Pennsylvania Department of Education

COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF EDUCATION
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HARRISBURG, PA 17126-0333

Charter Annual Report

Monday, November 10, 2008

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CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

Charter School Annual Report
Summary Data
2008 - 2009

Name of School: Planet Abacus CS

Date of Local Chartering School Board/PDE Approval: July 1, 2007

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

Grade Level: K - 4 **Hours of Operation:** 8:00 AM - 4:00 PM

Percentage of Certified Staff: 100% **Total Instructional Staff:** 14

Student/ Teacher Ratio: 16:1 **Student Waiting List:** NA

Attendance Rate/Percentage: 94%

Enrollment: 222 **Per Pupil Subsidy:** $7,708.32

Student Profile

American Indian/Alaskan Native:	0
Asian/Pacific Islander:	1
Black (Non-Hispanic):	36
Hispanic:	50
White (Non-Hispanic):	135
Multicultural:	0

Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch: 0

Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December: 0

Number of:	K (AM)	K (PM)	K (FTIME)	ELEM	MIDDLE	SEC.	TOTAL
Instructional Days	0	0	180	180	0	0	360
Instructional Hours	0	0	1227.5	1227.5	0	0	2455

SECTION I. EXECUTIVE SUMMARY

Organization Description

Planet Abacus Charter School opened in September 2007 as a K - 4 program that will add a grade a year until it becomes a K - 8 school. It offers admission to all students district-wide including students with disabilities and limited English proficiency. All Philadelphia students will be eligible for enrollment, and the charter school will not discriminate on the basis of race, color, or national origin in determining admission. Planet Abacus envisions growing incrementally to

serve 700 students by the fifth year of its charter. The charter school anticipates a composition of students from diverse socio-economic backgrounds, races, ethnicities, and ability levels.

Core Purpose

Mission

Planet Abacus Charter School aims to provide Philadelphia students with a rigorous academic program using a concentrated science and mathematics curriculum that employs the use of integrated technology. The mission of the charter school is to embrace strategies that support its elementary science program. These approaches can be divided into four major areas: 1) science curriculum, 2)staff development and empowerment, 3) assessment development, materials and resources management and coordination.

Vision

The goal of Planet Abacus Charter School is to foster the spirit of inquisitiveness and guided inquiry in the science classroom through a flexible, interdisciplinary curriculum focusing on student understanding.

It is our hope that students who complete the program will have a well-rounded, academically accelerated education that will enable them them to compete successfully with students from public and private schools. They will have a strong background in mathematics, science, and technology which combined with enthusiasm and motivation to explore and learn about the world around them as they move forward in their academic pursuits.

Shared Values

Planet Abacus is a very special place. It is a school that is committed to excellence in its academic program and in the services that it offers to its students. It is a school that recognizes that each individual is unique, and it enthusiastically accepts the challenge of meeting the diverse needs of its population.

The school community of Planet Abacus will: 1) involve teachers and other educators in the lives of the students, 2) support, nurture and encourage all students, 3) foster excellence in both academic and non-academic student performance, 4) inspire an appreciation of the arts, 5) promote a healthy life style, 6) provide extensive training opportunities for staff and parents, 8) empower students and parents by encouraging them to assume responsibility for further success, 9) support innovative teaching methodologies, 10) utilize community groups, including local businesses, in planning and implementing programs, and 11) foster a sense of responsibility for improving conditions in both the local community and the "global village."

Academic Standards

Planet Abacus Charter School's curriculum is designed to provide students with instruction needed to attain Pennsylvania academic standards for each subject. Based on their effectiveness in meeting the state standards, Planet Abacus Charter School has chosen several courses of study. The Harcourt ***Trophies*** curriculum is used for Reading and Language Arts. The ***Foss Science*** program was selected for its ability to support the mission of the school, and the Silver Burdette Curriculum is used for Social Studies. ***Everyday Mathematics*** is used at all grade levels. The publishers of the materials we use have documentation to show that their materials meet Pennsylvania's academic standards. The success our students have achieved on the PSSA would also indicate that the materials effectively meet the state’s requirements.

During the 2007-2008 school year, Planet Abacus served children in grades K - 4. The children meet in self-contained classrooms. Two hours and twenty-five minutes per day are devoted to

reading and writing, while approximately one hour is spent studying mathematics. During the remainder of the day, the children study science, social studies, language arts, Junior Great Books, and handwriting, each for approximately thirty minutes. In addition, students use Alpha Smart Neos for their study of computer literacy. The “special” subjects — art, music, and physical education — meet for approximately two hours every ten days.

A number of the students who enroll in Planet Abacus Charter School are one to two years below grade level. The school addresses the needs of students who are performing significantly below standards in literacy and mathematics skills within the inclusion classroom. Teachers are especially attentive to the initial placement of newly admitted students. Teachers assess the children’s skills and monitor their progress to determine appropriate placement (with input from the child’s parents). They also attempt to quickly identify students who may need additional help because they are not making reasonable progress and those who are at risk of academic failure. Some strategies that are used with these students are:
· Remedial Packages: These are developed and implemented at each grade level.
· Multi-Sensory Techniques (VATK): These techniques are introduced in Kindergarten and used throughout the program to meet the special needs of all students.
· Computer Programs: CCC, Compass Learning, and the Academy of Reading programs have been implemented to foster individual student growth and improvement.
· Parent Involvement: The “Academic Partners” program was introduced to enable parents to support their children by enriching and supplementing the academic programs.
· The Targeted Assistance Program provides students who are at risk with the opportunity to participate in additional skill development sessions after school an don Saturdays.

Strengths and Challenges

Planet Abacus Charter School's strong curriculum and dedicated staff and administration provide a positive, save, and productive learning environment. As with any new organization, the first year of operation is a learning experience. In general, the year was very successful due in large part to the efforts of the staff and the support of the administration. Feedback from parents and students was positive. However, while standardized test scores indicate that many of our students are functioning on or above grade level, a number of students have come to us one or more years behind in their skill development. As a result, additional emphasis will be placed on reading and mathematics, and the existing Targeting Students for Success program will be expanded.

