Pennsylvania Department of Education

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

Charter Annual Report

Monday, February 14, 2011
(Last Accepted: Monday, February 14, 2011)

Entity: Philadelphia Harambee Inst CS
Address: 640 N 66th St
Philadelphia, PA 19151

CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA
Summary Data Part I

Charter School Annual Report
Summary Data
2009 - 2010

Name of School: Philadelphia Harambee Inst CS

Date of Local Chartering School Board/PDE Approval: February 1997

Length of Charter: June 2011 **Opening Date:** September 1997

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

Percentage of Certified Staff: 76% **Total Instructional Staff:** 28

Student/Teacher Ratio: 17/1 **Student Waiting List:** 200

Attendance Rate/Percentage: 93%

Summary Data Part II

Enrollment: 450 **Per Pupil Subsidy:** Regular Ed $8808 / Special Ed $17658

Student Profile

American Indian/Alaskan Native:	0
Asian/Pacific Islander:	0
Black (Non-Hispanic):	99.8%
Hispanic:	.2%
White (Non-Hispanic):	0
Multicultural:	0

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: 47

Instructional Days and Hours

Number of:	**K (AM)**	**K (PM)**	**K (F.Time)**	**Elem.**	**Middle.**	**Sec.**	**Total**
Instructional Days	na	na	184	184	184	na	552
Instructional Hours	na	na	1104	1104	1104	na	3312

SECTION I. EXECUTIVE SUMMARY
Educational Community

Harambee Institute of Science and Technology Charter School serves approximately 485 students. The students, 99.8% African-American, live within the city of Philadelphia.

In this area there has been a need for a school of science and technology that strives to build student empowerment within a culturally appropriate environment. The most compelling reason is that children in our area are not attaining the appropriate skills they need to become self-reliant adults. Children have for so long been left ill prepared to enter the workforce. Innovative educational models are needed to prevent the current cohort of children from being denied access to future employment and higher education and thus being sentenced to a life of poverty with all of it's attendant problems.

Harambee was primarily formed by concerned citizens needing a means for supplemental education. Since our inception, we have become West Philadelphia's front-runners in community service, visual and performing arts, community development, as well as educational training programs. We have long ago gained the support of the Philadelphia community and the recognition and respect of the state and local officials for our quality of service

Mission

Our Mission is to maintain a charter school of science and technology for grades k-8 that is in accordance with the PDE and the SDoP's ongoing effort to reorganize the delivery of educational services. We will work to establish ourselves as a center for community based programs. Within this framework, the outcome of Harambee Charter School and its community programs will focus on building self-respect, self-reliance, and empowerment through practical, educationally sound and culturally relevant curricula and services. The partners and beneficiaries of Harambee's education are the students, their families, teachers, and the West Philadelphia community.

Mission Statement: "Education for Self-Reliance"

Vision

Harambee envisions an empowered community that both controls it's resources and shapes it's major institutions. To that end, determining how our children will be educated and supporting our families is the cornerstone of an empowered community.

In keeping with this vision, Harambee will redefine the roles and responsibilities of students, parents, teachers, and the community. Citizenship, academic achievement, and positive interaction will form the basis for all activities and programs. This model is based on the conviction that when education and service take place in an appropriate cultural environment, and individual begins to accept learning and self-development as a personal responsibility.

Shared Values

Harambee's shared values is based on a system known as the NGUZO SABA, Kiswahili for (7 principles). These social principles are the ways that we relate to each other, and rebuild our lives in our own image.

Umoja: Unity

Kujichagulia: Self-Determination

Ujima: Collective Work & Responsibility

Ujamaa: Cooperative Economics

Nia: Purpose

Kuumba: Creativity

Imani: Faith

In addition, Harambee encourages our family to demonstrate many of the general Rules of MA'AT as another way to improve the conditions of our community.

-Truth -Justice -Righteousness -Order

-Balance -Harmony -Reciprocity

Academic Standards

The program at HISTCS can best be described as a culturally-based, graded model designed to reshape the science and technology experiences of children during their first eight years in school. In this technology rich environment students will learn values, discipline, language arts, science and mathematics applied from a cultural frame of reference using an interdisciplinary thematic approach.

Instruction is given within the context of three themes, Origins of Life, Civil Rights and Images of African and African Americans in the Media. These themes unify subject disciplines and are major concerns within the community. Themes allow subject discipline to clarify community problems and tools for community improvement. Subjects are unified around these themes. Performance Standards adopted by the city and state are presented through culturally responsive themes. By doing this, we satisfy the city and state education standards while developing productive members of the community.

Harambee believes education should lead to self-reliance and life-long learning. Education should empower, enlighten and enrich. For students to be successful academically, spiritually and economically they must believe that they have the power to change the conditions in their community.

Strengths and Challenges

Each year as a summative activity at Harambee we have a "Grows and Glows" meeting. This meeting is held at the last parent meeting of the school year with parents, and at the last staff meeting for the staff. The grows and glows meeting is an opportunity for the stakeholders at Harambee, specifically, parents and staff to voice the areas of reinforcement (glows) and areas of refinement (grows). In addition to voicing and documenting what areas were positive and what areas needed improvement throughout the school year, we also encourage suggestive ideas on how to make things better.

The following is a list of "Grows and Glows" from the last meetings:

GROWS	GLOWS
Need in Sporting Activities	Small Classes
Extra Curriculum Activities	Family Atmosphere
Communication	Nice, Long Trips
Rap Sessions w/ Topics	PowerPoint Science Projects
Website Updates	Uniforms
More culture	Parent Meetings
User friendly website	Free afterschool activities
Trips changed to Fridays	Summer programs
Text Books to take home	November feast
No group punishments	PTA fundraising
More frequent progress reports	Safety/Security
Pictures (kids choice of dress)	Mama Marika Girl Talk
Personal property returned to parents	Kuzaliwa Celebration
Stop favoritism	Male Role Models
Entire staff mandatory attendance	Connection w/ students
Free Lunch	Rectifying conflicts by contacting parents
Inform of test scores B4 report card	Clean Environment
Need other music instruments	Welcoming Atmosphere
Drama production	Staff are professional
Black shorts in hot weather	Excellent Curriculum
Improve bus service	Baba Mark (boy talk)
No library in school	Community Service w/ students
Larger school	Umoja Circle
Books for 2nd graders	Good principals
Lil Africa needs refreshments	Discipline
Dances for students	Great teachers w/ passion for their craft
More notice for events	

Once these areas are described it is the leadership team's duty to analyze the list over summer meetings and develop plans to reduce the amounts of "grows" and continue to fine tune areas of "glow."

