least 25 community service hours and a proficient/advance score on math, reading, and writting on PSSA assesment.

If the student does not attain proficiency on the 11th grade PSSA test in reading, writing and math, the alternatives are:

- Take the Staford Achievement Test in content area(s) where proficiency has not been demostrated and attain the 50th percentile.
- Retake the PSSA in the senior year content area(s) where proficiency has not been demostrate and attain proficiency.
- Take the SAT Test and score at least 900 as a combined total of the verbal and mathematics sections.
- Obtain a senior year grade point average(GPA) OF AT LEAST 2.50.

Special Education

At the Roberto Clemente Charter School the curriculum model is the “Inclusion” model. Special education students are fully included in the general education classroom and provided “push in” learning support services from certified special education teachers. The regular education and special education teacher work collaboratively to ensure that the students’ IEP goals are meet along with appropriate grade level goals. The students whom require additional services receive them from personnel from the IU (i.e. school psychologist, speech therapist, etc.). All students with special needs at the Roberto Clemente are offered the same opportunities as regular education students. The special education staff work diligently and effectively to ensure that all students are serviced and fully supported academically and emotionally

Special Education - Attachments

- Section III. Quality of School Desing
- Section III. Quality of School Desing

Special Education Program Profile - Chart I

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
Mrs. Adams	1	Learning Support	RCCS	20	Lang Arts instruction
Mrs. Tipton	1	Learning Support	RCCS	20	Math instruction

Special Education Program Profile - Chart II

Organization	FTE	Type of class or support	Location	# of Students	Other Information
IU 21	.10	Speech Therapy	RCCS	1	N/A

Special Education Program Profile - Chart III

Title	Location	FTE

Paraprofessional	RCCS	.4

Special Education Program Profile - Chart IV

IU, Public Agency, Organization, or Individual	Title/Service	Amount of Time Per Week
IU 21	School Psychologist	As needed
IU 21	Speech Therapy	0.5

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	Yes	Yes	Yes	No	No	Yes	No
Stanford 10	Yes	Yes	Yes	Yes	Yes	Yes	Yes

Student Assessment

a)
To improve student achievement is the main goal of our academic program. A review of our most recent PSSA/PSSA data reveals that we have made adequate year progress for two consecutive years. A review of individual student data for 2007 PSSA indicate that we met safe harbor targets in both reading and mathematics. As a matter of fact, we met the 45% target for mathematics. Stanford Achievement Test and classroom exams are use to monitor the progress of the class. These exams will pinpoint both progress and areas where remediation is required. They serve to join with the national exams to pinpoint the areas of student needs and allow refined approaches to assist the students.We have also purchased the 4 Sight for the 2007-2008 school year. Teacher observations will be used to determine the pace, direction the implementation of best practices. Grades on national and local exams are recorded and used to monitor student progress. Individual skills deficits will be identified and help given as needed. Continual redesign of curriculum and classroom techniques will be instituted to improve student performance. Individual teacher observations are also used to design staff and individual development plans.
b)

- There are weekly middle school and high school staff meetings in which student needs are discussed.
- Mid-quarter progress reports are sent to parents four times a year.
- Monthly Student Assistant Program meetings are held.
- Report Card are sent home every quarter.
- Teachers meet with parents regularly.

Student Assessment - Attachment

- Section IV. Accountability

Teacher Evaluation

a) The RCCS follows PDE 426 and PDE 427 procedures to evaluate teacher performance. The plan focuses on student/teacher interaction, teacher preparation, teacher technique, teacher

subject knowledge and teacher's professional personality. The teacher evaluation form s allows for specific points in short and narrative form. Teachers who are new are evaluated at least three times a year.

b) The Principal/CEO Carlos Lopez is responsible for teacher and staff evaluation.

c) Professional development for the evaluators
PDE Conferences, IU 21 activities, PATTAN Courses and lectures, Evaluation training includes conferences, IU forums and staff development activities.

Teacher Evaluation - Attachment

- Section IV. Accountability

SECTION V. GOVERNANCE REQUIREMENTS

Leadership Changes

One member of the Board of Trustees married and relocated to Germany. Another member from a community college was elected to the board.

Board of Trustees

Name of Trustee	Office (if any)
Dr. Lynn Columba	Lehigh University
Ms. Joan Martin	Re/ Max
Mr. Felix Molina	N/A
Mr. Alex Rolon	Northampton Comm. College
Mr. John Bassler	Nazareth National Bank
Ms. Linny Fowler	Retired
Cathy Meinhart	Brown, Brown,Solt and Ferretti
Dr. Samuel Polanco	Agere
Rev. Francisco Franceschi	Retired

Professional Development (Governance)

Foundations has been the source of training and information for the school. Foundations and the Pennsylvania Coalition of Charter Schools have acted as advisors, along with readily accessible information and support from the Allentown School District.

