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# Pennsylvania Department of Education

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Commonwealth of Pennsylvania  
**Department of Education**  
333 Market Street  
Harrisburg, PA 17126-0333

**Charter Annual Report**  
**Thursday, February 10, 2011**  
**(Last Accepted: Thursday, February 10, 2011)**

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# CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

## Summary Data Part I

### Charter School Annual Report Summary Data 2009 - 2010

**Name of School:** Universal Institute CS

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

**Length of Charter:** 11 years   **Opening Date:** 1999

**Grade Level:** K - 8   **Hours of Operation:** 8:00am - 3:15pm

**Percentage of Certified Staff:** 100%   **Total Instructional Staff:** 33

**Student/Teacher Ratio:** 23:1   **Student Waiting List:** 88

**Attendance Rate/Percentage:** 93.65%

## Summary Data Part II

Enrollment: 593 Per Pupil Subsidy: 8865.55

### Student Profile

American Indian/Alaskan Native:	0
Asian/Pacific Islander:	1%
Black (Non-Hispanic):	99%
Hispanic:	1%
White (Non-Hispanic):	0
Multicultural:	1%

Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch:  
75%

Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December: 28

### Instructional Days and Hours

Number of:	K (AM)	K (PM)	K (F.Time)	Elem.	Middle.	Sec.	Total
Instructional Days	0	0	184	184	184	0	184
Instructional Hours	0	0	1062	1062	1062	0	1062

## SECTION I. EXECUTIVE SUMMARY

### Educational Community

Universal Institute Charter School, (hereafter referred to as UICS) located in South Central Philadelphia, is an urban school with a population serving up to 600 students in grades K — 8. There are 31 grade-level teachers. UICS is a Title I schoolwide Project School. Approximately 77% of the students qualify for the free and reduced breakfast and lunch programs. The composition of our school constituency is 100% African American. The population attending the school is approximately 80%, low to moderate-income level, 19% middle-income. The percentage of students who come from single parent homes is 65%. Additionally, families with disabilities is 10% and families with children with chronic illness is 10%. The mission of the Universal Institute Charter School is to provide a School to Career academic program that emphasizes self-sufficiency, civic responsibility and problem solving through mathematics, language arts and the sciences. The educational program will utilize community resources within the Universal Institute's immediate neighborhood through a variety of before, during, and after school partnerships with families, business, social agencies, civic groups and community organizations to enhance the academic program and to support students and their families.

To accomplish this mission, the Universal Institute Charter School will be driven by:

- The adoption of the School District of Philadelphia's Core Curriculum;

- A maximum level of family, business, community and civic involvement in the academic program;
- An educational program in which high expectations and a performance driven approach that is emphasized through Project Based Learning as a school to career teaching and learning strategy;
- A focus on authentic, alternative assessment tied to real world experiences;
- On going and consistent staff training on current trends research driven instructional practices, unique ideas, and curriculum resources.

A comprehensive assessment of the implementation needs of the Universal Institute Charter School site consists of several key activities, including:

- The creation and communication of vision, the development and dissemination of vision to all stakeholders, including staff, students, parents and community groups.
- The collection of needs and data and delineated planning tasks, including data on student characteristics and needs, staffing, resources and patterns, school improvement goals, school policies and school-wide practices, classroom teaching practices, district and school curricula and standards, physical facilities, school records, and program educator reports, as well as family involvement programs and policies.
- A discussion of the program development needs, including: alignment of instruction to curriculum, performance standards, implementation standards and requirements, identification of resources and supports.
- Needs identification among the school staff who will be responsible for establishing and maintaining a high degree of program implementation.

As a result of a review of our needs assessment, we have found the following areas needing improvement School-wide coordinated curriculum alignment process to adapt instruction in individual needs of all students.

- A school structure to support grade groups and leadership team;
- Communications that focus on the parent role in increasing student progress. Our current parent participation in workshops is improving. We hope to increase our participation and volunteerism rate to 40%.
- Community outreach collaborations to offer additional course content with advanced literature, mathematics, and science; entrepreneurship business formation, interscholastic academic competition, interscholastic athletics, music appreciation and instruction, expressive arts emphasizing dance and drama. To produce an overall enhancement of student self-confidence, self-sufficiency, and civic responsibility, as well as development of problem solving, teamwork and leadership skills.

With the infusion of our school improvement plan, our school expects to see significant outcomes related to our school goal of reaching annual yearly progress. The mission of the Universal Institute Charter School is to provide a School to Career academic program that emphasizes self-efficiency, civic responsibility and problem solving through mathematics, language arts and the sciences. The educational program will utilize community resources within the Universal Institute's immediate neighborhood through the variety of programs to support students and their families. Universal Institute Charter School uses the School to Career model of

instruction, curriculum and assessment that prepares students for success in the world of work, further education, employment, entrepreneurship, and/or service to the community.

## **Mission**

The Mission of the Universal Institute Charter School is to provide a School to Career Academic Program that emphasizes self-sufficiency, civic responsibility and problem solving through **(STEM)** Sciences, Technology, Engineering, and Mathematics. The technology mission of Universal Institute Charter School is to incorporate technology into all programs and services through an evolving and integrated plan. Our mission also includes enhancing the educational process, and offering opportunities that help the immediate neighborhood through a variety of before during and after school partnerships with families, businesses, social agencies, civic groups and community organizations to enhance the academic program and to support students and their families to pursue lifelong learning.

## **Vision**

Universal Institute Charter School technology vision is to provide the administrators, staff, students, adults and families of Universal Institute Charter School an opportunity to

access, manipulate, integrate and communicate information within and beyond the school setting, to push the classroom walls into the outside world, to transform learning, and to become active participants in the technology revolution.