SECTION II. STRATEGIC IMPROVEMENT PLANNING
Strategic Planning Process

Harambee's strategic planning process will be a focused and efficient model that reflects a typical business plan. There are certain aspects that, although we are an educational institution, must still be handled as normal business practices.

The process will commence during summer breaks between 6/30 - 8/15. The plan will be designed to allow for flexibility and mild alteration throughout the school year.

The planning process will consist of:

•Mission and Vision: Harambee Family
•Staffing: Masai Skief & Damaas Stephens
•Students: Damaas Stephens, Renee Whitby, Jamal Davis
•Instruction: Supported by Damaas Stephens, Zenobia Shah, Caren Ishmael
•Community Relations and Outreach: Masai Skief, Dayna Tolbert, PTA
•Governance and Board Management: John Stewart, Masai Skief
•Accountability: Masai Skief, Damaas Stephens
•Financial Planning and Management: Khafi Knox-McDowell, Masai Skief, Nafeesah Upshur
•Facilities: Masai Skief, Mark Burden, Stanley Bates

Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Carem Ishmael	Master teacher	Administrator	Masai Skief
Damaas Stephens	Principal	Administrator	John Skief
Dr. Alston	Special Education	Special Education Representative	John Skief
Khafi Knox-McDowell	Financial Officer	Business Representative	Masai Skief
Marc Reason	Teacher	Elementary School Teacher	John Skief
Masai Q Skief	Coordinator	Administrator	Masai Skief, CEO
Masai Skief	CEO	Administrator	Board
Taliah Diouf	Teacher	Middle School Teacher	John Skief

Goals, Strategies and Activities
Goal: Curriculum Development

Description: Harambee has revised and adopted a curriculum which is aligned with the standards set forth by the Pennsylvania Department of Education that will reflect the cultural responsive philosophy of the institution.

Strategy: Revision of newly adopted core curriculum

Description: Harambee Charter School will revise the Core curriculm of the School District of Philadelphia to reflect the infusion of the culture, history, literature and value systems of people of African descent.

Activity: Establishment of Curriculum Committee

Description: A curriculum committee has been formulated and is presently at work to revise a culturally enhanced curriculum adopted in school year 2010 - 2011. Members of the committee consist of CEO, principal, teacher representatives and curriculum specialist familiar with cultural infusion of that is pedagogical sound. The committee is establishing a 18 month timeline that includes design, implementation and staff development. Upon approval from the instructional leadership team, the committee will present to the Board of Trustees during the next school year. In addition, revisions related to literacy curriculum, math scope and sequences will be produced and newly adopted Study Island program will be mapped onto the curriculum.

Person Responsible	Timeline for Implementation	Resources
Damaas Stephens	Start: 9/1/2010 Finish: Ongoing	-

Status: Not Started — Overdue

Goal: Lower the incidence of discipline infractions by 50%

Description: Add Goal Statement here..

Strategy: School and Family Involvement

Description: Establish a process and interventions for students who consistently demonstrated inappropriate behaviors and their families.

Activity: Development and Implementation of Conflict Resolution Model and Program

Description: Various stakeholders within the Harambee community will develop a conflict resolution model that reflects the cultural philosophy (Maatic Development) of the institution that will be aligned with the existing student and staff handbook and the saftey plan of the institution.

Person Responsible Timeline for Implementation Resources

Carem Ishmael	Start: 1/1/2007 Finish: Ongoing	-

Status: Not Started — Overdue

Activity: Program Implementation

Description: Provide sessions on Saturday for students and their families to identify strategies for the peaceful resolution of conflict, anger management, resolving grief and sharing emotions and feelings in construtive ways.

Person Responsible Timeline for Implementation Resources

Carem Ishmael	Start: 1/1/2007 Finish: Ongoing	-

Status: Not Started — Overdue

Activity: Reorganization of Dean of Students Office

Description: Office will be redesigned to include a Maatic Development Coordinator whose focus will be on the development of a restorative justice model for all students but especially middle school.

Person Responsible Timeline for Implementation Resources

Carem Ishmael	Start: 1/1/2007 Finish: Ongoing	-

Status: Not Started — Overdue

Goal: MATHEMATICS

Description: At least 67% of all students will be proficient in Mathematics, as measured by the annual state-wide PSSA assessments.

Strategy: Increase Numeracy Instruction

Description: Instructional intervention designed to provide opportunities for more intense focus on numeracy skill building.

Activity: Benchmark Testing and Review of Teaching and Learning with each Classroom

Description: 1. During the first week of school all students will be tested in reading and math. These results with pervious PSSA / TerraNova and report cards will inform instruction. Benchmark tests will be given every six weeks.
2. Based on students' performance, appropriate feedback will be given to classroom staff and students still performing at basic or below basic will be given additional classroom support.
3. Creation of Harambees' Best Practices for Teaching and Learning

Person Responsible	Timeline for Implementation	Resources
Masai Q Skief	Start: 1/1/2007 Finish: Ongoing	-

Status: Not Started — Overdue

Activity: Beyond School Day Tutorial Support for Students

Description:

Person Responsible	Timeline for Implementation	Resources
Masai Q Skief	Start: 1/1/2007 Finish: Ongoing	-

Status: Not Started — Overdue

Activity: Differentiated Instuction Series

Description: Workshops will be conducted throughout the year to build staff capacity in implementing differentiated instructional math strategies.