SECTION II. STRATEGIC IMPROVEMENT PLANNING

Strategic Planning Process

While Planet Abacus Charter School remains committed to its original mission, the administration and staff constantly search for ways to improve both the curriculum and the teaching methodologies used to present that curriculum. During its first year of operation Planet Abacus has experienced success in many areas, however, it is the belief of the administration and staff that there is always room for improvement. A Strategic Planning Committee made up of teachers and administrators has been formed to review the curriculum and assessment results with regard to the school's mission, educational "best practices," the needs of the students and the school community, and the changing requirements of state and federal statutes. This committee will determine what changes, if any, are needed to assure that students master the skills that have been outlined at each grade level by state and national statutes. In addition, the program will be reviewed to make certain that it addresses the skills measured by assessments mandated by state and local agencies. The committee will examine teaching methodologies to assure that students are being actively engaged in learning and that they integrate knowledge and skills to the degree practicable. It will also review the assessments used within the school to measure learning make sure that they include appropriate measures that employ such strategies as problem solving, portfolios, projects requiring complex thinking, etc.

If, in the course of this review, the committee identifies areas that need improvement, it devises a plan for remedying the situation and presents it to the Chief Executive Officer, who then determines what further action is needed. If the proposed improvements require significant change, or unusual expenditures, they will be presented to the school's Board of Directors for their approval. Once approved, knowledgeable staff members will be chosen to write curriculum, to select materials, to train staff, and to execute other needed functions. Should the plan achieve only a portion of its goals during its first year, it will be reviewed, revised as necessary, and then carried over into another year.

Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Dr. Joan Chalker	CEO	Administrator	Board of Directors
Dr. June Brown	Consultant	Administrator	Board of Directors
Mr. John Goulding	Site Director	Administrator	Board of Directors
Mr. Robert Bonner	Science and Technology	Elementary School Teacher	Board of Directors
Ms. Nancy Walker	Classroom Teacher	Regular Education Teacher	Board of Directors

Goals, Strategies and Activities

***Goal:* READING**
Description: At least 63% of all students will be proficient in Reading, as measured by the annual state-wide PSSA assessments.

***Strategy:* Provide extensive in-service training**
Description: In-service program provided by Houghton/Mifflin
Activities:

Activity	Description	
Reading Wokshop	Provided by Houghton Mifflin	
Person Responsible	**Timeline for Implementation**	**Resources**
Joan Chalker	Start:7/28/2008 Finish: N/A	$0.00

***Goal:* STUDENT ATTENDANCE (any school that does not graduate seniors)**
Description: Student attendance will meet a 90% threshold and/or show growth.

***Strategy:* Parent/Student Awareness**
Description: Familiarize parents and students with school policy regarding attendance
Activities:

Activity	Description	
Parent Partners Meetings	Monthly Meetings	
Person Responsible	**Timeline for Implementation**	**Resources**
Joan Chalker	Ongoing	$0.00

***Goal:* STUDENT PARTICIPATION IN STATE ASSESSMENTS**
Description: At least 95% of eligible students will participate in required state-wide assessments.

***Strategy:* Parent/Student Awareness**
Description: Discuss importance of assessments with parents and students.
Activities:

Activity	Description	
Parent Partners Meetings	Monthly Meetings	
Person Responsible	**Timeline for Implementation**	**Resources**
Joan Chalker	Ongoing	$0.00

Statement of Quality Assurance

Charter school has met AYP.

SECTION III. QUALITY OF SCHOOL DESIGN

Rigorous Instructional Program

What curriculum does your charter school utilize?

Based on their effectiveness in addressing the state standards, the following courses of study have been selected by Planet Abacus Charter School:
Reading and Language Arts: ***Trophies*** (Harcourt)
Mathematics: ***Everyday Math*** (SRA McGraw-Hill)
Science: ***Foss Science*** (Delta)
Social Studies: ***Scott Foresman Social Studies***

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

The publishers of the materials used by Planet Abacus Charter School have provided documentation to show that their materials meet these standards.

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

The children meet in self contained classrooms. A minimum of two hours and ten minutes per day are devoted to reading and writing, while approximately one hour and ten minutes are spent studying mathematics. During the remainder of the day , the students study science, social studies, phonics (in the primary grades), computer science, and handwriting. Special subjects - art, music, and physical education are taught on a regular, rotating schedule. Schedules may be adjusted to address specific issues within the classroom.

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

With its primary focus on science and mathematics, Planet Abacus Charter School believes that inquiry is part of the natural process of learning. It recognizes that inquiry learning requires an emphasis on the development of inquiry skills and the nurturing of inquiring habits of mind that will enable students to continue their search for knowledge beyond their school years. To encourage inquiry, Planet Abacus Charter School provides intensive in-service training program to prepare its teachers to lead inquiry lessons. Teachers are taught to model the inquiry approach, and to stimulate inquiry among their students by encouraging them to identify problems to solve, or by helping them resolve discrepancies. From the earliest grades, students learn to: use the steps in the inquiry process, see themselves as participants in the process of learning, engage in the exploration process, raise questions, propose explanations, use

observations, plan and carry out learning activities, communicate using a variety of methods, an critique their learning practices.

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?

Once the students are admitted, they are tested to determine at what level they are functioning. If it is determined that their skills are not appropriate for their assigned grade, staff and administrators meet with parents in an attempt to develop an appropriate program. Students whose performance and scores indicate that they have not mastered grade level skills are assisted in several ways. Teachers prepare individual "Skill Packets" that will reinforce the skills in which the children are weak. These packets are sent home so that parents and children can work together to master the needed skills. Monthly parent workshops provide instruction in methods and strategies to help them support their children's education. In addition, the Targeting Students for Success program provides additional support for at-risk students and their parents. Additionally, students have access to Title I services during the school day and an after school program that meets for an hour and a half four days a week. During most weeks of the school year a four hour Saturday skill development program is also available.

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

In the classrooms at Planet Abacus Charter School active rather than passive learning is emphasized. In order to address different learning styles and provide students with hands-on learning opportunities, the leadership of the school requires that each classroom is equipped with multiple, changing Learning Centers. Here students can work independently or in small groups to build skills, explore concepts, or reinforce or refine skills.

The teachers at Planet Abacus employ teaching methods that are based on established best practices and current research. Because not all children learn the same way, and not all topics lend themselves to the same form of presentation, the teachers must be adept at a variety of teaching strategies ranging from direct instruction through modeling and scaffolding to cooperative learning. Recognizing that different students have different needs, they choose appropriate methods for individual classroom situations. However, the staff and administration alike view students as active learners instead of passive receivers of knowledge and continually strive to engage the students in the learning process.