Coordination of the Governance and Management of the School

The Board conduct monthly meetings in which they perform the required governance function of the charter school. Policy is discussed, formulated and implemented. The CEO is responsable for seeing that the school management is in compliance with Board rullings. The CAO and the principal of the charter school frecuently interact with administrators of the Allentown School District. There is a positive working relationship . The Allentown School District administrative team visits the charter school on a regular basis. The charter school was renewed for an additional five years in May of 2005.

Coordination of the Governance and Management of the School - Attachment

- Section V. Governance Requirement

Community and Parent Engagement
The Board and CAO have public advertised meetings open to the public. Parents are encouraged to attend. Board members attend parents and school functions whenever possible. Parents are very supportive of the charter school.

SECTION VI. FINANCIAL RESPONSIBILITIES

Major fund-raising activities
The Home and School Association had a fund-raiser this year. They made over $4,000. Other smaller fund -raisers were also held.

Fiscal Solvency Policies

Actual financial occurrences are monitored and analyzed through monthly, quarterly, and annual reports. Adjustments necessary to concur with current needs and projections are implemented as needed.

Expenditure lists are reviewed and approved by the board on a monthly basis. Reveneues are projected conservatively and are used to build a reserve for unexpected expenses.

Accounting System
The Roberto Clemente Charter School accounting system follows the Chart of Accounts required by the State of Pennsylvania and employs a fund-accounting system (accrual basis) utilitzing GAAP.

Preliminary Statements of Revenues, Expenditures & Fund Balances - Attachments
- SECTION VI: FINANCIAL RESPONSIBILITIES
- SECTION VI: FINANCIAL RESPONSABILITIES

Audit Firm, Date of Last Audit, Auditor's Opinion, and Any Findings Resulting From the Audit
Siegal and Drossner
300 Yorktown Plaza
Elkins Park, PA 19027

Audit Year--FYE 6/30/2006

The auditors concluded that RCCS was in compliance and conformed with GAAP, FYE 6/30/2006. There were no findings.

The Roberto Clemente Charter School's audit for FYE 6/30/2007 is scheduled for August 13-14, 2007.

Auditors Annual Report Summary attached.

Audit Firm, Date of Last Audit, Auditor's Opinion, and Any Findings Resulting From the Audit - Attachment
- SECTION VI: FINANCIAL RESPONSIBILITIES

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
$51,984 spent on computers/upgrades.

$22,485 spent on instructional equipment other than computers.

$39,065 spent on building equipment including classroom furniture.

$15,925 spent on security equipment/upgrades.

$14,572 spent on leasehold improvements including renovations for a new library.

Future Facility Plans and Other Capital Needs
With enrollment increasing by (90) ninety students, RCCS plans on spending $57,500 on additional, instructional equipment and upgrades. The school is investing $137,000 into its new library and $20,000 for additional lockers and classroom furniture.

SECTION VIII. HEALTH AND SAFETY RESPONSIBILITIES

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

The Roberto Clemente Charter School has complied with health and

safety requirements by implementing and conducting the following practices:

The Administrative staff conducted a detailed seminar for all new and existing teachers during staff orientation week in August of 2006. Both fire prevention and fire drill procedures were reviewed in detail by the Mentoring Director and Security Guard. Additional Safety and Security procedures were reviewed as part of the required Student Handbook and RCCS Policies and Procedure group reading. A detailed question and answer period followed this designated reading to ensure all safety standards for RCCS were covered. Health and Safety areas were reviewed with students during the first week of school and documentation was placed in student files to verify they had been instructed on safety issues.

Monthly fire drills were conducted and all necessary records were maintained including date, time, time for total evacuation, accountability of all students and staff (attendance books were required for staff to complete during all drills), and documentation was completed if any disciplinary issues transpired during the drill.

Two seminars were conducted by the RCCS bus driver (September and April) to review fire extinguisher usage, and emergency evacuation procedures. All students were required to attend this seminar.

All staff was instructed on how to handle inclement weather issues. A detailed plan was introduced and given to staff members for review and implementation guidelines in the case of a weather emergency were clearly outlined.

All RCCS students completed two BMI tests and results were reviewed by Nurse's Aid to prepare our students for future mandated BMI programs from the state of Pennsylvania.

Prior to entering the building each morning, all students were scanned by a metal detector to verify that weapons were not being brought into the school. This exercise was conducted by the full time security guard at RCCS.

The Roberto Clemente Charter School contracts with the Allentown School District to provide nursing services. RCCS follows the policies and procedures of the Allentown School District. We employ a certified Nurse's Assistant who is on site full time. The following records are evidence of maintaining health and immunization records as well as providing evidence that the Request for Reimbursement and Report of School Health Services has been submitted.

- The Immunization Health Records are kept under lock and key by the RCCS Nurse's Assistant. The records are alphabetized and segregated by grade to

ensure highly organized and accessible files. A copy of the Immunization Law Report is included with this response to serve as evidence.

