
Pennsylvania Department of Education



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

Charter Annual Report
Tuesday, May 07, 2013
(Last Accepted: Friday, July 27, 2012)

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
2011 - 2012

Name of School: Philadelphia Harambee Inst CS

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

Length of Charter: June 2016 (5 Years) **Opening Date:** September 1997

Grade Level: K - 8 **Hours of Operation:** 8:00 to 3:30

Percentage of Certified Staff: 75% **Total Instructional Staff:** 33

Student/Teacher Ratio: 15/1 **Student Waiting List:** 180

Attendance Rate/Percentage: 92%

Summary Data Part II

Enrollment: 485 Per Pupil Subsidy: Regular Ed \$8,773.03 / Special Ed \$19,422.86

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:
90

Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December: 50

Instructional Days and Hours

Number of: K (AM) K (PM) K (F.Time) Elem. Middle. Sec. Total

Instructional Days	na	na	183	183	183	na	549
Instructional Hours	na	na	1281	1281	1281	na	3843

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 largely from the West Philadelphia area.

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 in 1972, 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 at large.

Mission Statement: "Education for Self-Reliance"

Vision

Harambee envisions an empowered community that both controls its resources and shapes its 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 our activities and programs. This model is based on the conviction that when education and service take place in an appropriate cultural environment, an 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) and the Virtues/Rules of Ma'at. 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 Harambee Institute of Science and Technology Charter School (HISTCS) can best be described as a culturally-based model designed to reshape the Science and Technology experiences of children during their first nine 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 & Communities, 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 state of Pennsylvania are presented through culturally responsive themes. By doing this, we satisfy the 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

Harambee has many strengths that may only be evident if one visits our building or website and can see our:

STEM Scholars: Robotics, Remote control cars, Sea Perch, Cell Phone Apps, Breast Cancer Screening Device, Kites, First Lego League, Online Language Courses

Performing Arts: Drumming, Choir, African Dance, Poetry, Art Publishing, Storytelling, Acting

Athletics: Basketball, Flag Football, Cross country, Track and Field, Cheerleading

There is also strength in our supplemental programs:

After School

Summer

Saturday

At these times our students get the additional support that is needed in order to become proficient in the areas of our curriculum that they may be lacking in. This is a large reason why our Math scores have nearly doubled from 33% to 63% proficiency over a 4yr period and our reading scores have increased from 41% to 67% over that same period.

Our challenge over the past couple of years is to move past our 60s% proficiency in Math and Reading. We want our students to perform at 85% and above proficiency in the subject areas. We have also struggled with finding an appropriate time to expose our students to all of the Science standards in particular grades and at the same time ensure that Science remains a project based and hands-on subject, which typically requires more time devoted to a particular standard.

Finally we aren't clear on why there are a list of standards that are expected to be mastered during a school year, but they are assessed at least 3-4 months prior to the year being over. This creates a scenario where teachers may feel like their instructional year is over after the PSSA has been administered.

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 6/15 - 8/24. 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 & Caren Ishmael with final Board of Trustees approval
- Students: Renee Whitby, Jamal Davis, Danielle Robinson
- Instruction: Supported by Janee Ford (Reading), James Watts (Math) Caren Ishmael (Science and Overall)
- Community Relations and Outreach: Masai Skief, Dayna Tolbert, PTA
- Governance and Board Management: John Stewart, Masai Skief
- Accountability: Board, Masai Skief, Caren Ishmael
- Financial Planning and Management: Thornton Group, Masai Skief, James Caldwell, Donald Redmond

•Facilities: Masai Skief, Mark Burden, Stanley Bates, B&G Company

Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Ford, Janee	Reading Specialist	Regular Education Teacher	Masai Skief/CEO
Hill, Amira	Special Education Coordinator	Special Education Representative	Masai Skief/CEO
Ishmael-McKnight, Caren	Chief Academic Officer	Administrator	Masai Skief
Knox-McDowell, Khafi	Financial Officer	Business Representative	Masai Skief
Reason, Marc	Teacher	Elementary School Teacher	John Skief
Skief, Masai	CEO	Administrator	Board
Watts, James	Math Specialist	Administrator	CEO

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 PDE Core Curriculum

Description: Harambee Charter School will revise the Pennsylvania Department of Education Core Curriculum 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 continues to revise a culturally enhanced curriculum adopted in school year 2011-2012. 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 and Lincoln Interactive will be mapped onto the curriculum.