## **Shared Values**

A. At Universal Companies, we are in the people business, the business of rebuilding people, families and communities within the African American urban communities. Our Mission is to create educational, cultural, and economic wealth within historically poor African American centers by tearing down the systemic and inter-related barriers that exist. -We call this the Universal Plan.

B. The vision of Universal Companies is to create a community re-development model which rebuilds the community systems (infrastructure) in The Greater South Philadelphia area by developing and implementing a comprehensive and holistic approach to community development that addresses issues of real estate, economic development, small business creation, k-12 through adult education, social supportive services, medical services, health services, and technology.

## **Academic Standards**

UICS follows the state standards of Pennsylvania in the choices of curriculum. Efforts are made to use up-to-date curriculum's in all areas. The teachers are provided professional development in core content area and lesson plans are checked weekly for each teacher in the areas of standards, assessments, best practices in methodology and innovation. Curricula is research-based and organized by grade level. A scope and sequence is developed for several areas with development in the areas where new curriculum is being implemented for the upcoming year. Enrichment, reinforcement, assessment and re-teaching being consistent with components in lesson plans and program development.

Staff are trained to provide direct instruction, project based learning, cooperative learning and individual study to the students. Professional Development are provided each week at the grade group level and monthly staff wide opportunities.

In an effort to track student progress towards the annual goals of AYP the following has been implemented: Use of 4Sight, Princeton Review Benchmarks, and teacher designed assessments.

### **1. READING**

At least 65% of all students will be proficient in Reading, as measured by the annual State-wide PSSA assessments through the use of the following texts and materials: Trophies, Jr. Great Books and 100 Book Challenge.

### **2. MATHEMATICS**

At least 70% of all students will be proficient in Mathematics, as measured by the annual State-wide PSSA assessments via the following materials: Everyday Math.

### 3. STUDENT PARTICIPATION IN STATE ASSESSMENTS

At least 95% of eligible students will participate in required State wide assessments. Students will participate in the 4Sight Benchmarks.

### 4. STUDENT ATTENDANCE

Student attendance in school will improve continuously (to an average of at least 90% by 2014).

## **Strengths and Challenges**

Areas of strengths include the writing program across each grade level in the school. Maintaining what we are doing with a higher expectation to increase the numbers of students in the proficient area.

Challenges include increasing the number of students at proficiency in reading and math across grade levels. A stronger focus is needed in the fourth and six grade math. Students that have IEP's will need to be provided with additional interventions in both reading and math content areas.

Additional Strengths include:

- Small class size (ratio of 1 teacher per 23 students)
- Differentiated instruction (heterogeneous grouping, gifted and remedial programs)
- Extended school day
- Extended school year
- Before and After School Programs
- Saturday Programs (Science, Art, and Test Sophistication, Character Education, Rites of Passage)
- Specialist Teachers (Music, Art, Technology, and Science)
- Technology Labs

Areas Needing Improvement include:

- School Wide AYP Goal Strengthen
- Parental Involvement
- Strengthen Community Partnerships

## SECTION II. STRATEGIC IMPROVEMENT PLANNING

### Strategic Planning Process

A unique feature of UICS's SIP is the data based staffed development component. This component includes basic training which provides the overview of the SIP, Individualized training for classroom implementation, and On-going technical support to teachers will be provided as well. This support includes assessment of the degree of program implementation, comprehensive feedback, planning and continuous professional development. An important component of the model includes a sophisticated communication and support system utilizing building resource facilitators, to support implementation efforts of classroom teachers.

There will be a shift in current classroom practice from predominately teacher led, whole-class instruction to a combination of whole class, small group, and individualized instruction. Within our SIP there will be:

- Emphasis on the diagnostic-prescriptive process.
- High teacher expectations for student achievement.
- An organizational structure that support a "true teaming process" that includes the special, regular, and Title I educational instruction.
- A shift to increased student self-responsibility in learning and achievement.
- A variety of assessment techniques such as portfolio, performance based, and curriculum based, assessments as well as standardized testing aligned in accordance with high priority state and district standards.

An external partner will facilitate a training sequence for teachers (principals will receive a 3-day sequence) for initial implementation of SIP, with 8 to 10 additional days throughout the school year. We will commit the time necessary to achieve a high degrees of program implementation. Resource facilitators will be trained in coaching, communication collaboration, and coordination. In addition to the comprehensive professional development sequence, facilitators will hold continuing workshops, which are needs based, throughout the year to address the concerns of faculty staff, administration and parents.

### Strategic Planning Committee

<b>Name</b>	<b>Affiliation</b>	<b>Membership Category</b>	<b>Appointed By</b>
Dawan, Shahied	CFO Universal Companies	Board Member	Principal
Johnny Walker	Principal/CAO	Administrator	Board
Lauren Douthit	Universal Companies EMO	Administrator	Board
Lewis, Eve	Corporate Manager	Business Representative	Principal
Mackey, Keith	Vice Principal	Administrator	Principal
Matthew Crooke	UICS	Elementary School Teacher	Staff
Raymond Ragland	Vice Principal	Special Education Representative	Board

## Goals, Strategies and Activities

### **Goal: Information Distribution Network**

**Description:** Provide School to Career/Project Based Learning curriculum framework through the use of technology

**Strategy: Develop an on-going program of in-service training that will help teachers and teaching assistants become effective users of technology and facilitators with children**

**Description:** This will provide a grade appropriate ability to select and apply the tools of technology as they relate to communication and will be demonstrated on attainment of a score of 80 out of 100-or higher- by 85% of the students on a rubric guided evaluation of technology projects.