Person Responsible	Timeline for Implementation	Resources
Carem Ishmael	Start: 1/1/2007 Finish: Ongoing	-

Status: Not Started — Overdue

Activity: Expand Numeracy Block

Description:

Person Responsible	Timeline for Implementation	Resources
Masai Q Skief	Start: 1/1/2007 Finish: Ongoing	-

Status: Not Started — Overdue

Activity: Weekly Computer Numeracy Class

Description: Students not performing at a proficiency level, as identified by either Study Island, PSSA or TerraNova will be scheduled for one period per week in the computer lab and will participate in the after school program.

Person Responsible	Timeline for Implementation	Resources
Carem Ishmael	Start: 1/1/2007 Finish: Ongoing	-

Status: Not Started — Overdue

Goal: READING

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

Strategy: Increase Literacy Instruction

Description:

Activity: Computer Based Literacy Instruction

Description:

Person Responsible Timeline for Implementation Resources

Masai Q Skief	Start: 1/1/2007 Finish: Ongoing	-

Status: Not Started — Overdue

Activity: Literacy Specialist

Description:

Person Responsible Timeline for Implementation Resources

Masai Q Skief	Start: 1/1/2007 Finish: Ongoing	-

Status: Not Started — Overdue

Activity: Local Standardized Assessment

Description:

Person Responsible	Timeline for Implementation	Resources
Masai Q Skief	Start: 1/1/2007 Finish: Ongoing	-

Status: Not Started — Overdue

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

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

Strategy: Attendance Monitoring

Description: Adminstrative staff will be responsible for calling homes of absent students. Parent meetings will be scheduled for students whose attendance fall below 90%

Activity: Daily Attendance

Description: Classroom teacher and adminstrative staff will contact students absent for 2 or more days to determine the extent of absence and to ensure that student has all homework.

Person Responsible	Timeline for Implementation	Resources
Masai Q Skief	Start: 1/1/2007 Finish: Ongoing	-

Status: Not Started — Overdue

Goal: STUDENT PARTICIPATION IN STATE ASSESSMENTS

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

Strategy: Participation Monitoring

Description: Attendence during testing times will be closly monitored with daily calls to parents.

Activity: Daily attendance monitoring

Description: Testing coordinator and adminstrative staff will closly monitor daily attendance and make calls or home visits as needed

Person Responsible Timeline for Implementation Resources

Carem Ishmael	Start: 1/1/2007 Finish: Ongoing	-

Status: Not Started — Overdue

Statement of Quality Assurance

Charter school has met AYP.

There are currently no supporting documents selected for this section.

SECTION III. QUALITY OF SCHOOL DESIGN
Rigorous Instructional Program

At HISTCS, curriculum is aligned with the Pennsylvania content standards, which each teacher has a copy. The development of a cultural responsive curriculum utilizing interdisciplinary thematic units supports all students attending HISTCS as well as encouraging and supporting team teaching. Cooperative grouping and project based instruction area major part of our method of teaching. This academic environment engages all students and develops active, inquisitive learner. In the major content areas we employ a variety of subject strategies to not only provide intervention for students who are not performing at grade level but also those who are academically advanced. For example, in the area of Math we have adopted a comprehensive system of instruction that involves remediation, tutoring and enrichment. A lot of emphasis is placed on the basic skills, but we integrate writing and daily constructed response questions. Periodically there is an assessment of the effectiveness of our instructional plan. Based on student progress we are able to evaluate the success of our academic policies.

The interdisciplinary thematic unit (ITU) is how curriculum is organized at HISTCS. This approach helps teachers to meet the developmental and academic needs of all (regular education and special education) students. The essential steps in developing an ITU include; selecting a theme, writing an overview, identifying instructional resources, organizing the subject matter, arranging the classroom environment, planning a closing event, and assessment. HISTC expects students to achieve one set of competencies before moving on to the next set. The success of the student achievement, teacher performance, and school is then assessed according to these criteria.

In order to fully integrate this process, teachers at HISTCS provide a warm friendly, and accepting environment in which students can freely engage in learning activities that are developmentally appropriate that relate to their interests, needs and abilities.

For students lagging behind academically or possessing special needs, teachers engage students in instruction by pacing it appropriately, involving students in the lessons through collaborative and cooperative learning, monitoring the progress of each student and providing prompt feedback.

It has become quite clear to many teachers that to be most effective in helping students develop meaningful understandings (and hence support their motivation to learn), much of the learning in each discipline can be made more effective and longer lasting when the learning is integrated with the whole curriculum and made meaningful to the lives of the students. This approach appears more successful then simply teaching unrelated and separate disciplines.

HISTCS supports the development of conceptual knowledge and research results indicate using (1) a curriculum in which disciplines are integrated, and (2) instructional techniques that involve the learners in social interactive learning such as problem-based and project-centered learning, cooperative learning, peer tutoring, and cross-age teaching.

To assure that all students needs are met, state test data is used to determine the areas in which we can deliver support and enhancement. HISTCS provides Afterschool Enrichment and Tutorial services to students in grades Kindergarten through 8th grade. A Saturday Enrichment Program is offered to those students who are performing basic and below basic in the areas of reading and mathematics. Non traditional teaching and learning strategies are used to reinforce needed classroom skills in a hands-on creative way.

Rigorous Instructional Program - Attachments

- Staff
- Professional Development Plan
- Teacher Induction Program

English Language Learners

For 2009 - 2010 Harambee Institute of Science and Technology did not have any ELL students.

English Language Learners - Attachment

- English Language Learners

Graduation Requirements

Not Required

Special Education

Harambee Institute of Science and Technology, (HISTCS) is strongly committed to serving students with disabilities. The charter school provides special education services, which assures that children with disabilities receive a free and appropriate public education in the least restrictive environment. HISTC's special education programs accomplish this undertaking through professional development trainings, technical assistance, exemplary teaching practices and continuous monitoring of special education services for children with disabilities.