Person Responsible Timeline for Implementation Resources

Stephens, Damaas	Start: 9/1/2010	-
	Finish: Ongoing	

Status: Not Started — Overdue

Goal: Lower the incidence of discipline infractions by 50%

Description: Implement Stop, Think and Act Conflict Resolution Program which will include Ma'atic Development and a restorative justice model for all students especially for middle school. Develop Student Leaders Program along with Student Support Services.

Strategy: School and Family Involvement

Description: Establish ongoing interventions for students who consistently demonstrate inappropriate behaviors. Also utilizing monthly parent meetings to address strategies for families in crisis.

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 safety plan of the institution.

Person Responsible Timeline for Implementation Resources

Ishmael-McKnight, Caren	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 constructive ways.

Person Responsible Timeline for Implementation Resources

Ishmael-McKnight, Caren 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

Ishmael-McKnight, Caren 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 previous PSSA / Acuity 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

None Selected	Start: 1/1/2007	-
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: Beyond School Day Tutorial Support for Students

Description: Students identified that are not at the proficiency level in Math and/or Reading will participate in the After School Enrichment Program throughout the week.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 1/1/2007	-
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: Differentiated Instruction 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

Ishmael-McKnight, Caren	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, 4Sight Assessment or Acuity 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

Ishmael-McKnight, Caren	Start: 1/1/2007	-
	Finish: Ongoing	

Status: Not Started — Overdue

Goal: READING

Description: At least 72% of all students will be proficient in Reading, as measured by the annual state-wide PSSA assessments.

Strategy: Increase Literacy Instruction

Description: Balanced Literacy Approach Program will be implemented throughout the school from Grades K-8 with a focus on Small Group Instruction for remedial and enrichment practice.

Activity: Computer Based Literacy Instruction

Description: Study Island Computer Based Literacy Program integrated as part of daily Reading Instruction.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 1/1/2007	-
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: Literacy Specialist

Description: Literacy Specialist Coordinator appointed to supervise, monitor and assess the day to day Balanced Literacy Program implemented in the classrooms.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 1/1/2007	-
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: Local Standardized Assessment

Description: 4 Sight Assessment administered every six weeks to measure students academic progress in Math and Reading in alignment with the state wide PSSA.

Person Responsible Timeline for Implementation Resources

None Selected	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: Administrative staff will be responsible for calling homes of absent students with the assistance of voice calling technical assistance. Parental conferences will be scheduled for students whose attendance fall belows 90%

Activity: Daily Attendance

Description: Classroom teacher and administrative 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

None Selected	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: Attendance during testing times will be closely monitored with daily calls to parents.

Activity: Daily attendance monitoring

Description: Testing coordinator and administrative staff will closely monitor daily attendance and make calls, utilize call technology or home visits as needed

Person Responsible Timeline for Implementation Resources

None Selected	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**

7/30/12---Masai we should attach the Curriculum Partners information..

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 is a 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. Also, in the area of RELA, we have adopted the Comprehensive Literacy program. In this curricular methodology, a variety of literacy modalities are utilized. The teacher implements a well balanced comprehensive program characterized by explicit instruction and authentic assessment.

Periodically there is an evaluation of the effectiveness of HISTCS overall instructional plan. Based on the results from this internal evaluation and student progress, we are able to determine the success of our academic policies. This also allows us the opportunity to identify any academic areas that need to be addressed.

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 includes; selecting a theme, writing an overview, identifying instructional resources, organizing the subject matter, arranging the classroom environment, planning a closing event, and assessment.