#### **Activity: Test Preparation**

**Description:** Students in grades 3rd - 8th will use electronic version of 4Sight math and reading to prepare for PSSA testing in same subjects.

#### **Person Responsible Timeline for Implementation Resources**

Johnny Walker	Start: 1/1/2007	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

#### **Date Comment**

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9/24/2009 testing occurs in 6 week cycles in the subjects of math and reading.

### **Goal: MATHEMATICS**

**Description:** At least 55% of all students will be proficient in Mathematics, as measured by the annual state-wide PSSA assessments.

**Strategy: MATHEMATICS Instructional Time**

**Description:** Increased instructional devoted to mathematics. Provided extensive inservice training

**Activity: Princeton Review benchmarks**

**Description:** Teachers will develop and distribute activities and math lessons using homeroom.com from Princeton review program to revisit math segments needing further knowledge as demonstrated by student during benchmarks tests.

**Person Responsible Timeline for Implementation Resources**

Johnny Walker      Start: 1/1/2007      -  
                                  Finish: Ongoing

**Status:** No Longer Occurring

**Date      Comment**

9/24/2009 We have terminated the use of this evaluation system and currently use the 4sight benchmark testing system which is aligned with Pennsylvania State standards.

**Strategy: vocabulary and basic comprehension**

**Description:** Meet daily to analyze vocabulary and basic comprehension skills as it relates to problem solving and critical thinking skills in mathematics.

**Activity: demonstrate understanding of numbers**

**Description:** Solving word problems and critical thinking skills

**Person Responsible      Timeline for Implementation Resources**

Johnny Walker      Start: 7/21/2008      -  
                                  Finish: 12/31/9999

**Professional Development Activity Information**

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
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3.00	3	30
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Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
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	<ul style="list-style-type: none"> <li>School Entity</li> </ul>	Approved
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Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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Teachers will learn how to develop tests to strengthen weak areas in students. Can be done on individualized student needs.

We are a data driven school. We use all formal and informal tests to drive instruction. We also use observations and anecdotal records to assist to differentiate our instruction.

*For classroom teachers, school counselors and education specialists:*

- Enhances the educator's content knowledge in the area of the educator's certification or assignment.
- Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
- Empowers educators to work effectively with parents and community partners.

*For school and district administrators, and other educators seeking leadership roles:*

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
- Provides leaders with the ability to access and use appropriate data to inform decision-making.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
- Instructs the leader in managing resources for effective results.

**Educator Groups Which Will Participate in this Activity**

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Role	Grade Level	Subject Area
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- Classroom teachers
- Principals / asst. principals
- School counselors
- Other educational specialists
- Early childhood (preK- grade 3)
- Middle (grades 6-8)
- Elementary (grades 2-5)
- Mathematics

#### **Follow-up Activities**

#### **Evaluation Methods**

- | <b>Follow-up Activities</b>  | <b>Evaluation Methods</b>  |
|--|--|
| <ul style="list-style-type: none"> <li>• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</li> <li>• Analysis of student work, with administrator and/or peers</li> <li>• Creating lessons to meet varied student learning styles</li> <li>• Peer-to-peer lesson discussions</li> <li>• Lesson modeling with mentoring</li> </ul> | <ul style="list-style-type: none"> <li>• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</li> <li>• Student PSSA data</li> <li>• Standardized student assessment data other than the PSSA</li> <li>• Classroom student assessment data</li> <li>• Review of participant lesson plans</li> </ul> |

**Status:** Complete

<b>Date</b>	<b>Comment</b>
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7/23/2009	Students improved by 10% over last year
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## **Goal: READING**

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

### **Strategy: Learn to read independently**

**Description:** Increased instructional time devoted to reading in the non-fiction area. Increased modeling meta-cognitive strategies for comprehending non-fiction text. Provide extensive inservice training.

## Activity: Comprehension and Reading skill

**Description:** Professional Development will be given with examples and explanation of the use of 4-Sight program to provide individualized student assignments in weak areas.

Person Responsible	Timeline for Implementation	Resources
Johnny Walker	Start: 9/12/2007 Finish: 6/11/2008	-

### Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3.00	4	25

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
	<ul style="list-style-type: none"> <li>School Entity</li> </ul>	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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Ability to provide individualized student anecdotes for weakness in reading as detected by the Princeton Review Benchmark system

*For classroom teachers, school counselors and education specialists:*

- Enhances the educator's content knowledge in the area of the educator's certification or assignment.
- Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
- Empowers educators to work effectively with parents and community partners.

*For school and district administrators, and other educators seeking leadership roles:*

- Provides the knowledge and skills to think and plan strategically, ensuring that

assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.

- Provides leaders with the ability to access and use appropriate data to inform decision-making.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
- Instructs the leader in managing resources for effective results.

**Educator Groups Which Will Participate in this Activity**

<b>Role</b>	<b>Grade Level</b>	<b>Subject Area</b>
<ul style="list-style-type: none"> <li>• Classroom teachers</li> <li>• Principals / asst. principals</li> <li>• School counselors</li> <li>• Other educational specialists</li> </ul>	<ul style="list-style-type: none"> <li>• Middle (grades 6-8)</li> <li>• Elementary (grades 2-5)</li> </ul>	<ul style="list-style-type: none"> <li>• Reading, Writing, Speaking &amp; Listening</li> <li>• Science and Technology</li> <li>• Arts &amp; Humanities</li> <li>• Civics and Government</li> <li>• Mathematics</li> <li>• History</li> <li>• Career Education and Work</li> <li>• Geography</li> </ul>