The HISTCS implements state and federal laws and regulations governing special education to ensure that students with disabilities in the charter school receive full educational opportunities. It provides school-wide support through the development of policy and implementation documents and guidance to parents regarding the implementation of special education programs and services. In addition, HISTCS plans and implements program and personnel development activities in areas such as implementing the least restrictive environment provision, planning the transition of students with disabilities from school to adulthood, planning programs and services for kindergarten children with disabilities, developing Individualized Education Programs (IEPs) and progress monitoring.

The instructional strategies' that underlies Harambee Institute of Science and Technology includes inclusion, prevention and evidence-based instruction. In regards to inclusion, HISTCS believes that students with disabilities have the right to be educated with their non-disabled peers. Therefore through cooperative learning and teaching strategies, HISTCS special education design facilitates full inclusion both at the systemic and individual level. Secondly, HISTCS recognizes that the most successful approaches for individuals with disabilities focus on prevention. In utilizing universal screening protocols that focus on early identification and intervention, the charter school strives to avoid development of serious challenges. At HSTCS these interventions build supportive environment that are inclusive and maximize positive learning opportunities for students with disabilities. And thirdly, HISTCS adopts the best of research to design instruction and behaviors for the development of effective teachings and learning environment for students with disabilities.

In summary, HISTCS special education services employs effective teaching strategies and positive behavioral approach, which includes early and continuous screening to identify children thought to have disabilities and may need special education and related services. Relying on a collaborative and integrated model, this identification procedure include: (a) staff training, (b) parent training and involvement (c) pre-screening procedures and (d) dissemination of information to inform parents of the availability of services. Each level of this process is intended to maximize the opportunity for early identification and school-based intervention. Relevant research findings related to identification procedure of students with disabilities' support a design, which addresses the HISTCS's multifaceted, comprehensive and collaborative model.

Professional Development

HISTCS provides staff development for the continuous development of highly qualified educators. This professional development is designed to establish effective teaching and learning environments and inform teachers and educational personnel of state and federal mandates and statues. Staff development also fosters the child find policy and other procedural safeguards,

evidence-based intervention to support effective and efficient educational achievement with children with disabilities. This standard-based training includes essential information on IDEIA(2004), educational disabilities, positive behavior behavioral intervention, assessment based practices, pre-screening techniques, procedural guidelines and understanding the special education process and ongoing technical support.

Parent Training

Harambee Institute of Science and Technology Charter School (HISTCS:

- Recognizes that parents possess unique information about the development, nature, and needs of their children, and advocates that parents be recognized as partners in the planning and implementing of their children's education.

- Is committed to providing training to parents, professionals, and students with disabilities.

- Supports the inclusion of students with disabilities, enjoying the same early childhood, educational and employment opportunities and experiences as their peers without disabilities.

- Is committed to empowering parents and people with disabilities so that they can advocate for themselves.

HISTCS provides parents with regular training on the IDEA 2004, procedural safeguards and the special education process. This includes trainings are on the Individuals with Disabilities Education Act (IDEA ‘04) and related laws. **Topics** include, but are not limited to:

- IDEA ‘04

- Creating Effective IEPs

- Accommodations and Section 504

- Disability Awareness

- Positive Behavior Supports

- Parenting Skills

- Communication Skills
- Progress Monitoring
- ADHD

HISTCS recognize the importance of parental involvement in the identification, development and delivery of services.

Universal Screening Services

HISTCS uses different types of information, i.e., reviews of school history, health records, observations, and interview and test results to identify and assess children who are suspected of having a disability. In addition, HISTCS applies information from different sources, i.e., pupil, teacher, parents and specialist in the identification and assessment process. To insure a comprehensive identification and assessment of children suspected with a disability, HISTCS also employs in the kindergarten to first grade a pre-screening system which assesses sensory-motor skills, pre-writing skills as well as visual perceptual and speech skills. Information obtained from screening activities helps determine the need for a more comprehensive evaluation.

Progress Monitoring

Progress monitoring is a research-based strategy that measures student achievement through the use of targeted instruction and frequent (e.g., weekly, monthly) assessment of academic performance. Based on the information collected, teachers can chart a student's progress toward his or her individual goals and make adjustments when necessary—including adjustments to instructional approaches and to the number and types of accommodations used (Quenemoen, Thurlow, Moen, Thompson, & Blount Morse, 2004). Not insignificantly, such regular student assessment also allows teachers to pinpoint when a student is having difficulty (National Center on Student Progress Monitoring, n.d.). ??Harambee Institute of Science and Technology Charter School employs assessments (system- or teacher-developed), adaptive assessments, and large-scale assessments (including state assessments) for the purpose of informing instruction and progress monitoring

Information Dissemination:

To insure that parents, teachers and administration are provided with current information, HISTCS on a continuous basis disseminates literature on IDEA '04, the procedural safeguards, effective educational strategies and special education circulars. The source of this information includes: The Department of Education, PATTAN, National Association of School Psychology, and Education Weekly.

See attached file for Special Education Policies & Procedures

Special Education - Attachment

- Special Education Plan 2009 - 2010

Special Education Program Profile - Chart I

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
Amira Y. Hill	1.00	Learning Support	Harambee	17	k-2
Steven jefferson	1.00	Learning Support	Harambee	13	3-5
Edwin Santana	1.00	Learning Support	Harambee	15	6-8

Special Education Program Profile - Chart II

Organization	FTE	Type of class or support	Location	# of Students	Other Information
n/a	n/a	n/a	n/a	0	n/a

Special Education Program Profile - Chart III

Title	Location	FTE
Amira Y. Hill, Certified Special Education Teacher	Harambee	1.00
Steven Jefferson, Certified Special Education Teacher	Harambee	1.00
Anthony Medlock, Para Educator	Harambee	1.00
Julia Watts, Para Educator	Harambee	1.00
Linda Mahdi, Para Educator	Harambee	1.00
Edwin Santana, Certified Special Education Teacher	Harambee	1.00