HISTCS's high expectation for student to achieve is embedded in our school environment. Every student is made aware of what is expected of them and how they will be supported to reach each goal. The criteria used to measure the academic success of HISTCS is student achievement, teacher performance and school climate. In order to fully integrate this process, teachers at HISTCS provide a structured, warm, and accepting environment. Students can freely engage in learning activities that are developmentally appropriate and relate to their interests, needs and abilities.

For students that are not making academic progress or possessing special needs, teachers engage students using various methods. One of those methods is Differentiated Instruction. The pacing of the instruction is adjusted to allow students to have a better chance of mastering the content. Teachers also engage students in the lessons through collaborative and cooperative learning. Periodically monitoring their progress to provide prompt feedback.

Some research supports the theory that when academic content is relevant, students are more likely to be engaged. When students are engaged it increases their motivation to learn. At Harambee, teachers help students to develop concrete understanding by integrating content with real life experiences. This approach appears to be more successful than simply teaching unrelated and separate disciplines.

To assure that the needs of all students are met, the data from state test is used to determine the areas in which we can deliver enrichment and remediation. HISTCS offers a comprehensive enrichment program. Students in grades Kindergarten through 8th have access to an afterschool tutorial and homework support program. A Saturday Enrichment Program is also available to those students who are performing basic and below basic in the areas of reading and mathematics. Non traditional teaching strategies are used to reinforce needed classroom skills in a hands-on creative way.

HISTCS supports the development of conceptual knowledge using a curriculum in which disciplines are intergraded and instructional techniques are socially interactive. Students are exposed to cooperative learning that incorporates problem-based and project centered activities, utilizing peer tutoring and cross-age teaching.

HISTCS continues to improve on our existing curriculum. The addition of the of PA Common Core along with our existing curriculum will allow academic instruction to be more focused and student achievement greater.

Rigorous Instructional Program - Attachments

- Staff
- Professional Development Plan
- Teacher Induction Program

English Language Learners

For 2011 - 2012 Harambee Institute of Science and Technology Charter School did not have any ELL students. Please refer to attachment for the policy and procedures should we ever admit an ELL student.

English Language Learners - Attachment

- English Language Learners

Graduation Requirements

Harambee Charter School does not graduate students.

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

- Harambee Special Education Plan 2011-2012

Special Education Program Profile - Chart I

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
Kinshasa Rodgers	1.00	Learning Support	Harambee 28		4-8
Marrice Williams	1.00	Learning Support	Harambee 25		5-7
Edwin Santana	1.00	Learning Support	Harambee 21		4-8
Amira Y. Hilll	.25	Emotional Support	Harambee 2		K-8
Shayla Pole	1.00	Learning Support	Harambee 21		K-3

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	.25
Marrice Williams, Certified Special Education Teacher	Harambee	1.00
Brittney Lawrence, Para Educator	Harambee	1.00
Diona Robinson, Para Educator	Harambee	1.00

Linda Mahdi, Para Educator Harambee 1.00

Edwin Santana, Certified Special Education Teacher Harambee 1.00

Kinshasa Rodgers, Certified Special Education Teacher Harambee 1.00

Shayla Pole, 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

Premier Health Systems, Inc School Psychologist .75

OTR, Inc Occupational Therapy .25

PTSD Speech Therapy .50

Center on Central Social Skills .25

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 Yes Yes Yes

4Sight Benchmarks No No No Yes Yes Yes

Study Island No No Yes Yes Yes Yes

Student Assessment - Secondary

Test/Classification 6 7 8 9 10 11 12

PSSA Yes Yes Yes No No No No

PASA Yes Yes Yes No No No No

4Sight Benchmarks Yes Yes Yes No No No No

Study Island Yes Yes Yes No No No No

Student Assessment

HISTCS currently utilizes two internal formative student assessments, Study Island and 4Sight. Both assessments provide data that is used to inform professional development which supports student achievement.

Study Island

Study Island is a web-based state assessment preparation and standard 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.