Instruction is based on clearly defined goals which are articulated to the learners. These goals reflect the goals of the school as well as the academic discipline and are sequentially organized. Assessment relates directly to the goals, and, whenever possible, involves the students' performance of real tasks. Teachers provide sufficient time and adequate, immediate feedback so that students are always aware of the quality of their work. Instructional groups vary in size from large groups to individuals.

Close supervision combined with intensive staff development assures that all students will have the opportunity to benefit from the best practices in teaching methodology. In addition, its focused curriculum and give the staff an increased opportunity to become skilled at, to refine, and to become skilled at all aspects of the educational program.

Rigorous Instructional Program - Attachments

- III Quality of School Design - Rigorous Instructional Program
- III Quality of School Desigh - Rigorous Instructional Program

English Language Learners

English Language Learners Program

The Charter School recognizes its responsibility to conform with applicable laws regarding students whose dominant language is not English, specifically with the Title 22 mandate that Charter Schools provide a program for every student who is limited English proficient (LEP) or an English Language Learner (ELL). *Every school district shall provide a program for each student whose dominant language is not English for the purpose of facilitating the student's achievement of English proficiency and the academic standards under §4.12. Programs under this section shall include appropriate bilingual-bicultural or English as a second language (ESL) instruction*.

The school provides a planned educational program for each student with limited English proficiency (LEP) so that the student may meet state academic standards. These programs would include: 1) standards-based ESL instruction at the student's level of proficiency, 2) content area instruction based on Pennsylvania academic standards and adopted to meet the student's individual needs, and 3) assessment designed to measure progress in relation to the standards and to competence in the English language. The program is based on 1) best practices in educational and language learning theory, 2) is staffed by trained personnel who have access to appropriate materials, and 3) demonstrates its success in regularly spaced assessments.

Statement of Program Goals and Objectives

The English as a Second Language (ESL) Curriculum for grades K — 8 builds and develops linguistic proficiency for non-native English speakers. All students are assured an English linguistic learning experience based on the six language skills: listening, speaking, reading, writing, critical thinking/learning strategies, and culture.

The curriculum provides students with the linguistic and academic skills necessary to meet the state's academic standards and transition successfully into the mainstream classroom.

The program is built upon national TESOL Standards and Pennsylvania's Academic Standards for Reading, Writing, Speaking, and Listening.

Students who complete the program will:

Use English to participate in social interactions.

Interact in, through, and with spoken and written English for personal expression and enjoyment

Use learning strategies to extend their communicative competence in the English language when engaged in social interaction.

Use strategies to extend their communicative competence in order to achieve in academic content areas.

Use English to obtain, process, construct, and provide subject matter information in spoken and written form.

Use appropriate learning strategies to construct and apply academic knowledge in the English language.

Use the appropriate English language variety, register and genre according to audience, purpose and setting.

Use nonverbal communication appropriate to audience, purpose, and setting.

Use appropriate learning strategies to extend their sociolinguistic and sociocultural competence.

Definition

The July 1, 2001 Basic Education Circular (BEC) quotes the Improving America's School Act in

defining a LEP student as one who:

A. Was not born in the United States or whose native language is other than English and comes from an environment where a language other than English is dominant; or is a Native American or Alaska Native who is a native resident of the outlying areas and comes from an environment where a language other than English has had a significant impact on such an individual's level of English language proficiency; or is migratory and whose native language is other than English and comes from an environment where a language other than English is dominant and

B. Has sufficient difficulty speaking, reading, writing, or understanding the English language and whose difficulties may deny such individual the opportunity to learn successfully in classrooms where the language of instruction is English or to participate fully in our society.

Identification and Placement of Students

Once a student has been admitted to the Charter School by lottery and has presented proof of residency and immunization, the staff administers the *Home Language Survey* provided by the Commonwealth in order to identify children who come from a non-English language background (NELB). The results of the survey are filed in the student's permanent folder. If the *Home Language Survey* reveals that one of the following statements is true, the child may be eligible for ESL support.

The student's primary (first acquired) language is other than English, regardless of which language the student now uses most frequently; or

The language most often spoken by the student is other than English; or

a language other than English is spoken in the student's home

If the child is found to be NELB, the original survey form is placed in his/her file and copies are sent to the ESL team (Site Administrator and ESL Teacher/s.) The ESL curriculum that follows has the approval of the Board of Trustees.

If the survey indicates that the child may need ESL instruction, teachers interview the student to ascertain his/her level of proficiency in English and administer academic assessments to determine his/her academic levels. Parents/guardians are informed of the right of any student learning English **a**s a Second Language to an alternative language program and to academic support services under Title VI of the Civil Rights Act. They will also be told that the results of the survey and subsequent screening and placement procedures are not reported to immigration officials. Parent and students are given an orientation to provide them with information concerning school policies and procedures, the ESL program, the classes their child will attend, special programs, homework and attendance policies and assessment practices and procedures.

If the parent/guardian is unable to speak English a translator is provided. Further, all written materials that are sent home subsequently are written in a language the parents can read.

The second step after identifying all students who are NELB is to arrange for a screening. The screening will involve:

reviewing school records and relevant documents containing information about the student's language proficiency and academic achievement;

learning about the NELB student's background (life experiences, educational history, language, and culture); documenting any

significant health or special needs.

The goal of the screening is to separate NELB students whose ability to do grade-level work in English is unknown from NELB students who have fluent English proficiency and a proven record of academic success in a regular instructional program. The purpose of the screening of NELB students, then, is: to determine the need for a formal assessment of the student's language and academic skills prior to placement;

to gather information that will be useful in choosing the type of assessment procedures, strategies and tests best suited to the student's
linguistic and academic experiences;
to identify any health concerns or special needs that could impact on the assessment and/or programming for the student;
to determine whether previously enrolled NELB students are performing grade-level work.

If, as a result of this screening, a student is judged to be fully English Proficient, he/she is released from the program. Other students receive further testing to determine their level of proficiency.