**Follow-up Activities**

**Evaluation Methods**

<ul style="list-style-type: none"> <li>• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</li> <li>• Analysis of student work, with administrator and/or peers</li> <li>• Creating lessons to meet varied student learning styles</li> <li>• Peer-to-peer lesson discussions</li> <li>• Lesson modeling with mentoring</li> <li>• Journaling and reflecting</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</li> <li>• Student PSSA data</li> <li>• Standardized student assessment data other than the PSSA</li> <li>• Classroom student assessment data</li> <li>• Participant survey</li> <li>• Review of participant lesson plans</li> <li>• Review of written reports summarizing instructional activity</li> <li>• Portfolio</li> </ul>
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**Status:** Complete

**Date**      **Comment**

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7/23/2009 Students are making steady progress up 2% from last year

## **Goal: STUDENT ATTENDANCE (any school that does not graduate seniors)**

**Description:** Student attendance will meet a 90% threshold and/or show growth.

### **Strategy: Character Education**

**Description:** On a daily basis school-wide focus on character development through respect for oneself and others are demonstrated through the use and understanding of seven principles which include unity, self-determination, collective work and responsibility, cooperative economics, purpose and creativity, and faith.

### **Activity: Celebrate Success**

**Description:** Assemblies with performance from each grade demonstrating 4 principles including unity, self determination and collective work and responsibility, and creativity.

#### **Person Responsible Timeline for Implementation Resources**

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Johnny Walker	Start: 1/1/2007	\$55,000.00
	Finish: Ongoing	

**Status:** In Progress — Upcoming

**Date**      **Comment**

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9/24/2009 Monthly assemblies in recognition of student accomplishments continue to occur at the end of the month.

## **Goal: STUDENT PARTICIPATION IN STATE ASSESSMENTS**

**Description:** At least 95% of eligible students will participate in required state-wide assessments.

## **Strategy: PSSA test preparation**

**Description:** 4Sight Benchmarks will be used to help students prepare to take the PSSA tests.

## **Activity: Princeton Review and enhancement program**

**Description:** Teachers will develop and distribute activities and math lessons using homeroom.com from Princeton review program to revisit math segments needing further knowledge as demonstrated by student during benchmarks tests.

### **Person Responsible Timeline for Implementation Resources**

Johnny Walker	Start: 1/1/2007	-
	Finish: Ongoing	

**Status:** No Longer Occurring

### **Date      Comment**

7/23/2009 School used 4- sight benchmarks this year and stop using Princeton Review

## **Statement of Quality Assurance**

Charter school has met AYP.

## **Statement of Quality Assurance - Attachments**

- UICS PSSA results 08-09
- UICS AYP report

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

### **Rigorous Instructional Program**

The Universal Institute Charter School demonstrates that “at risk” minority children can succeed and achieve academically if provided with the proper educational environment. Our research indicates that a comprehensive educational program can reduce the rate of school failure, and increase chances for success.

The Core Curriculum was selected as the overarching Universal Institute Charter School instructional approach for teaching and learning. Other strategies included: Cooperative Learning Strategies, Computer Assisted Instruction, The Constructivist Approach, the Discovery Method, Service Learning and Team Building.

The Universal Institute Charter School curriculum decisions were based upon high expectations for student success; a solid foundation in language arts, mathematics, social studies, science and the arts; guidelines outlined by the Commonwealth of Pennsylvania and The School District of Philadelphia.

All staff participated in extensive staff development as well as, became proficient at assessment through the use of curriculum embedded tests, local and state tests, and teacher — made tests.

A rigorous instructional program of the Universal Institute Charter School will continue to be driven by:

- The School District of Philadelphia's Core Curriculum.
- A maximum level of family, business, community and civic involvement in the academic program.
- An educational program in which high expectations and a performance driven approach is emphasized through Project Based Learning as a school to career teaching and learning strategy.
- A focus on authentic, alternative assessment tied to real world experiences • On- going and consistent staff training on current trends, research driven instructional practices, and unique ideas and curriculum resources.
- A school-wide organizational structure that supports a teaming process involving coordination and collaboration among school staff to achieve program coherence and shared responsibility for the learning success of every student.
- An integrated assessment-instruction process that provides an individualized learning plan for each student and includes multiple approaches (e.g., the use of whole-class and small small-group instruction, one-on-one tutoring) based on an ongoing analysis of student needs, resources and expediency.

- An instructional-learning management program that focuses on the development of student self-responsibility for behaviors and learning process.
- A data-based staff development program that provides ongoing professional development and technical assistance tailored specifically to the needs of individual staff and program planning and implementation requirements to achieve a high degree of implementation.
- A family and community involvement program to enhance communication connections to achieve schooling success of every student. We are proud of our parent participation throughout the school year. Many parents participate in various school activities. We encourage parents to volunteer. Parents wishing to volunteer must contact the school office or classroom teacher in advance of the coming to assist. The key to student success is the active participation of parents in the school. We welcome parents at UICS and hope to see them often.

Parents and guardians are an integral part of the Family Support Process. In addition to teacher referrals, parents are encouraged to express their concerns about student progress. At times parents share information at the start of their child's enrollment at UICS. When this does not occur, parents are able to express concerns to appropriate school staff throughout the academic year. Parents suspecting that a child may have a disability and need special education can request a screening or evaluation at any time by contacting the school vice principal. Screenings of children using immediately available data sources such as health records, parent interview and history, functional vision and hearing evaluations, speech and language screenings are completed on request and as noted above. If the screening leads to a recommendation for evaluation, the multidisciplinary team will conduct the evaluations. No evaluations may be conducted without written parental permission. Contact our school vice principal for further information.