Students simply log onto Study Island from any Internet connection. Teachers assign each student's specific academic skills to review. Those skills are built from the Pennsylvania Academic Standards/Assessment Anchors/Eligible Content. The topics contain straightforward lessons 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.

4Sight

In the 2010-2011 school year Harambee Institute incorporated 4Sight testing as one of our highly effective diagnostic tools. 4Sight assessments are quarterly benchmark assessments in Reading and Math for grades 3-8. This Curriculum Based Measurement (CBM) parallels the PSSA blueprint and provides a prediction of student's PSSA performance. 4Sight also provides diagnostic information on PA Standards and specific sub-skills to guide classroom instruction and professional development.

Students were given an initial assessment (benchmark), that is then used to chart progress over a series of six (6) week intervals. This process allowed teachers to identify specific content areas that students may need additional academic support. Teachers also have the ability to make any adjustment or remediation in instruction based on 4Sight results.

4Sight is designed to be useful to both school leaders and teachers. Each student's strength and weaknesses can be quickly determined in the form of detailed reports that are generated by the data.

Based on the positive feedback from teachers, HISTCS plans to continue to use 4Sight assessment this upcoming school year to provide individual academic information to support instruction.

Student Assessment - Attachment

- Raw Data PSSA 2011-12

Teacher Evaluation

HARAMBEE WALIMU INCENTIVE PROGRAM

IN THE 2011-2012 SCHOOL YEAR HARAMBEE INSTITUTE OF SCIENCE & TECHNOLOGY CHARTER SCHOOL WILL CONTINUE TO IMPLEMENT A TEACHER EVALUATION PROGRAM ENTITLED 'THE WALIMU(TEACHER) INCENTIVE PROGRAM. THE HARAMBEE WALIMU INCENTIVE PROGRAM IS A PERFORMANCE-BASED PROGRAM CONSISTING OF ONGOING STAFF DEVELOPMENT THROUGH ADMINISTRATIVE COACHING AND IS AN ESTABLISHED COMPENSATION SYSTEM THAT WILL PROVIDE WALIMU (CLASSROOM TEACHERS AND PARA EDUCATORS) INCENTIVES THAT ARE TIED DIRECTLY TO STUDENT ACHIEVEMENT GROWTH AND CLASSROOM EVALUATIONS.

THE PURPOSE OF THE WALIMU INCENTIVE PROGRAM IS TO PROVIDE TEACHERS THE OPPORTUNITY TO BECOME MORE EFFECTIVE THROUGH THE CONTINUOUS PRACTICES AND DEMONSTRATION OF THE INSTRUCTIONAL RUBRIC AND COMMUNICATION WITH ASSIGNED COACHES. TEACHERS ARE PROVIDED OPPORTUNITIES TO LEARN SUCCESSFUL TEACHING STRATEGIES AND ARE HELD ACCOUNTABLE FOR THEIR PERFORMANCE. THE INSTRUCTIONAL RUBRIC WILL MEASURE TEACHING SKILLS AND KNOWLEDGE AND ARE A DEFINED SET OF PROFESSIONAL INDICATORS THAT ARE REQUIRED FOR ALL EFFECTIVE TEACHERS. IT IS VERY IMPORTANT AND ESSENTIAL THAT ALL WALIMU (TEACHERS) DEVELOP A CLEAR IN-DEPTH COMPREHENSION OF HOW THE PERFORMANCE OF TEACHERS WILL BE MEASURED USING THIS RUBRIC.

THE GOAL OF THE PROGRAM IS TO HAVE MASTER TEACHERS IN EVERY CLASSROOM AND TO ACHIEVE STUDENT GROWTH. THIS CAN ONLY BE ACCOMPLISHED IF TEACHERS ARE WILLING TO GIVE 110% TO EDUCATING OUR CHILDREN EACH AND EVERYDAY, BE RECEPTIVE TO THE SUPPORT AND STAFF DEVELOPMENT PROVIDED, IMPLEMENT INSTRUCTIONAL STRATEGIES AND APPLY THE INSTRUCTIONAL RUBRIC INDICATORS THAT WILL LEAD TO STUDENT ACHIEVEMENT GAINS.