The third step in assigning a student to an ESL program is to determine the level of support NELP students who are not fluent in English will need. This is done by selecting and administering appropriate instruments for:
assessing the student's level of proficiency in English;
determining, to the extent possible, the student's fluency in his/her home language and
determining the student's academic knowledge and skills for instructional placement.

On the basis of the findings of the assessments administered in step three, students are placed in appropriate services and an overall instructional program is planned (step four). This program will include a combination of ESL classes and regular academic sessions at an appropriate performance level. Teachers are expected to adapt their courses of study to meet the ESL student's needs. Charter School's teachers hold appropriate Instructional I and Instructional II certificates and those assigned to the ESL program are trained to teach ESL classes. Further, when ESL students are enrolled the Act 48 Professional Development Plan includes instruction in areas related to the education of students with LEP such as: cultural information, second language acquisition, adapting /modifying classroom instruction, and assessment practices.

Non-English speaking students may be assigned to 2 to 3 hours of ESL instruction; beginners to 2 hours; intermediates to 1 to 11/2 hours; advanced students to 1 hour. ESL students are required to participate in the PSSA. The progress of ESL students is monitored frequently by a variety of measures including curriculum based testing, interviews, standardized tests and observations. While students who have limited skills in English may be graded on a pass/fail basis initially, every effort is made to move them quickly to a standard report card. The ESL grade replaces that of the English/Language Arts of English grade on the standard report card. Report cards, like all other forms of written communication are printed in a language the parents understand if it is at all possible.

ELL students are entitled to participate in any program offered by the school. Students who are suspected of needing special education services will be assessed once it is clear that the potential disability is not solely due to the lack of instruction or proficiency in the English language. At that point the Charter School will follow the same procedures and timelines it uses with any other students. As in all other areas, non- English speaking parents are informed of their child's special education rights and instructional program in a language they can understand.

Exit Criteria

The Exit Criteria for ELL programs has been mandated by the Pennsylvania Department of Education and is as follows: *In order to meet the required State exit criteria for Pennsylvania's English language instructional programs for ELLs, LEAs must use both of the required exit criteria listed below. In addition, LEAs must ensure that students meet one of the two additional exit criteria provided below to exit from an English language instructional program:*

State Mandated Exit Criteria:

1. *Score of Basic on the annual Pennsylvania System of School Assessment (PSSA).*

Special Circumstances:
For students transferring from other states, out-of-state academic achievement assessment results may be considered when the academic proficiency level is comparable to Basic on the PSSA.
For students that are in a grade that is not assessed with the PSSA, LEA's must use each of the remaining criteria listed below to exit students.

2. Score of Proficient (Bridging as per the Pennsylvania Language Proficiency Standards for English Language Learners) in the areas of Listening, Speaking, Reading and Writing on the annual state English language proficiency assessment. The Proficient (Bridging) score will be based on the total composite assessment results.

Additional Exit Criteria:

1. Final grades of C or better in core subject areas (Mathematics, Language Arts, Science and Social Studies)
2. Score on district-wide assessments that are comparable to the Basic performance level on the PSSA.

In accordance with Office for Civil Right's policy, students' performance will be monitored after they are exited from an alternative language program. The purpose of post-service monitoring is to ensure that students reclassified as fluent English proficient make a successful transition into the regular instructional program. A successful transition is one in which the student adjusts socially and is able to comprehend instruction, speak, read and write well enough to participate in class, take tests and complete assignments without difficulty. Because the level of linguistic and cognitive difficulty can increase drastically as students move into higher-grade levels, it is important to monitor their educational program for three years. Student monitoring includes 1). academic information - courses taken, grades, etc., 2) assessment information — standardized test scores, 3) teacher observations, 4) participation in program options, e.g. college bound courses, 5) other criteria such as attendance, punctuality, and satisfaction of parents and student with the program.

Assessment

Student progress in ESL is determined through: 1) Pennsylvania System of School Assessment, 2) Terra Nova, 3) district level assessments (IDEA English Proficiency Test —IPT,) and 4) classroom level assessments aligned with the ESL scope and sequence. Implementing an effective assessment program for ESL is a process of creating and revising classroom and school-wide assessments. The results of all assessments are used to inform teaching and learning.

Instructional Program

a. Type of Program:

Variations of the ESL model are the most realistic option for the Charter School. The school's ESL program is characterized by:

monolingual English instruction, using ESL teaching approaches, methods and activities to teach social and academic language skills (listening, speaking, reading, writing, and higher-order thinking) to students of varying proficiency levels

instruction in basic content area concepts using ESL techniques, in order to prepare ESL students for integration into the regular classroom.

The most frequently used means of delivery is "in-class ESL instruction" (inclusion) whereby small groups of students receive instruction

by the ESL teacher (and sometimes the classroom teacher in a team teaching version) in the regular classroom.

b. Planned Instruction Standards
The program is built upon national TESOL Standards and Pennsylvania's Academic Standards for Reading, Writing, Speaking, and Listening.

c. Amount of time in ESL classes and Content classes
The findings of the formal interview and the diagnostic assessment of the student's language proficiency level and academic skills provide
the basis for determining the ESL instructional placement, time allocation, and focus of service.

Generally speaking, the lower the student's proficiency level, the more intensive the ESL program will be. A more intensive program at the beginning helps students progress faster and ultimately speeds up the partial or full mainstreaming into content area classes. Non-English speaking students may be assigned to 2 to 3 hours of ESL instruction; beginners to 2 hours; intermediates to 1 to 11/2 hours; advanced students to 1 hour.

The assessment of the student's English language proficiency should indicate a classification of proficiency and ESL instructional level. At the time of initial assessment, ESL children should be classified as: non-English proficient, limited English proficient, transitional English proficient, and fluent English proficient. The assessments should also establish the students ESL instructional placement level, e.g. Entry-level, Beginner, Intermediate, Advanced, Transitional, and Fluent. Using this information, the student may be classified as follows.