The Universal Institute Charter School Parent's Organization actively supports the school's instructional program and enhances community-school relations. Our Parent's organization sponsors special events. All parents are encouraged to join, as well as attend the monthly meetings which are held every second Wednesday, 6:00 - 8:00pm. UICS sponsors a "Open House" held during first week in September. This allows parents to meet the teacher and get a brief overview of the curriculum, routines of the class, plus other valuable information. Formal parent conferences are scheduled for report periods 1, 2, and 3. Parents are encouraged to contact their child's teacher whenever they have a question concerning their child.

A school-linked, comprehensive, coordinated health and human services delivery component that focuses on achieving and sustaining the wellness and learning success of every student. The mathematics program- Everyday Math-is a research based, spiraling curriculum, its components build upon math concepts taught in the early grades. The components emphasize computational skills, math concepts, problem solving, as well as connections with real word application The Reading and language Arts program: Harcourt, focuses on five areas including listening comprehension, phonics, vocabulary development, fluency silent and oral reading comprehension, and sustained silent reading. The Social Studies program has a goal to develop

literate citizens, students with the knowledge, skills, and civic values they need to become active and reflective participants in their communities. The Science program that is currently used is Holt and Houghton Mifflin. This year will be our 6th year for holding our annual UICS School Wide Science Fair Universal Institute Charter School has developed policies in accord with federal and state regulations and guidelines to insure the provision of a free appropriate public education to all school-aged children, including those with disabilities. Universal Institute Charter School provides service The Teacher Induction approval is posted on the ESP website and is dated April 11, 2008.

## **Rigorous Instructional Program - Attachments**

- professional education approval
- Teacher Induction plan
- Professional Education Plan 09

## **English Language Learners**

ELL Learners are pulled out for individual instruction for 45 minute periods daily.

To provide English Language Instruction to those students who are not proficient in English Language.

### **1. Student and parent orientation procedures:**

Multilingual services will be provided to the student and parent to explain the ESOL programs to both parents and students.

### **2. Identification and placement:**

- Screening procedures, entry/exit criteria. Prior to the opening of school all parents when students are enrolled in Universal Institute Charter School, parents complete a home language survey indicating if their child is LEP (Limited English Proficient).
- Assessment process - If on the language survey a parent indicates that then: child is LEP, our consultant is called in to assess the student and determine his/her needs.

### **3. Instructional program**

- Describe type of program - Our program will be a pull out tutorial program with consultation to the classroom teacher and parent.
- Describe planned instruction standards - Our consultant will meet monthly with the classroom teacher to review the process of our students and ot provide additional support to the students, parents and teachers.
- Indicate the amount of time in: The amount of time in the program will depend on the student's level of proficiency. Our consultant will valuate each student monthly to determine when students are ready to exit.

### **4. Student participation in related and extracurricular activities - All student swill have the opportunities to participate in school activities.**

### **5. Pupil personnel services:**

- Counseling - Our counselor will have regular on-going communication with our consultant, teachers and parents to ensure program alignment and progress of students.

- Special Education - Our special education coordinator will provide support to students, teachers and parents. They will provide in class support or Resource Room instruction as needed
- Other related services - The Northwest Regional Office will be contacted if interpretation and translation services are required.

6. Staff development related to program - Our consultant will provide professional development as needed.

7. Community Involvement - Our consultant, teacher and counselor will provide outreach services to the students and their families. This communication will be regular and ongoing.

8. Program evaluation procedures - We will implement the Philadelphia School District's evaluation process. The WIDA English Language Proficiency Test is used to measure progress.

## **English Language Learners - Attachments**

- ELL statement
- LEP report
- ELL signature page

## **Graduation Requirements**

Universal Institute Charter School which services kindergarten through 8th grade students. Graduation requirements do not apply.

## **Special Education**

Components of Universal Institute Charter Achievement plan includes teachers' informal anecdotal observations that are recorded during center time, small group instruction and oral presentations. Portfolios that include test and writing samples are maintain throughout the year and shared with parents during conferences.

UICS has established a screening procedure to locate, identify, and evaluate students who exhibit behaviors and educational needs that could make them eligible for special education services. Services are provided to students who ar hearing impaired and vision impaired. In addition, physical therapy, occupational therapy, speech and language therapy are provided. UICS seeks parental consent to conduct an evaluation. Those students found to be exceptional receive the least restrictive special eduction placement or service. Special education teachers work collaboratively with regular education teachers to effectively provide and allow for needed accommodations.

Universal Institute Charter School has developed policies in accord with federal and state regulations and guidelines to insure the provision of a free appropriate public education to all school-aged children, including those with disabilities. Universal Institute Charter School provides appropriate special education programs and related services that are:

- provided at no cost to parents
- provided under the authority of a school entity, directly, by referral or by contact
- individualized to meet the education needs of the child
- reasonably calculated to yield meaningful educational or early education benefit and progress and designed to confirm to an Individual Education Program (IEP).

Related services available to students include transportation and developmental, corrective and other supportive services that help a student benefit from special education. Examples include: speech pathology, an audiologist, psychological services, physical and occupational therapy, social works services, school health services, early identification and assessment, medical services for diagnosis or evaluation, parent counseling and education, recreation counseling services, rehabilitation counseling services and assistive technology services.

Special education services are available to children who have one or more of the following physical mental disabilities:

- autism
- deaf/blindness
- emotional disturbance
- neurological impairment
- hearing impairment
- mental retardation
- multiple disabilities
- orthopedic impairment
- other health impairment
- specific learning disability
- speech or language impairment
- traumatic brain injury; and
- visual impairment/blindness

Detailed printed information about available special education services and programs at Universal Institute Charter School is available upon request. this includes a copy of the Family Support brochure and our screening chart which outlines school strategies put in place to identify students in need. anyone interested should contact the principal or vice principal.