TEACHER INCENTIVE COMPENSATION WILL BE BASED ON FOUR (4) AREAS: FORMAL OBSERVATIONS (3 PER YEAR, 1 PER REPORT PERIOD), PROFESSIONALISM (OVERALL ATTENDANCE, PUNCTUALITY), ABILITY TO MEET DEADLINES (LESSON PLANS, GRADE BOOKS, COMMUNICATION WITH PARENTS), STUDENT ACHIEVEMENT (MONITORED BY SCHOOL WIDE 4 SIGHT ASSESSMENTS & ANNUAL PSSA ASSESSMENTS).

THE CLASSROOM & RESOURCE TEACHER COMPENSATION WEIGHT CATEGORY IS AS FOLLOWS:

OBSERVATIONS 0%		5
STUDENT ACHIEVEMENT	25%	
PROFESSIONALISM 0%		1
DEADLINES <u>5%</u>		<u>1</u>
TOTAL 100%		

PARAEDUCATORS COMPENSATION WEIGHT CATEGORY IS AS FOLLOWS:

OBSERVATION OF SMALL GROUP INSTRUCTION ENGAGEMENT	50%	
DEMONSTRATION LESSONS		25%
PROFESSIONALISM 10%		
FOLLOWING SCHEDULE & ESCORTING OF CLASSES	<u>15%</u>	
TOTAL	100%	

INFORMAL OBSERVATIONS WILL BE ONGOING AND A PART OF THE COACHING SUPPORT PROCESS. THE FORMAL OBSERVATION PROCESS WILL CONSIST OF SCHEDULED PRE-CONFERCING AND POST CONFERCING. ALL OBSERVATIONS WILL BE CONDUCTED BY ADMINISTRATION AND WILL BE USED AS PART OF THE INCENTIVE COMPENSATION SYSTEM

OBSERVATION WINDOW SCHEDULE

1ST WINDOW — OCTOBER, 2011 - DECEMBER, 2011

2ND WINDOW — JANUARY, 2012 — MARCH, 2012

3RD WINDOW — APRIL, 2012 — JUNE, 2012

WALIMU

INSTRUCTIONAL & CLASSROOM ENVIRONMENT

RUBRIC

INSTRUCTIONAL PLANS (IP)

- **ARE ALIGNED TO STATE STANDARDS**
- **ARE RELEVANT TO WATOTO LIVES**
- **ARE VISIBLE AND SHOWS EVIDENCE THAT THE PLAN PROVIDES REGULAR OPPORTUNITIES TO ACCOMMODATE INDIVIDUAL WATOTO NEEDS**
- **PROVIDE APPROPRIATE TIME FOR STUDENT WORK, STUDENT REFLECTION, AND CLOSURE**

ASSESSMENT (A)

- **HAVE CLEAR MEASURABLE CRITERIA**
- **MEASURES WATOTO PERFORMANCE IN VARIOUS WAYS (PRESENTATION, PROJECTS, QUIZZES, OPEN-ENDED, 4 SIGHT, STUDY ISLAND)**
- **PORTFOLIO —BASED WITH CLEAR ILLUSTRATIONS OF STUDENT PROGRESS**
- **SHOULD INCLUDE DESCRIPTIONS OF HOW RESULTS WILL BE USED TO DIFFERENTIATE FUTURE INSTRUCTION**

EXPECTATIONS (X)

- **WALIMU CREATES LEARNING OPPORTUNITIES WHERE ALL STUDENTS WILL EXPERIENCE SUCCESS**
- **WALIMU ENCOURAGES WATOTO TO LEARN FROM MISTAKES**
- **WATOTO TAKES INITIATIVE AND FOLLOW THROUGH WITH THEIR OWN KAZI (WORK)**