English Language Proficiency Classification	ESL Instructional Level	Identifying Characteristics	Recommended Time Allotment
NEP	Entry-level	No comprehension, verbal production or reading/writing skills in English	2 — 4 hours daily
LEP	Beginner	Limited comprehension Speech limited to isolated words and simple phrases No or minimal reading and writing skills	2 — 4 hours daily
	Intermediate	Improving comprehension of everyday speech and increased fluency, vocabulary and grammatical control Very limited ability to understand classroom discourse and read/write in English for academic purposes	1 — 2 hours daily
	Advanced	Good conversational skills Still lacks control of	1 — 2 hours daily

		academic language Requires support in content area classes	
TEP	Transitional	Excellent conversational skills Level of academic language not yet at full potential or comparable to peers Expanding listening, reading/writing, thinking skills for grade-level academic work	1 hour daily or as needed, to provide support for academic classes
FEP	Monitoring of student progress in regular instructional program	Excellent control of social and academic language Grade appropriate reading and writing skills	Monitor progress in the regular instructional program for three years

Adapted from Robert Parker's "Proficiency Classification and Descriptions in Language Proficiency Classification and Instructional Placement Instrument" (1993)

The ability grouping or tracking systems that are used by the school to deal with the special language skill needs of LEP students are designed to meet such language skill needs as soon as possible and will not operate as an educational dead-end or permanent track. ESL children will not be placed in lower ability groups, or special education classes solely on the basis of language proficiency. If students are put in these classes it must be only to prepare them to participate in the school's other instructional programs.

Student Participation in Related and Extracurricular Activities

In accordance with Title VI of the Civil Rights Act all students, regardless of limited English proficiency, national origin, race or gender, are given equal access to all educational programs — academic, vocational, computer, compensatory and special education and to all extracurricular activities.

Pupil Personnel Services

a. Counseling

Counseling will be provided by the ESL teacher who will help the student adjust to the school routine, monitor their academic progress, and assist with their social and cultural acculturation.

b. Special Education

The May 1970 Office of Civil Rights Memo states that "school systems may not assign students to special education programs on the basis of criteria that essentially measure and evaluate English language skills. The additional legal requirements imposed by Section 504 also must be considered when conducting investigations on this issue."

The Charter School will carefully evaluate ESL students before placing them in a Special Education Program. Only those students who fit Special Education criteria and whose difficulties cannot be ascribed solely to the student's lack of command of the English language will be placed in Special Education.

c. Other Related Services

All services available to the other students in the school will be available to ESL students. This is in compliance with Title VI of the Civil Rights Act which guarantees all students, regardless of limited English proficiency, national origin, race or gender, equal access to all educational programs — academic, vocational, gifted and talented, computer, compensatory, and special education and with the May 1970 Office of Civil Rights memo that reaffirmed this right and further stated where a language barrier exists, a school "must take affirmative steps to rectify the language deficiency in order to open its instructional program to students who are unable to speak and understand the English language."

Staff Development Related to Program

Upon the enrollment of ESL students, the charter school will provide in-service training for both its ESL and non-ESL staff. The purpose of this training is to assure that: 1) the charter school's ESL program is grounded on sound educational theory, is effectively implemented and successfully reduces language barriers, 2) non-ESL teachers have the knowledge and skills necessary to accommodate ESL's in content area instruction, and 3) the staff is aware of resources they can use to improve their program. The Act 48 Professional Development Plan includes instruction in areas related to the education of students with LEP such as: cultural information, second language acquisition, adapting /modifying classroom instruction, and assessment practices.

a. ESL Teachers

In-service courses for ESL teachers will concentrate on informing them about: federal and state laws regarding the education of ESL students, the identification of ESL students, best-practices in ESL education, recent research regarding ESL education, and assessment of the progress made by ESL students.

b. Content-Area Staff

The content area staff will receive instruction in such areas as: making content area learning accessible to non-native English speaking students, legal obligations of the school staff with regard to the education of ESL students, best-practices in ESL education, and monitoring the continuing progress of students released from the ESL program.

c. Support Staff

All staff, including the support staff will study the cultural differences between American students and their ESL counterparts and t he influence of these differences on their respective beliefs and attitudes about teaching, learning and interaction with other people.

8. Community Involvement

a. Program Planning

Members of the community, including civic and religious leaders, parents, and educators, were invited to participate in the development of broad outlines for the ESL program.

b. Communication with Students' Homes
All information disseminated to the students and their parents, including report cards, is provided in a language or mode that is
preferred by them.Students and their parents will be provided with an orientation session when they enter the program. The orientation
will include information about the school, the ESL program and the courses the student will be taking. It will also explain what special
programs are available, the school's policies on discipline, homework and attendance and it will provide an explanation of the school's
assessment practices and procedures.

c. Program Advisory Committee
Upon the enrollment of ELL students a Program Advisory Committee will be formed and charged with assisting in the implementation
of the program. Its members will serve as tutors and translators.

d. Assistance Request Process
Should there be a disagreement between the parents of an ESL student and the staff, the school's established "due process"
policy will be followed to resolve the dispute.

Program Evaluation Procedures

The ESL program will be evaluated informally throughout the year and formally at an annual meeting of the CEO and the ESL team (ESL teachers and the Site Directors.)

The following indicators will be reviewed:

a. Student data
The team will review students' academic progress while they are in the program and after they exit the program. The purpose
of this review is to determine how the ESL population performs in relation to the rest of the student body.

b. Quality review
In addition to using data collection, interpretation and reporting as a way to evaluate program effectiveness, the CEO and ESL team
will assess the quality of the program by studying how well it is meeting its goals and objectives, the quality of the resources it is using,
the expertise and performance of the personnel, and effectiveness of the practices that have been implemented**.**

English Language Learners - Attachment

- III Quality of School Design - ELL

Graduation Requirements

Planet Abacus Charter School served students in grades K - 4 during the 2007/2008 school year. A 5th grade will be added in the 2008/2009 school year. Thus, there are no graduation requirements for Planet Abacus Charter School. However, because close attention is paid to

meeting the state standards students are provided with a strong background in academic skills which will prepare them for their high school experience.

Special Education

While the school does not currently have students on its roll who are diagnosed as having special needs, it does have many children who are a year or more behind the expectations for their grade and age. These children are studied carefully using methods similar to those in the "child find" procedures outlined by the Pennsylvania Department of Education in their Model Policies and Procedures paper. This document has been adopted by Planet Abacus Charter School as its official Special Education policy because it is current and because it addresses most legal eventualities in the education of special needs students. In dealing with children who are not diagnosed with special needs but who are less academically skilled than they might be, Teachers at Planet Abacus Charter School use methods that are also seen in special education classrooms. For example, teachers use a multi-model approach to instruction(VAKT). Visual, auditory, tactile, and kinesthetic methods are employed in all subjects. Distractions are avoided, and children are taught to organize their supplies and their work. If necessary, some students are allowed frequent breaks. Those who need it are given additional time to finish classwork and/or tests. Work is presented in small segments that will not overwhelm children who find learning difficult. Highlighters are used to alert students to important aspects of reading assignments or of written problems. The Targeting Students for Success Program provides substantial remedial instruction for students whose academic performance is below grade level.