## Special Education - Attachment

- Special Education Instruction

## Special Education Program Profile - Chart I

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
Kennard Kendrick	1.00	Learning Support	UICS Main Bldg 32	32	Pull out students
Diana McLean	1.00	Learning Support	UICS Annex II	13	Pull out students

## Special Education Program Profile - Chart II

Organization	FTE	Type of class or support	Location	# of Students	Other Information
Premier Health Systems, Inc.	1.00	Evaluation	Universal Institute Charter School	45	Scheduled appts

## Special Education Program Profile - Chart III

Title	Location	FTE
Kenard Kendricks	Universal Charter School	100%
Diana McLean	Universal Charter School	100%

## Special Education Program Profile - Chart IV

IU, Public Agency, Organization, or Individual	Title/Service	Amount of Time Per Week
Premeir Health Systems	School Psychologist	varies
Premier Health Systems	Speech	16 hrs

## SECTION IV. ACCOUNTABILITY

### Student Assessment - Primary

Test/Classification	K	1	2	3	4	5
Acuity Predictive 3	No	Yes	Yes	No	No	No
PSSA	No	No	No	Yes	Yes	Yes

### Student Assessment - Secondary

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

### Student Assessment

Attached PSSA Data file includes information requested.

Evidence has indicated that students have made gains in math and slipped in reading. Based on this data the annual goals remain much the same in connection with NCLB regulations. The targets are what we deem to accomplish on a semester or less time frame. The school is using 4sight assessment and Princeton Review assessments for both reading and math. Students identified by the assessments as being at-risk are provided with interventions and tutors. Consistent assessment and measures are in place to monitor student progress.

Tutors, paraprofessionals and intervention activities are in place for for students who are at risk. A policy is in place for students who may continue to not make reasonable progress. many of the interventions and assessments will be reviewed and a method of tracking student data is being implemented through a student information system.

### Student Assessment - Attachments

- AYP Summary

- UICS AYP report

## Teacher Evaluation

The main features of the school's evaluation plan is that we schedule formal visits and informal observations of each teacher throughout the school year. Areas of focus will be on classroom management techniques, guided reading strategies and grouping format.

Before formal observations take place, teacher will have lessons modeled for them. Pre and Post conferences will take place with each formal observation. The evaluators identify instructional goals, teaching methodologies and activities that staff members must have in place in order to meet the demands of the school. The written feedback will be an evaluation form that focuses on Personality, Preparation, Technique and Pupil Reaction.

The Principal/CAO and Assistant Principal are responsible for staff evaluations and are trained and certified school administrators who have both training and practical experience in the evaluation of professional staff members. Additionally evaluators have received in-service training from the School District of Philadelphia.

## Teacher Evaluation - Attachment

- Teach evaluation document

## SECTION V. GOVERNANCE REQUIREMENTS

### Leadership Changes

Universal Institute Charter School hired two vice principals one for the elementary school and one for the middle school.

Currently 15 members serve on the board which remained the same as the previous year.

### Board of Trustees

Name of Trustee	Office (if any)
Sultan Ahmad	
Kenneth Gamble	Founder
Shahied Dawan	Chair
Faatimah Gamble	Co-Founder
Derrick Gant	
Renee Hill-Islam	
Carolyn Holmes	
Abdur RahimIslam	President & CEO
Donna Allie	
Chris Bravacos	
Michael Abdul Rashied	
Dr. Ivory Nelson	

Mr. Carlin Saafir, Esq.

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Mr. Randy Hampton

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Mr. Frank McClellan, Esq

## **Professional Development (Governance)**

During the course of the year, Administration has attended state and local school district workshops and seminars focusing on current trends in Reading, Math, Science/STEM initiatives, Writing, and academic testing. Professional developments included the following topics: School to Career, Health and Wellness partnerships, Public Policy in Education, Leading in the Age of Global Change, and a particular area of focus this year was Differentiated Instruction for meeting the needs of Regular Education and Special Education students.

Board members in attendance included:

Mr. Kenny Gamble

Ms. Fatimah Gamble

Mr. Shahied Dawan

Mr. Raheem Islam

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

Each member was orientated upon induction on the Board of Trustees and given a workshop on the Pennsylvania Sunshine Act.

The Board of Trustees works in conjunction with our Educational Management Office to ensure that Universal Institute Charter School provides the optimal educational experience for all enrolled students.

The Board is responsible for long range planning, establishing policies and procedures and for approving the annual budget. Its members approve senior administrative staff positions and the negotiation and management of contracts. While the final authority and responsibility for the school resides with the Board, their appointed Chief Executive Officer is responsible for maintaining school property, assigning administrators and staff, devising academic and not academic programs, and supervision all aspects of the school's operation.

The school's Board of Trustees recognizes and respects the time consuming nature of the School directors' position and that of the Charter school office's staff. Therefore, it encourages 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.

UICS Board Meetings schedule and are held at 1415 Catherine Street, Philadelphia, PA 19146 in the Multipurpose Room.

### **2009-2010 UICS Board Schedule**

**Tuesday, October 13, 2009**

**Tuesday, December 15, 2009**

**Tuesday, March 16, 2010**

**Tuesday, June 15, 2010**

The Board meets quarterly.

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

- Board of Directors for 2008-09 school year
- UICS Board meeting Schedule 07-08

## **Community and Parent Engagement**

The UICS Board is structured so that it can formally commit to a structure that will spread the responsibilities of oversight over the entire board.