Special Education Program Profile - Chart IV

IU, Public Agency, Organization, or Individual	Title/Service	Amount of Time Per Week
BETA Inc	School Psychologist	.75
PTSD	Occupational Therapy	.25
PTSD	Speech Therapy	.50

SECTION IV. ACCOUNTABILITY

Student Assessment - Primary

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

Student Assessment - Secondary

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

Student Assessment

Harambee Institute currently utilizes two internal formative student assessments, Study Island and Curriculum Based Measurement (CBM). Study Island is a web-based state assessment preparation and standards based learning program. Our Administration and Curriculum Teams selected Study Island because it is researched based, web-based, and aligned with Pennsylvania Department of Education standards. Also it can be utilized as an instructional and diagnostic tool. Educational researchers have devised a simple, statistically reliable, and practical means of measuring student skills in basic subject areas such as reading, writing, and mathematics. In this approach, called Curriculum-Based Measurement(CBM) the student is given brief, timed exercises to complete, using materials drawn directly from the child's current academic program. Harambee teachers using CBM have found it to be both a powerful assessment tool for measuring mastery of basic skills and an efficient means of monitoring short-term and long-term student progress in key academic areas.

Study Island

Students simply log onto Study Island from any Internet connection. Teachers assign each students specific academic skills to review. Those skill are built from the Pennsylvania Academic Standards/Assessment Anchors/Eligible Content. The topics contain straightforward lesson and assessment questions with detailed explanations that provide automated instruction. This

program was also chosen because it allows students to choose between traditional tests and interactive educational games as their learning method.

Teachers have access to a private page where they can view real-time progress reports for each individual student as well as their class as a whole. This allows teachers to quickly identify student deficiencies and refer them to additional instructional resources.

Curriculum-Based Measurement (CBM)

The two types of CBM that Harambee currently utilizes are 4Sight and Acuity. The Curriculum Based Measurement approach was developed to function as "academic thermometers" to monitor students' growth in the basic academic areas. Harambee currently uses this strategy with both our regular and special education population. We have been successful with both student demographics.

Criteria that best describes CBM are: (a) tied to the curriculum of instruction, (b) of short duration to facilitate frequent administration, (c) focus on direct and repeated measures of student performance, (d) capable of development of multiple forms, (e) inexpensive to create and produce, and (f) sensitive to student achievement change over time (Marston, 1989). Additionally, CBM provide teachers with data that is useful for a number of educational purposes. They are highly reliable and valid.

Student Assessment - Attachment

- 2008-09 PSSA Results

Teacher Evaluation

Main Features of school's teacher evaluation plan

1. Classroom Managmenet
2. Instruction
3. Professionalism/ Teacher classroom persona
4. Areas of proficiency
5. Areas of mastery
6. Areas in need of improvement
7. Suggestions

List entities/individuals who are responsible for teacher and staff development

Damass Stephens - Principal

Caren Ishmael - Master Teacher

Zenobia Thomas-Shah- Master Teacher

Mykeea Ndaw-Mentor Teacher

Marc Reason- Mentor Teacher

Taliah Munir-Diouf-Mentor Teacher

Dr. Alston - Special Education

Research has shown that teacher quality is the most important school-related factor affecting student achievement. HISTCS has been a part of the Teacher Advancement Program (TAP) for the past three years. It's positive impacts has increased student achievement at HISTCS producing an average year's growth or more. This model include setting yearly school goals by analyzing student data to create academic achievement goals, build strong Leadership Teams and provide support to career teachers to increase their knowledge and skills. To measure teaching skills, knowledge and responsibilities, TAP has defined a set of professional indicators required of all teachers in order to measure their performance. There are three TAP Instructional Rubrics that describe effective teaching that results in increased student achievement: Instruction, Designing and Planning Instruction and The Learning Environment.

Master and mentor teachers model and label the indicators when facilitation weekly cluster meetings as well as in the classroom when providing follow up support to teachers. There are five effective steps for learning that drives the TAP program which consist of the following: (1) Identifying the problem or need (2) Obtain new teacher learning aligned to student need and formatted for classroom application.(3) Develop new teacher learning with support and modeling best practices in the classroom.(4) Apply new teacher learning to the classroom.(5) Evaluate the impact of student performance.

Leadership Team Meeting are held weekly to develop and monitor progress toward meeting school plan goals, plan and monitor effective cluster operations that directly lead to increased teacher proficiency and student achievement. Plan and implement classroom observations, evaluation and post-conference schedules, and monitor Individual Growth Plans and movement toward meeting both student achievement and teacher improvement goals.

Cluster Meetings are held weekly utilizing researched-based and student centered strategies to meet the identified student needs.

Teacher observations are done four times a year for each Career Teacher by the Principal, Master Teachers, and Mentor Teachers scoring exemplary, proficient and unsatisfactory rating in all indicators of the TAP Instructional Rubrics.

Pre-Conferences are given to career teachers before observations, to discuss their lesson planning and instruction. This is done for the primary purpose of providing support for the teacher's professional growth. The teacher also gives self-reflective scores of their observations. A post-conference is planned to provide teachers opportunities to self-reflect on their lesson with guidance and support from the leadership team member who conducted the evaluation.

At the post-conference, one area of reinforcement(something the teacher is doing well and should continue) and one area of refinement (and area in which improvement is needed) is selected from the TAP instructional rubric for discussion to ensure that teachers professional growth will have the maximum impact on the achievement of their students.

Ongoing Applied Professional Growth is required for the leadership team as well to assure that career teachers are effectively trained and evaluated. The leadership team is required to attend TAP Summer Institute, meeting once or twice per month at the school district of Philadelphia and the National Institute for Excellence in Teaching national conferences.

TAP provides the leadership team with a system of professional development that is ongoing, job-embedded, collaborative, student centered and led by expert instructors. Professional development topics include but not limited to twelve indicators of the instructional rubric: Standards and Objectives, Motivating Students, Presenting Instructional Content, lesson Structure and Pacing, Activities and Materials, Questioning, Academic Feedback, Grouping Students, Teacher Content Knowledge, Teacher Knowledge of Students, Thinking, and Problem Solving. These areas are used to plan professional development training, coaching, and modeling for career teachers throughout the school year.