- **WALIMU OPTIMIZES INSTRUCTIONAL TIME, SETS HIGH AND DEMANDING ACADEMIC EXPECTATIONS FOR EVERY WATOTO**

CLASSROOM MANAGEMENT (CM)

- **WALIMU ESTABLISHES PRINCIPLES FOR LEARNING AND CONDUCT**
- **WALIMU USES VARIOUS STRATEGIES AND INTERVENTIONS TO ADJUST BEHAVIOR**
- **WATOTO ARE RESPECTFUL AND WELL-BEHAVED**
- **WATOTO FOLLOWS INSTRUCTIONS AND DIRECTIONS**

CLASSROOM CULTURE (CC)

- **WATOTO ARE FRIENDLY AND WELCOMES STAFF AND GUESTS**
- **RESOURCE MATERIALS AND SUPPLIES ARE EASILY ACCESSIBLE**
- **WATOTO WORK IS DISPLAYED AND CHANGES FREQUENTLY**
- **CLASSROOM IS ARRANGED TO PROMOTE AND ACCOMMODATE INDIVIDUAL AND GROUP LEARNING**
- **WALIMU/WATOTO INTERACTIONS DEMONSTRATE CARING AND HESHIMA (RESPECT) FOR ONE ANOTHER**
- **WALIMU ARE RECEPTIVE TO THE INTERESTS AND OPINIONS OF ALL WATOTO**

STANDARDS AND OBJECTIVES (S)

- **LEARNING OBJECTIVES AND STANDARDS ARE VISIBLE AND/OR CLEARLY COMMUNICATED**
- **LEARNING OBJECTIVES ARE CONSISTENT WITH WHAT WATOTO HAVE PREVIOUSLY LEARNED AND KNOW FROM PERSONAL LIFE EXPERIENCES**
- **PERFORMANCE EXPECTATIONS ARE CLEAR, DEMANDING AND ELEVATED (HIGH)**
- **CLEAR EVIDENCE IS PRESENT THAT WATOTO DEMONSTRATES MASTERY OF THE OBJECTIVE**

PRESENTATION (PR)

- **WALIMU MODELS TO WATOTO TO DEMONSTRATE HIS OR HER PERFORMANCE EXPECTATIONS**
- **CONTENT INCLUDES VISUALS THAT ESTABLISH THE PURPOSE OF THE LESSON**
- **PRESENTATION OF CONTENT INCLUDES INTERNAL SUMMARIES OF THE LESSON**
- **CONTENT IS RELEVANT AND NOT CONFUSING**

PACING (P)

- *LESSONS BEGINS PROMPTLY*
- *STRUCTURE OF LESSON IS CLEAR WITH A BEGINNING, MIDDLE AND END AND A TIME FOR REFLECTION*
- *PROVIDES OPPORTUNITIES FOR INDIVIDUAL WATOTO WHO PROGRESS AT DIFFERENT LEARNING RATES*
- *INSTRUCTIONAL TIME IS NOT LOST DURING TRANSITIONS*

QUESTIONING & FEEDBACK (QF)

- *QUESTIONS ARE CONSISTENTLY SEQUENCED WITH ATTENTION TO INSTRUCTIONAL GOALS*
- *WALIMU QUESTIONS ARE HIGH QUALITY AND VARIED ; KNOWLEDGE AND COMPREHENSION, APPLICATION AND ANALYSIS, CREATION AND EVALUATION*
- *REGULARLY REQUIRE ACTIVE RESPONSES*
- *BALANCE OF VOLUNTEER AND NON-VOLUNTEER WATOTO ARE CALLED ON*

WALIMU KNOWLEDGE OF CONTENT (KC)