- The Request for Reimbursement and Report of Health Services has been submitted and a copy of that report is is included with this response as evidence.

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

- Section VIII. Health and Safety Responsibilities
- Section VIII. Health and Safety Responsabilities

Current School Insurance Coverage Policies and Programs

Copies of requested insurance coverage policies are as listed:

Workers Compensation Policy #TWC3043585

Technology Insurance Co. Period lasting until 7/1/08

School Directors & Officers Liability Policy #PHSD197717

Philadelphia Ins. Co, Period lasting until 7/01/08

Commercial Package Policy Policy #PHPK123613

Philadelphia Ins. Co. Period lasting until 7/01/08

Commercial Excess Liability Declarations Policy #PHUB046202 Philadelphia Ins. Co. Period lasting until 7/01/08

Capital Blue Cross Medical Insurance Policy #005004170000

Fort Dearborn Life Insurance Policy #FH10H20

North American Benefits Company Policy #8546-000001

SECTION IX. ADMINISTRATIVE NEEDS

Quality of Teaching and Other Staff

During the 2006-2007 school year the school leadership remained the same. There were 20 professionals staff members and 4 paraprofessionals, one certified nurse's assistant and two staff members worked in the area of student services and community relations. Of the twenty-seven staff members twenty-one staff members will be returning for the 2007-2008 school year. Of the six staff members leaving one was retiring, three were relocating and two the contract were not renewed.

Quality of Teaching and Other Staff - Attachments

- Section IX. Administrative Needs
- Section IX. Administrative Needs

Student Enrollment

If the number of request to attend exceeds the number of available slots at a given grade level, a lottery will be conducted to distribute the spaces among all eligible applicants in a fair and imparcial manner. Preference should be given to siblings of students currently enrolled at the school. Students will be admitted as their name are drawn. Names should continue to be drawn even after all spaces are filled to stablish a waitlist, with students being placed on the waitlist in the orders in which their names are drawn.

Grade	September	June	Comments
6	38	37	1moved to Bethlehem
7	39	38	1 move to Florida
8	40	37	1 Tranfer to another school, 1 moved to NC, 1 moved to Slatington

9	39	38	1 moved to NY
10	38	36	1 transfer to another school, 1 moved to Philadelphia
11	29	29	
12	14	14	

Transportation

The charter school uses the Allentown School District Policy. Currently there are no accomodations needed for special education students.

Food Service Program

RCCS participates in the National School Brakfast and Lunch Program, and participates in the Free and Reduced Lunch Breakfast and Lunch Program.

Student Conduct

Students	Suspensions	Expulsions
28	48	0

Student Conduct - Attachment

- Section IX. Administrative Needs

CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

Charter School Annual Report
Summary Data
2007 - 2008

Name of School: Roberto Clemente CS

Date of Local Chartering School Board/PDE Approval: Renewed May 2005

Length of Charter: 7 Years **Opening Date:** 9/2000

Grade Level: 6-12 **Hours of Operation:** 7:30 - 4:00

Percentage of Certified Staff: 90% **Total Instructional Staff:** 20

Student/ Teacher Ratio: 12/1 **Student Waiting List:** 713

Attendance Rate/Percentage: 93.97
Enrollment: 230 **Per Pupil Subsidy:** $6,536.40(regular) $14,798.28(special education)

Student Profile

American Indian/Alaskan Native:	0
Asian/Pacific Islander:	0
Black (Non-Hispanic):	5%
Hispanic:	93%
White (Non-Hispanic):	2%
Multicultural:	0

Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch: 89%

Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December: 52

Number of:	K (AM)	K (PM)	K (FTIME)	ELEM	MIDDLE	SEC.	TOTAL
Instructional Days	0	0	0	0	183	183	183
Instructional Hours	0	0	0	0	1153	1153	1153

ASSURANCE FOR THE OPERATION OF CHARTER SCHOOL SERVICES AND PROGRAMS

School Year: 2007

The Roberto Clemente CS within Carbon-Lehigh IU 21 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**

Verify that all DATA reports to PDE are complete **YES** _____ **NO** _____

SIGNATURE PAGE

Identify the charter school's Chief Executive Officer.
Name Carlos Lopez
Title CEO
Phone 610-439-5181 **Fax** 610-435-4731
E-mail carloslopez136@aol.com

_____ _____
Signature of the Chief Executive Officer and Date

Identify the charter school's President of the Board of Trustees.
Name Dr. Samuel Polanco
Title President
Phone 610-712-5115 **Fax** 610-712-3467
E-mail spolanco@agere.com

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

Identify the charter school's Special Education Contact Person.
Name Shayla Adams
Title Special Education Teacher
Phone 610-439-5181 **Fax** 610-435-4731
E-mail jet5@lehigh.edu

_____ _____
Signature of the Special Education Contact Person and Date