The committees include:

Executive - oversees the activities of the entire board

Capital Planning - undertake all of the planning needed to make our facilities the highest quality

Fund Development - develop and implement strategies to raise funds needed for current operations

Education - interface with school administration on all select aspects of operations and increase Parent participation

The Board of Trustees supports parent and community involvement in the Charter School. Monthly workshops give teachers and parents an opportunity to collaborate on improving and supporting the students' education. The goal of these workshops is to help parents acquire sufficient teaching methodology and academic skills, as well as technology skills, to assist their children in all subjects, particularly computer skills, and writing). The Board of Trustees also encourages assembly programs through which the children can demonstrate to their parents the skills they are acquiring in all subject areas. Parents are further involved in the life of the school through grade level meetings at which they receive further instruction on how best to support their children's learning goals. Materials are frequently distributed to parents to guide their efforts to enhance their children's education. Monthly calendars are sent home in addition to weekly website postings.

## **SECTION VI. FINANCIAL RESPONSIBILITIES**

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

During the first 11 years of operation, UICS limited its fund raising efforts to grant writing. This has proven to be productive means of raising money and is more lucrative than more traditional fund raising activities. The 21st Century Grant is currently funding an extensive After School program in addition to the Out of School Time After School Program with funding through DPW and DHS.

UCIS was awarded a second year Fresh Fruits and Vegetables Program Grant the the Pennsylvania Department of Education.

### **Fiscal Solvency Policies**

Universal Institute Charter School contracts out to an Independent Auditing Agency who reviews our fiscal records annually. The school also has fiscal policy procedures that has been established and reviewed by our Chief Financial Officer on a daily basis to check for solvency concerns or issues. Since the school opened it has made an effort to maintain a fund balance. The fund balance was created to allow flexibility to deal with unforeseen expenses -e.g. the repair of damages to the building, and to meet payrolls in case of a delay in the payment of local, state and federal funds. A cash reserve is carried throughout the year by paying ten month staff over twelve months from September to August.

## **Accounting System**

Quickbooks Solutions Enterprise version 5.0 which is able to integrate with the Pennsylvania State Chart of Accounts for Pennsylvania Public Schools and the Annual financial Report utilizing GAAP. A trial balance, statement of revenue and expenditures and a statement of disbursements are prepared monthly. Reports are generated in compliance with State requirements.

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

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

- Expenditure report

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

The Universal Institute Charter School Auditing firm:  
J. Miller & Associates

1221 Locust Street

Philadelphia, PA 19107

215-600-1701

877-542-8725 fax

The June 30, 2010 fiscal year- end audit will start Sept 13 2010 and be completed Nov 15, 2010.

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

- Audit Firm Results

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

No state audit reports were received during the current school year.

## **SECTION VII. FACILITY RESPONSIBILITIES**

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

Universal Institute Charter School's students are housed in 3 buildings located on the Universal Companies Campus.

Computer, Technology and Science equipment were purchased with school funds totaling \$45,000.

The charter school did not make any significant purchases in these areas during the 2009- 2010 school year.

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

Universal plans to upgrade its current facilities to include more flexible space. The upgraded space will allow UICS to maximize its charter allocation of 675 students. UICS is reviewing its option of obtaining another school building to expand to a high school if approved by the Philadelphia school district.

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

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

Universal Institute Charter School is preparing to meet the new deadlines for the Wellness Policy requirements by partnering with local and national nutrition agencies to provide educational programs that increase our students' awareness of making healthy food choices.

Programs and services will include:

#### **Fresh Fruit and Vegetable Program**

- Students receive fresh fruits and vegetables 3 times a week with information and /or activities informing them about the nutritious value of incorporating the fruits and vegetables into their diets.

#### **Nutrition Educators in the Classroom - Supported through the Food Trust - Eat Right Now Program**

- Standardized Curriculum —Based Lesson Plans for Teachers
- Monthly Activity Calendar
- Training for Classroom Teachers, Nurses, Coaches, and Administration • Training for Classroom Teachers, Nurses, Coaches, and Administration

## **Health Fairs - Supported through community partner Wellness of You**

- Nutrition Advisory Councils
- Assembly Programs
- Incentive Programs
  - Community Garden

## **Home & School Meetings**

- Parent Workshops
- Summer Camp
- Newsletters
- Health and Physical Education Class
- Structured Physical Activities in Fairmount Park
- Students are instructed to choose food items from the posted food pyramid posted in school lunchroom

The Universal Institute Charter complies with all state and local standards concerning health and safety. Site Directors conduct and maintain a log of monthly fire drills. Additionally, the sites are equipped with modern fire alarm systems which are checked annually by a private contractor. Each year city representatives inspect the building and, when necessary, adjustments are made in accordance with the inspector's suggestions. Currently, UICS has a shelter-in-place, fire drill plan, bomb threat and chemical/biological threat checklist, and an intruder emergency plan. All documents are located in the school office. Fire drill and shelter-in place drills are located in all classrooms and all other areas throughout the school.

The school nurse checks immunization records and contacts parents who have not provided the school with proof of immunizations. Further she sees that appropriate health screenings are conducted each year. These, along with information regarding immunizations, purchases related to health care equipment and salaries of health care personnel are recorded on the Report of Health Services that is sent to the Pennsylvania Department of Health each year. Copies of the report are kept at the Universal Institute Charter School office and are available upon request.

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

- UICS immunization report
- Health Reimbursement document
- UICS Wellness Policy 08-09
- Health and Safety Requirements

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

For medical insurance the school offers the following plans in accordance with Act22 to employees:

Keystone Health Plan

United Concordia Dental Plan

Wage Continuation

Life Insurance

Attached PDF file for certificates of other liability insurances.