Teacher Evaluation - Attachment

- Template for Teacher Evaluation Plan

SECTION V. GOVERNANCE REQUIREMENTS
Leadership Changes

There have been no leadership changes for the 2009-2010 school year

Board of Trustees

Name of Trustee	Office (if any)
John Stewart	President
Nina Brevard	Secretary
Donald Redmond	Treasurer
Faruq Abdul-Ghaffar	Member
Marirose Roach	Member

Professional Development (Governance)

Harambee has solidified a Board of Trustees with varying backgrounds that have served the school well. The Board held monthly meetings that included points of professional development. For each Board member, Harambee purchased the second edition of Charter School Board University "An Introduction to Effective Charter School Governance" published by the National Charter School Institute. Each meeting there was a 15-30 minute workshop on different areas of the "Board University" text for professional development purpose.

The CEO and Board Secretary also attended a Charter School leadership conference sponsored by the Pa Coalition of Charter Schools in Lancaster Pa. The focus was on Governance and Board Responsibilities.

Topics of workshop at Leadership Conference

1. Board development basics

2. Accountability

3. Legal: Special Ed Law, Sunshine Act, Right to Know and Public Officials Act

4. Board Roles & Responsibilities

5. Student Information Systems

6. Data Driven School Improvement Strategies

1.

Coordination of the Governance and Management of the School

The Board of Trustees hold monthly meetings generally on the last Monday of the month. When needed an emergency meetings may be scheduled and Sunshine Notices are published. The Administration and the Board members meet informally on an as needed basis. The Board approves all budgets, policies, procedures, hiring and dismissal of staff and the expulsion of students. The day-to-day operation is under the jurisdiction of the CEO and Principal.

Coordination of the Governance and Management of the School - Attachment

- 2010-11 Board Meeting Schedule

Community and Parent Engagement

The Board of Trustees and Harambee Administrative staff work closely with the community and parents. Harambee Institute has a very active parent counsel that is invoved with the school's monthly parent meetings. This collobration has yielded a 75% to 80% participation rate for each and every monthly meeting. These monthly meetings have specific break out seesions that target topics such as, Special Education, Conflict Resolution, and testing, just to name a few. Based on a survey conducted in our middle school(grades 6-8), we were able to identify common concerns among parents and teachers. Our Middle School Institute was developed to continue to address the needs of all students, families and the school.

Harambee is a learning institution that understands and values the important role parents play in the education of their children. Parents Taking Action (PTA) continues to take an active role in our school. The PTA serve as a liaison between the school and home for delivery of vital, time sensitive information. PTA has been and will continue to be involved in parental and staff communication via our website.Harambee's community outreach program has been able to collaborate with a variety of community agencies such as DARE, sponsored by the Philadelphia Police Department, Dr. Robbyn Alston, from BETA, and other valuable resources.

We are proud of our record of parent volunteers who will be trained in productive strategies that may be re-enforced at home. At Harambee we work to ensure that the home and the school speak the same language. We also partner with our school and parents to offer incentive programs such as Student of the Month and other programs to highlight students who demonstrate Harambee's expectations. PTA supports the efforts of parents and community agencies that work to reduce violence and anti social behaviors. Better Way, a program emplimented by a Board Members, is a one of the successful programs that is used in our school.

SECTION VI. FINANCIAL RESPONSIBILITIES

Major fund-raising activities

Harambee Institute of Science and Technology Charter School did not perform any major fund-raising activities this year nor does the Administration intend to perform any major fund-raising activities in the next school term.

Fiscal Solvency Policies

Harambee continues to maintain fiscal solvency due to a strict adherence to conservative budgeting. Harambee has consistently budgeted a financial surplus. During the last several years, Harambee has been recovering from additional educational investments that assisted in the increase of our PSSA scores. Recovery has been achieved this school year with our institution having an accumulated surplus. This surplus is mainly due to the delayed receipt of Federal Title I and ARRA Title I funds that were awarded during the latter end of the school year. The planned use of these funds has been postponed until the 2010-2011 School Year.

Accounting System

The accounting system is maintained by a Certified Accountant on QuickBooks Pro. The Pennsylvania State Chart of Accounts is the basis for the number and classification of the general ledger. The budgeting, accounting and reporting systems prepared by Harambee comply with all of the representations and disclosures required by Generally Accepted Accounting Principles (GAAP).

Preliminary Statements of Revenues, Expenditures & Fund Balances

Preliminary Statements of Revenues, Expenditures & Fund Balances - Attachment

- Revenue_Expenditures_Fund Balance 2010

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

The audit firm for Harambee is LarsonAllen. The last audit report completed was for the fiscal year 2008-2009. The school was given an unqualified opinion with three findings listed below. The fieldwork for the fiscal year 2009-2010 is scheduled for October 2010.

Finding:

At the start of the audit, a trial balance was provided and was subsequently adjusted by the client. The accounts should be adjusted prior to the start of the audit. In addition, a significant entry was made that affected the major program determination and the need for an additional program to be tested. During the performance of our audit engagement procedures, we noted several account balances with reconciling items and prior adjustments that were not adjusted to reflect their appropriate year-end balance. This is a necessary step in ensuring that financial statements are fairly stated. The adjustments are not being properly recorded throughout the year. Since the School's control policies and procedures did not prevent or detect a material misstatement of the financial statements, we concluded there is a material weakness in the School's control policies and procedures required to be reported under professional standards.

Management Response:
All accounts will be adjusted appropriately at year-end.

Finding:

In the samples of the 25 employees for each program selected under Single Audit requirements, 4 employees did not have a child abuse clearance in their files and 11 did not have the FBI fingerprint clearances in their files. Also, 2 employee files could not be located to review employee documentation for a W-4, 1-9, criminal check, child abuse clearance, and FBI fingerprint

clearance and 13 employees did not have proper termination documents in their files. In addition, a significant amount of 1-9s were not being properly completed for the signature of the employer.