Although several of Planet Abacus Charter School entry level students functioned below grade level in the 2007/2008 school year, no children were enrolled who were classified as having special needs. Through the use of the Targeting Students for Success Program, VATK methodology, remediation programs, and the Parent Partners Program, we have been able to work with our low performing students without applying a special education label to any of them.

During the 2007/2008 the school did not contract with any other agency for special education services.

Special Education - Attachment

- Special Education Policy

Special Education Program Profile - Chart I

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
NA	0	NA There are no spec ed students at Planet Abacus this year	NA	0	NA

Special Education Program Profile - Chart II

Organization	FTE	Type of class or support	Location	# of Students	Other Information
NA	0	NA	NA	0	NA

Special Education Program Profile - Chart III

Title	Location	FTE
NA	NA	0

Special Education Program Profile - Chart IV

IU, Public Agency, Organization, or Individual	Title/Service	Amount of Time Per Week
NA	NA	0

SECTION IV. ACCOUNTABILITY

Student Assessment - Primary

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

Student Assessment - Secondary

Test/Classification	6	7	8	9	10	11	12
NA	No	No	No	No	No	No	No

Student Assessment

Third and fourth graders participated in the PSSA reading and mathematics assessments. Their performance was very strong. Only four fourth graders scored Basic or Below Basic in reading and/or math and only three third graders scored Basic or Below Basic in reading and/or math. All other third and fourth graders scored Advanced or Proficient.

First and second graders took the Terra Nova test. The first graders were tested in reading only while second graders were tested in reading and mathematics. The performance of both grades was very encouraging.

How these results influence development of new or revised annual measurable goals and targets:

Test results indicate areas in which students need additional help. Students at Planet Abacus scored higher in mathematics than reading. Consequently the staff will study the reading curriculum to determine which areas need strengthening. Staff development has already introduced new methodologies for improving students' decoding skills.

How locally developed tests are used.

Planet Abacus CS uses standardized tests to measure annual progress in major subject areas such as mathematics, reading, science and writing. Locally developed assessments are used in these and other areas during the course of the school year. These tests, checklists, and teacher observations are used to determine which skills the children have mastered and which teaching methods have been the most successful. By providing this information, the locally developed assessments contribute to decisions concerning the measurable goals that are set for subsequent years. They also help to determine if the goals thus set are achieved. Locally developed tests are used on a weekly and monthly basis to track skill development in all subjects.

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

Given the limitations of standardized testing the staff has implemented alternative methods to determine the quality of student learning and their use of higher level thinking and problem

solving skills. Progress toward student achievement goals is monitored by curriculum based assessment techniques and such devices as work portfolios, open ended questions extended reading and writing experiences, individual and group projects, teacher observations, student conferences, academic competitions, student performances, participation in activities and exhibitions.

Strategies and interventions used with high risk students.

Students who are at risk of failure, or who are not making reasonable progress are identified as quickly as possible upon admission to school. Once identified, the staff determines suitable placement for the child and identifies appro pirate goals and strategies to help the child to succeed. These strategies include:

Remedial Packages: these are developed and implemented at each grade level.

Multi-sensory Techniques (VATK) : these techniques are introduced in Kindergarten and used throughout the program to meet the special needs of all students.

Computer Programs: Study Island and similar programs are used to foster individual student growth and improvement.

Parent Involvement: the Parent Partners program was introduced to enable parents to support their children by enriching and supplementing the academic program.

Targeted Assistance Program: provides children who need additional skill development with six hours of after school tutoring each week.

Saturday sessions of up to four hours are also provided.

Title I program: teachers are provided to deliver a program that combines in-class support and pull-out instruction for students needing additional assistance.

These strategies have produced very positive results with regard to student achievement.

Student Assessment - Attachments

- IV Accountability - Student Assessment
- IV Accountability - Student Assessment

Teacher Evaluation

a.)

The evaluation of teachers is both summative and formativeSummative evaluation of each staff member is based on a multiplicity of factors including, but not limitedt: an assessment of accomplishment in accordance with a Charter generated "Duties of a Teacher" list based on the work of Michael Scriven, the review of a teacher maintained portfolio, formal classroom observations, informal observations, notes and records maintained by the administration, and - to a lesser degree- by peer, parent and student evaluative surveys. Most critical is an assessment of the teacher in relation to the achievement level of his or her students. This achievement is judged in terms of standards set for each grade level. Additionally, the administration prepares an evaluation of each teacher based on the state evaluation form.

b.)

Staff will be evaluated by the site director and the CEO or her designee at least twice a year. Reports of this evaluation will be completed in writing (using the appropriate forms provided by the Department of Education) and presented to the teacher during a post observation conference. Teachers' performance will be measured in terms of Scrivens "Duties of a Teacher", thje quality of their implementation of the curriculum, and the evidence of growth displayed on standardized tests by their students. For teachers who are not meeting the standards of the school, an experienced mentor will be provided and special in-service programs will be arranged. These will be in addition to the regularly scheduled in-service programs and the Induction Plan that will be in place for new teachers.

c.)The evaluators are trained and certified school administrators who have both academic training and practical experience in the evaluation of staff memebers. All have received in-service training from the local IU and from PDE. Additionally, they meet periodically with the Chief Executive Officer to identify instructional goals, teaching methodologies, and activities that staff members must have in place in order to meet the demands of the mission..

Teacher Evaluation - Attachment

- IV Accountability - Teacher Evaluation

SECTION V. GOVERNANCE REQUIREMENTS

Leadership Changes

No changes were made to the Board od Trustees and school administration during the 2007/2008 school year.