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

- UICS

## **SECTION IX. ADMINISTRATIVE NEEDS**

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

The Universal Institute Charter School employed professional staff members, all of whom are certified. Those who leave us generally do so at the end of the school year.

Total number of professional staff members for the 2009-2010 school year are: 33

The number of teachers who are returning for the 2010-2011 school year are: 24

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

- pde 414
- staff profile

### **Student Enrollment**

Total Number of students who completed school year = 573

Total number of students who left previous year including graduates 99

Grade	initial enrollment	drop	added	transfer to
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Kindergarten	61	8	3	School District
1st grade	64	4	22	School District
2nd grade	71	2	9	School District
3rd grade	70	7	2	School District
4th grade	71	10	8	School District
5th grade	65	10	6	School District
6th grade	69	4	6	School District
7th grade	73	8	1	School District
8th grade	49	7	4	School District

Student numbers decrease in middle school due to competition of neighboring charter middle school - high school in neighborhood.

All enrollment procedures comply with state law and the requirements of the chartering school district. Students are admitted to the Universal Institute 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 available seats, the school conducts a lottery. Lotteries are conducted by grade. The names of all available 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 unsuccessful applicants are stored and the lottery process is repeated as needed.

Enrollment of Kindergarten and First Grade Students:

The admission policy described above applies to kindergarten and First Grade. A child must have celebrated his/her fifth birthday by September 1 in order to be admitted to kindergarten and must have passed his/her sixth birthday by September 1 in order to be admitted to First Grade.

## **Student Enrollment - Attachment**

- UICS Open Enrollment Process

## **Transportation**

The School District of Philadelphia provides free transportation to students who are in first through sixth grade. The School District of Philadelphia provides free transpasses to students who live further than 1.5 miles away from UICS and who are in grades 7th and 8th. Parents who have students in kindergarten are responsible for their children's transportation to and from school.

## **Food Service Program**

Universal Institute Charter School's food service program is provided by the Arch Diocese of Philadelphia. At the beginning of the school year parents are given applications to fill out for determination of the Free and Reduced Lunch (FRL) program.

## **Student Conduct**

The goal of the school's discipline 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 the Universal Institute Charter School. It specifies the rules that cover the behavior expected of the UICS students and states the negative consequences that come from breaking the rules and the positive consequences that follow from obeying them. Parents are expected to take an active role in maintaining their children's good behavior and are involved in making and enforcing rules. The policy is based on the premise that collaboration between parents, children, 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 Vice Principal), and then to the Principal and finally to the Board of Directors. If for example, the matter concerns 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 Vice Principal. If that individual cannot propose a satisfactory solution, he/she will schedule a conference with the Principal. The Principal will document the incident in a written report which will include the original complaint and a statement of the facts regarding the incident. The Principal will resolve the issue, or if necessary the Principal determines that the issue requires the attention of the school's Board of Directors, he/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, The Universal Institute Charter School, 800 S. 15th Street, Philadelphia, PA 19146. 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. Universal Institute Charter School has a zero tolerance policy for inappropriate behavior. We have a Counselor and Dean of Discipline to support students, teachers, and parents. The school recognizes that exclusion from the education program of the school, whether by in-school suspension or expulsion is a severe sanction that can be imposed upon a student. However, no such reprimand can or will be imposed without due process:

Total of 2 suspensions. No expulsions

## **Student Conduct - Attachment**

- UICS code of conduct

## **Signature Page**

## Assurance for the Operation of Charter School Services and Programs

**School Year: 2010**

The Universal Institute 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**  
**2009 - 2010 Annual Report for Pennsylvania Charter Schools**

\_\_\_\_\_  
**Date**

**Verify that all DATA reports to PDE are complete**

**YES** \_\_\_\_\_ **NO** \_\_\_\_\_

## **Assurance for Compliance with the Public Official & Employee Ethics Act**

The original Public Official and Employee Ethics Act (the "Ethics Act") was amended and reenacted in 1989 by Act 9 of 1989 and in 1998 by Act 93 of 1998. (See Act 9 of 1989, 65 P.S. §401, *et seq.* and Act 93 of 1998, Chapter 11, 65 Pa.c.s. §1101 *et seq.*) The Act provides that public office is a public trust and that any effort to realize personal financial gain through public office is a violation of that trust. The Act was passed to strengthen the faith and confidence of the people of the Commonwealth in their government. The Act established the State Ethics Commission to administer and enforce the provisions of the Act and to provide guidance regarding the standards established by the Act.

The Universal Institute CS assures that it will comply with the requirements of the Public Official and Employee Ethics Act (the "Ethics Act") and with the policies, regulations and procedures of the Pennsylvania State Ethics Commission. Additional information about the "Ethics Act" is available on the Ethics Commission's website at: <http://www.ethics.state.pa.us/ethics/site/>

**The assurance must be signed by the Chief Executive Officer and Board of Trustees President of the charter school.**

*Identify the charter school's Chief Executive Officer.*

**Name:** John Walker   **Title:** Mr.  
**Phone:** 215-732-2876   **Fax:** 215-732-2876  
**E-mail:** jwalker@universalcompanies.org

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*Signature of the Chief Executive Officer and Date*

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

**Name:** Abdur Rahim Islam   **Title:** Mr.  
**Phone:** 215-732-6518   **Fax:** 215-732-6519  
**E-mail:** ari@universalcompanies.org

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

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

**Name:** John Walker   **Title:** Mr.  
**Phone:** 215-732-2876   **Fax:** 215-732-8066  
**E-mail:** jwalker@universalcompanies.org

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*Signature of the Special Education Contact Person and Date*

### **Signature Page - Attachment**

- UICS 09-10 signature page