Actions Planned in Response to Finding:
Policies and procedures will be implemented to ensure all proper documentation is included in all employee files and all forms have been properly signed and completed

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

- Audit Report June 30, 2009

Citations and follow-up actions for any State Audit Report

Harambee has not been cited for any State Audit Report.

SECTION VII. FACILITY RESPONSIBILITIES

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

During the 2009-2010 SY, Harambee continued to invest in furniture, equipment and leasehold improvements that facilitate the educational environment. Furniture and equipment is replaced, as needed, to accommodate increases in enrollment or wear and tear. Furniture and equipment expenditures totaled $10,655 and leasehold improvements totaled $67,272.11 for the last fiscal year.

Future Facility Plans and Other Capital Needs

Currently, Harambee does not have any future facility plans or other capital needs.

SECTION VIII. HEALTH AND SAFETY RESPONSIBILITIES

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

Harambee Institute of Science and Technology Charter School

640 North 66th Street

Philadelphia, PA 19151

Board of Trustees Policy

Wellness Policy on Physical Activity and Nutrition

The Board of Trustees of the Charter School, in combination with students, parents, administrators, faculty and staff, is committed to providing a school environment that promotes and protects children's health, well-being, and ability to learn by supporting healthy eating habits and physical activity. As a means to fostering such a school environment, the Board of Trustees of Charter School sets forth the following goals and adopts the following Wellness Policy on Physical Activity and Nutrition.

School Health Council

- The Charter School shall create a School Health Council consisting of individuals representing the community, including, but not limited to, parents, students, administrators, members of the Board of Trustees, representatives of the school food authority, and other members of the public. The School Health Council will be charged with assisting in the development, implementation, monitoring and reviewing of nutrition and physical activity goals for the school community.

- The School Health Council will assist in evaluating the implementation of the Wellness Policy on Physical Activity and Nutrition as measured and informed by data collection and analysis. This evaluation will be conducted, at minimum, biennially.

School Meals

- Any foods and/or beverages sold from vending machines, through snack lines, at student stores, celebrations, athletic events, any school-sponsored or school-related event, or for the purpose of fundraising will, to the extent practicable, meet or exceed the minimum nutrition requirements.

- The Charter School will schedule meal periods at reasonably appropriate times, and will provide students with a minimum of twenty (20) minutes to enjoy their meals. In addition, the Charter School will discourage the scheduling of meetings or activities during meal times, including, but not limited to, tutoring, club meetings and/or organization meetings, unless the students will be permitted to eat during those meetings or activities.

- The Charter School will provide facilities for appropriate hygiene, such as hand-washing and brushing of teeth.

- The Charter School will not use foods or beverages for the purpose of rewarding students for academic achievement or good behavior; unless such a reward system is specifically identified in a student's Individualized Education Program. Likewise, the Charter School will not restrict or withhold foods or beverages for the purpose of disciplining or punishing students.

- No food of limited nutritional value, as defined by federal or state law will be offered to students, faculty or staff during school hours, or at school-sponsored or school-related activities or events.

Nutrition Education

- Nutrition education will be integrated into other areas of the curriculum, such as math, science, language arts and social studies at all grade levels.

- Nutrition education will be developmentally appropriate, interactive, and will teach skills needed to adopt healthy eating behaviors.

- Nutrition education materials will be reviewed by a qualified and credentialed nutrition professional, including, but not limited to, a School Food Nutrition Specialist or Registered Dietitian.

- Faculty and staff that teach nutrition education will have appropriate training.

- Informational materials will be provided to students and families to encourage sharing of health and nutrition information, and to encourage healthy eating in the home.

- Any marketing of foods and/or beverages undertaken by the Charter School will be consistent with established guidelines and/or standards.

Physical Activity

- Physical activity will be integrated across curricula with activities that are safe, enjoyable and developmentally appropriate for all students in all grades.

- All students will be given opportunities before, after, and throughout the school day for physical activity through physical education, recess periods and integration of physical activity into the curriculum.

- Faculty and staff will be appropriately trained in integrating physical activity into the various curricular areas.

- Students will be encouraged to participate in physical activity outside of the school environment, in both competitive and non-competitive environments.

- Organized physical activity will be offered and encouraged at school-sponsored or school-related events.

- To the extent practicable, Charter School facilities will be made available to students, faculty, staff and the community for the purpose of offering physical activity and/or nutrition programs.

- Physical activity will not be used or withheld as punishment.

TO THE EXTENT THAT ANYTHING IN THIS POLICY COULD BE CONSTRUED TO CONFLICT WITH APPLICABLE STATE AND/OR FEDERAL LAWS, THE APPLICABLE STATE AND/OR FEDERAL LAWS CONTROL.

ADOPTED this _____ day of _____, 2006

_____

President

_____

Secretary

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

- Health Compliance Report 2010 - 2011

Current School Insurance Coverage Policies and Programs

Harambee currently has the following insurance coverage:

(a) Commercial General Liability:

Commercial General Liability coverage, on an occurrence basis, including Contractual Liability, with limits not less than the following: (a) $2,000,000 General Aggregate (including bodily injury, or property damage or both); (b) $2,000,000 Products — Completed Operations Aggregate; (c) $1,000,000 Per Occurrence; (d) $1,000,000 Personal and Advertising Injury; (e) $500,000 Fire Damage or Fire Legal Liability; and $5,000 Medical Expense (any one person).

(b) Automobile Liability:

Automobile coverage with limits not less than the following: $1,000,000 Combined Single Limit for all owned autos and/or hired / non-owned autos.

(c) Workers' Compensation and Employers Liability:

(i) Workers' Compensation coverage for its employees with limits not less than the statutory limits for the Commonwealth of Pennsylvania.

(ii) Employer's Liability: $100,000 Each Accident—Bodily Injury by Accident; $100,000 Each Employee-Bodily Injury by Disease; and $500,000 Policy Limit-Bodily Injury by Disease. Other states insurance including Pennsylvania.