Board of Trustees

Name of Trustee	Office (if any)
Dr. Earl Shorter	President
Alma Diggs	Vice President
Dr. Ernestine Rouse	Treasurer
Larry Sperling	
Myra Corbin	Secretary
Elizabeth Davis	

Professional Development (Governance)

The Board of Trustees receives periodic instruction on legal and governance issues from the law firm of Schneider, Harrison, Segal and Lewis. This firm has agreed to work for the Charter School on a pro bono basis.

Coordination of the Governance and Management of the School

The Board of Trustees will have the ultimate responsibility to ensure that Planet Abacus Charter School is operating in compliance with the its charter and all applicable state and federal laws and regulations. It must be aware, to the fullest extent possible, of all matters that pertain to the philosophy, mission, and goals of the school, and it must assure that the decisions of the Board conform to the principles of creating a school focused on achieving the highest level of social and academic skills. The Board of Trustees will be responsible for duties that include, but are not limited to, the following:

- Filling vacancies on the Board
- Matters relating to the By-Laws, including adopting, repealing or amending
- Hiring, firing and setting salaries for the CEO and Charter staff
- All matters related to budgets and school finances
- Reviewing the annual budget
- Reviewing and approving financial disbursements
- Authorizing the selling or leasing of property
- Setting policies for the school

The Board will communicate with the school community through the CEO. Generally matters involving the staff, students, parents, and community that require Board action will be brought to

its attention by the CEO. Any of these groups may make a written request to appear before the Board. Arrangements will be made for them to speak at the next scheduled Board meeting.

The school's Board of Trustees recognizes and respects the time consuming nature of the School Director's position and that of the Charter School Office Staff. Therefore, it encourages the Charter School personnel to comply in a timely manner with School District deadlines and requests for reports to preclude placing an undue burden on members of the SRC or their staff. Further, appropriate personnel from the Charter School will attend training sessions several times a year.

Coordination of the Governance and Management of the School - Attachment

- V Coordination of Governance and Management of School

Community and Parent Engagement

The Board of Trustees supports parent and community involvement in the life of the Charter School. Monthly workshops called "Parent Partners: meetings give teachers and parents an opportunity to collaborate on improving and supporting the students' education and to discuss and role-play ways in which the home environment can foster the Charter's social and educational goals. The purpose of these workshops is to help parents acquire sufficient pedagogical and academic skills to assist their children in all subjects, particularly the mission courses. Parents are further involved in the life of the school through grade level meetings, volunteer programs, and informational material sent home via the students. In addition, the Board of Trustees encourages assembly programs and service projects activities to help the school be a positive influence in the local community.

SECTION VI. FINANCIAL RESPONSIBILITIES

Major fund-raising activities

During its first year of operation, Planet Abacus Charter School did not engage in any fund-raising activities. Future fund-raising activities will be limited to grant writing.

Fiscal Solvency Policies

To maintain solvency, the school sets aside at least $250,000.00 to cover monthly expenses. The projected unreserved balances for 2007 - 2008 is estimated to be $1,402M.

The school has implemented GASB 34 using full accrual accounting. Currently the school is using the For Fund Accounting program with accounts set up based on a required chart of accounts which conforms to PDE reporting. Budgeting, accounting, and reporting are based on a governmental accounting model using GASB 34.

Planet Abacus Charter School engaged the firm of Maulo and Company, Ltd. (27 S. High St. West Cester, PA 19382) to conduct an external audit of its affairs. The audit for 2007-2008 will take place in December of 2008.

Accounting System

The school has implemented GASB 34 using full accrual accounting. Currently the school is using the For Fund Accounting program with accounts set up based on a required chart of accounts which conforms to PDE reporting. Budgeting, accounting, and reporting are based on a governmental accounting model using GASB 34.

Preliminary Statements of Revenues, Expenditures & Fund Balances - Attachments

- Preliminary Statements of Revenues, Expenditures & Fund Balances
- Preliminary Statements of Revenues, Expenditures & Fund Balances

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

Planet Abacus Charter School engaged the firm of Maulo and Company, Ltd. (27 S. High St. West Cester, PA 19382) to conduct an external audit of its affairs. The audit for 2007-2008 will take place in December of 2008.

Citations and follow-up actions for any State Audit Report

As of this date, the sate has not conducted an audit of Planet Abacus Charter School.

SECTION VII. FACILITY RESPONSIBILITIES

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

During the 2007 - 2008 school year Planet Abacus rented the former St. Leo the Great School building located on Keystone Avenue in the Tacony section on Philadelphia. As the building had formally housed an elementary school and the former managers of that school gave all remaining furniture and fixtures to Planet Abacus, the Charter School purchased only a small amount of furniture - enough to furnish three Kindergarten classrooms.

Future Facility Plans and Other Capital Needs

The school will remain at its current site for the forseeable future.

SECTION VIII. HEALTH AND SAFETY RESPONSIBILITIES

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

Planet Abacus Charter School complies with all state and local standards concerning health and safety. The Site Director conducts and maintains a list of monthly fire drills, and the Site is equipped with a fire-alarm system. The building is inspected by a city representative on a yearly basis, and, when necessary, adjustments are made in accordance with the inspector's suggestions. The school nurse checks immunization records and contacts the parents of children who have not provided the school with proof of immunization. Further, she sees that appropriate health screenings are conducted each year. These screenings, along with information regarding immunizations, purchases related to health care equipment, and salaries of health care personnel will be recorded on the Report of Health Services that is sent to the Pennsylvania Department of Health. Copies of this report are kept at the Planet Abacus Charter School office and are available upon request.

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

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

Current School Insurance Coverage Policies and Programs

The following school insurance coverage plans are contracted through Edward R. Caruso of Caruso Associates, King of Prussia, PA 19046, agents for Markel Insurance company, A+ rated, of Glen Allen, VA. The coverage provided includes: General Liability, Educators Liability, Employee Benefits Liability, Corporal Punishment Liability, Sexual Abuse and Molestation Liability, Teachers Professional Liability, Crime, Property Systems Breakdowns, and Umbrella Liability.

Group Life, Accidental Death, Short and Long-term Disability, and Dental coverage are provided by Metropolitan Life Insurance Company. Group Medical benefits are provided by Attn Life Insurance Company. A Surety Bond for all employees and Board Members is provided through TRA Insurance and Financial Services.