(d) Excess / Umbrella Liability:

The Charter School shall maintain Excess / Umbrella Liability coverage in an amount not less than $4,000,000 per occurrence. The Excess/Umbrella Policy shall schedule all underlying liability coverages required under the Charter unless a separate $4,000,000 limit is maintained for Professional Liability.

(e) Professional Liability/Educators Liability/ Malpractice/Errors and Omissions Insurance

Professional Liability/Educators Liability / Malpractice/Errors and Omissions Insurance with limits not less than the following: (a) $1,000,000 General Aggregate; (b) $1,000,000 Per Occurrence. The Charter School shall obtain a Sexual Molestation and Child Abuse Endorsement.

(f) Directors and Officers Liability:

(i) The Charter School shall maintain Directors and Officers Liability Insurance in an amount not less than $1,000,000.

(g) Health including dental, prescription, and vision (comparable to the School District of Philadelphia)

(h) Long-term and short-term disability at 60% or gross wages

(i) Life insurance at one time an employee salary up to $100,000

Current School Insurance Coverage Policies and Programs - Attachment

- Acord Certificate of Insurance

SECTION IX. ADMINISTRATIVE NEEDS

Quality of Teaching and Other Staff

Harambee has consistently maintained high teacher retention. Of the twenty-six (26) teachers, twenty-three (23) were staff members last year, and only two teachers did not work the entire school term. However in light of the certification requirements for NCLB, there were several changes for the 2009-2010 school term. Harambee will meet the goal of having 100% of core subject teachers with current Pennsylvania certifications.

Quality of Teaching and Other Staff - Attachments

- PDE-414
- PDE - 414 Certification of Professional Staff 2009-2010

Student Enrollment

Student Enrollment

Harambee Institute of Science and Technology Charter School enrollment procedures can best be described as:

Parent must

- **reside anywhere in the commonwealth of Pennsylvania**
- **attend a complete series of parent orientation workshops, and**
- **attend parent and student interviews**
- **agree to attend all school conferences and parent meetings**

Student must

- **have proof of immunization, and**
- **eligible for kindergarten through 8th grades**
- **(*note: a child must be 5 years old on or before September 1st to eligible for kindergarten)**

Harambee Institute does not discriminate based on race or ethnicity, nor do we deny admittance based on gender or special needs. Any parent and child that meet the criteria listed above are eligible for enrollment. Furthermore, our facility and hiring practice meets all state and local requirements.

Both kindergarten and 1st grade is offered at Harambee Institute Charter School. The admission policy for each grade is based on availability. A Public Lottery is conducted to select students for available slots.Parents enroll in parenting seminars (2 sessions). The family interview serves as the application process. If space is available, the child is registered. The age requirement for Kindergarten is 5yrs old by September 1st, of the current school year.

Enrollment History as of June 1, 2009 by grade level:

	Start	**Added**	**Withdrew**	**Finished**	**Due in Sept 09**
Kindergarten	40			40	40
1	48	2	1	49	54
2	53			53	71
3	46	2		48	54
4	54	1	3	52	54
5	51	3		54	54
6	54		10	44	54
7	43	2	1	44	54
8	51	2		53	50

442	15	18	439	485

The number of students who left at the requirement of the school is:

Graduates	**65**	**left voluntarily**

The daily attendance rate at Harambee Institute of Science and Technology Charter School is around 95%. Children come to school because we offer a safe environment where they can learn and grow. Our student retention is high because of our commitment to parental / guardian involvement, the accessibility of our principal CEO to work with families in crisis. All of these interventions have helped maintain a low 4% turnover rate which is primarily due to families relocating to another part of town or another city.

Student Enrollment - Attachment

- Student Parent Handbook

Transportation

During the 2010 - 2011 school year the School District of Philadelphia provided busing service for Harambee Institute students. Busing is provided for students in grades 1 through 6 who live more than a mile and a half away from the school. Transportation is also available for students with disabilities in accordcance with their IEP. This mileage and disability requirement is in accordance with state and local regulations. Students in 7th and 8th grade who live more than a mile and a half away from school receive student transpasses. These passes allow student unlimited access on SEPTA on school days from 6:00 am - 7:00 pm.

Food Service Program

The families at Harambee have diverse nutritional needs and as a result, we selected to participate in a state sponsored school and summer Kosher Food Program. Our After school and Saturday programs received a nutritional breakfast and box dinner provided by the C.B.S. Food Program.

Student Conduct

The goal of the administration and faculty is to help each student achieve success both in his/her studies and in his/her growth and development as a person.

Each student has responsibilities toward reaching this goal. To help clarify these responsibilities, the attached **Code of Good Conduct** is enforced to facilitate each student's ability to achieve academic and personal growth. The Code of Good Conduct clearly outline the expectations for student behavior and discipline. The dicipline policy complies with Charter 12 of the 22 Pennsylvania Code. Student and parents/guardian due process rights were extracted from the law.

Student Conduct - Attachment

- Code of Conduct

Signature Page

Assurance for the Operation of Charter School Services and Programs

School Year: 2010

The Philadelphia Harambee Inst 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**

2009 - 2010 Annual Report for Pennsylvania Charter Schools

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 Philadelphia Harambee Inst 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: Masai Q. Skief **Title:** Chief Executive Officer
Phone: 2154728770 **Fax:** 2154721627
E-mail: Skief@Histcs.org

_____ _____

Signature of the Chief Executive Officer and Date

Identify the charter school's President of the Board of Trustees.
Name: John R. Stewart **Title:** Board President
Phone: 2154728770 **Fax:** 2154721627
E-mail: Skief@Histcs.org

_____ _____

Signature of the President of the Board of Trustees and Date

Identify the charter school's Special Education Contact Person.
Name: Amira Y. Hill **Title:** Special Education Coordinator
Phone: 2154728770 **Fax:** 2154721627
E-mail: Skief@Histcs.org

_____ _____

Signature of the Special Education Contact Person and Date

Signature Page - Attachment

- Assurance & Signature Page 09-10