Current School Insurance Coverage Policies and Programs - Attachment

- Declarations Page showing types and amounts of coverage

Declarations Page showing types and amounts of coverage

Declarations Page showing types and amounts of coverage

SECTION IX. ADMINISTRATIVE NEEDS

Quality of Teaching and Other Staff

Planet Abacus employs fourteen professionals. The Site Director and five teachers hold masters degrees. All professional staff are certified by the Pennsylvania Department of Education. Although the school did not have any designated special education students it did have one teacher who is certified in special education. No professional staff members left their posts between the beginning and end of the school year. Since the last day of school three teachers resigned; two because they were moving to other areas of the state or country and one to pursue further graduate level education. Since this was Planet Abacus' first year in operation, it is difficult to identify a pattern for staff turnover.

Quality of Teaching and Other Staff - Attachments

- Quality of Teaching and Other Staff
- IX Quality of Teaching and Other Staff

Student Enrollment

All enrolment procedures comply with state law and the requirements of the chartering school district. Students are admitted to Planet Abacus Charter School without prejudice of any kind. To be eligible for admission, a student must provide: 1) proof of appropriate residency, 2) proof of age, 3) a completed application form, and 4) proof of immunization. Whenever there are more eligible applicants than there are available seats, the school conducts a lottery. Lotteries are conducted by grade. The names of all applicants for a grade are placed in an appropriate receptacle, and enough names are drawn to fill the number of vacant seats in that grade. Names of applicants are stored, and the lottery process is repeated as needed.

Children are eligible for admission to kindergarten if they have attained the age of five years before the first day of October. First graders or beginners (i.e.children entering the lowest grade of the primary school above the kindergarten level) are eligible for admission if they have reached the age of six before the first day of October.

No children were required to leave the school.

An enrollment history is provided on the chart below. Children who leave the school generally go to another public school or to a charter school.

Grade	Initial Enrollment	Dropped During School Year	Added	End of Year
K	70		7	77
1	60	2		58
2	36	2		34
3	39	5		34
4	21			21

Parents are asked to complete re-registration forms at the end of the school year and return them to the school. At this writing, some re-registratin forms are outstanding, however, enough re-registration forms have been returned that we know that over eighty percent of our students who attended Planet Abacus Charter School in the first year of operation are planning to return for the 2008/2009 school year.

No children were asked to leave the school. Twenty-one children left the school for a variety of reasons, mostly having to do with their families relocating to another state or neighborhood.

Some Planet Abacus students move to other states or or other sections of the metropolitan area either during the school year or at the of the school year. A few families found the requirements of the school too demanding for their family schedule and transferred their children to a school more compatible with their needs. Transportation was an issue for a few other families. These children often returned to their neighborhood schools.

More students applied to Planet Abacus Charter School in its first year of operation than could be accommodated. Plans have been made for additional instructional space and staff in the upcoming school year. In addition, a fifth grade class will be added. The school will add a grade a year until it is a K - 8 program.

Transportation

Where a school district is not legally bound to transport Planet Abacus Charter School Students, their parents are responsible for getting the children to and from school. SEPTA School Transpasses are available to the students at no charge.

Food Service Program

Planet Abacus Charter School did not have a food services program in the 2007/2008 school year. Plans are being made to contract with the Nutritional Development Services of the Archdiocese of Philadelphia in the 2008/2009 school year.

Student Conduct

The goal of the school's discipline plan is to establish an atmosphere in which children feel safe, secure, and happy, and have a maximum opportunity to learn. The plan was developed by teachers, parents, and students and was approved by the Board of Directors of Planet Abacus Charter School. It clearly states the standards for behavior expected from Planet Abacus students. It further sets forth negative consequences for unacceptable behavior and positive consequences of following the school's behavior code. Parents are expected to take an active part in maintaining their child's good behavior and are involved in making and enforcing rules. The discipline policy is based on the premise that collaboration between parents and children, and teachers, and administrators will result in a positive learning environment.

The school's discipline policy complies with Chapters 12 and 13 of the Public School Code. In the case of suspensions and expulsions and other matters that prove difficult to resolve, the following procedure is followed:

If, after a sincere effort, the complainant cannot resolve the issue with the individual with whom he/she has a dispute, the matter should be brought to the attention of that person's supervisor (generally the Site Administrator), and then to a representative of the CEO, the CEO herself, and finally to the Board of Directors.

If, for example, the matter concerns a parent and a member of the teaching staff and the parent and teacher cannot resolve the issue that is in dispute, the parent or teacher may bring the matter to the attention of the Site Director. If that individual cannot pose a satisfactory solution, he/she will schedule a conference with the CEO's representative. The Site Director will also furnish the representative with a written report that will include the nature of the original complaint, a statement of the facts giving rise to it, the manner in which the complainant allegedly has been affected adversely, the action the complainant wants taken, and the reasons why it is felt that such action should not be taken. Should the CEO's representative not resolve the matter, the CEO will take it under consideration. If the CEO determines that the issue requires the attention of the schools board of directors, she will furnish the Board with a complete report.

At this juncture, the complainant is free to present the Board with an account of his/her grievances. All complaints to the Board must be made in writing and should be addressed to the Secretary of the Board of Directors, Planet Abacus Charter School, 124 Bryn Mawr Avenue, Bala Cynwyd, PA 19004. Should the complainant wish to address the Board in person, he or she must follow the procedures that may be obtained from the administrative office.

No suspensions or expulsions have occurred during the 2007/2008 school year.

Student Conduct - Attachment

- IX Administrative Needs-Student Conduct

ASSURANCE FOR THE OPERATION OF CHARTER SCHOOL SERVICES AND PROGRAMS

School Year: 2008

The Planet Abacus 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**

2008 - 2009 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 Joan Chalker
Title Dr.
Phone 610-617-0383 **Fax** 610-660-8416
E-mail thelabsch@AOL.com

_____ _____
Signature of the Chief Executive Officer and Date

Identify the charter school's President of the Board of Trustees.
Name Earl Shorter
Title Dr.
Phone 610-617-9121 **Fax** 610-660-8416
E-mail thelabsch@AOL.com

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

Identify the charter school's Special Education Contact Person.
Name June Brown
Title Dr.
Phone 610-617-9121 **Fax** 610-660-8416
E-mail thelabsch@AOL.com

_____ _____
Signature of the Special Education Contact Person and Date

Signature Page

Signature Page - Attachment

- Signature Page