- *WALIMU DEMONSTRATES AND DISPLAYS EXTENSIVE CONTENT KNOWLEDGE OF THE SUBJECT HE OR SHE TEACHES*
- *WALIMU IMPLEMENTS A VARIETY OF INSTRUCTIONAL STRATEGIES TO ENHANCE WATOTO CONTENT KNOWLEDGE*
- *WALIMU HIGHLIGHTS KEY CONCEPTS AND IDEAS AND USES THOSE CONCEPTS AND IDEAS AS BASIS TO CONNECT TO OTHER POWERFUL IDEAS*
- *LIMITED CONTENT IS TAUGHT TO WATOTO IN SUFFICIENT DEPTH TO ALLOW FOR THE DEVELOPMENT OF UNDERSTANDING*

HISTCS On-Going Professional Development

***Special Education**

Response to Intervention(RTI)

Diffentiated Instruction

Inclusion

***Instructional Techniques**

African Centered Instructional Approach

Thematic Based Instruction

Small Group Instruction(SGI)

Differentiated Instruction

Balanced Literacy

Singapore Math Method

OLD ANSWER

Main Features of school's teacher evaluation plan

1. Classroom Management
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 - Vice Principal

Renee Whitby - Lead Teacher

Janee Ford - Balanced Literacy Coordinator

Amira Hill - Special Education Coordinator

Research has shown that teacher quality is the most important school-related factor affecting student achievement. HISTCS's three year involvement with the Teacher Advancement Program (TAP) has provided the administration with a foundation that supports 'keeping the children in the center. 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.

Administrators and Departmental Coordinators 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.

Administrative and Departmental Team Meetings 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 monthly utilizing researched-based and student centered strategies to meet the identified student needs.

Teacher observations are done three times a year for each Career Teacher by the Principal and respective administrators 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

- TEACHER EVALUATION REPORT

**SECTION V. GOVERNANCE REQUIREMENTS
Leadership Changes**

There has been a removal to Harambee's Board of Trustees in 2011-12:

Dr. Jamie Bracey: Member

Board of Trustees

Name of Trustee Office (if any)

John Stewart	President
Nina Brevard	Secretary
Donald Redmond	Treasurer
Marirose Roach	Member
Masai Skief	Ex-Officio

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 attended the National Charter School conference and attended workshops that covered the following areas:

Topics of workshop at Leadership Conference

1. Board development
2. Staff and student accountability
3. Legal: Special Ed Law, Sunshine Act, Right to Know and Public Officials Act
4. Board Roles & Responsibilities
5. Student Information Systems
6. Technology Solutions

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 meeting 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

- 2011-12 Board Meeting Dates (Harambee)

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 involved with the school's monthly parent meetings. This collaboration has yielded

a 75% to 80% participation rate for each and every monthly meeting. These monthly meetings have specific break out sessions 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, OIC, 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.

Harambee Institute of Science and Technology Charter School(HISTCS) continues recognizes the importance of actively engaged parents and community. Research supports the fact that when parents/community are effectively engaged in the school expereince of a child, that child perfms better. Based on that information, HISTCS has adopted the following parent and community engagement goals.

Goal 1: Improve overall parent involvement

Goal 2: Establish and maintain an active PTA and engagment program

Goal 3: Estalish and Sustain viable partnerships with various community agencies.

Gaol 4: Evaluate the effectiveness of the HISTCS Parent and Community Engagement Policy

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. Next school term Harambee Institute of Science and Technology Charter School intends on embarking on several fundraising endeavors.

A grant writing team has been established and a detailed fundraising plan is being created to include individual and corporate giving. Our 10-10-10 program is the team's first major endeavor. Through the 10-10-10 program, we challenged each Harambee family to recruit 10 donors who will pledge \$10 per month for 10 months. Through this program Harambee's goal is to raise \$450,000.

During the course of this school year other fundraising endeavors will be implemented they will include parents and students in the planning as well as execution processes.

Fiscal Solvency Policies

Harambee adheres to strict conservative budgeting which results in a financial surplus. Financial statements are prepared and reviewed monthly. This school term Harambee has encountered several unexpected issues that have directly affected its financial position. Unanticipated legal fees and building maintenance expenditures have directly affected the economic standing of the institution. A plan has been put in place to address this shortfall in order to pull out of this deficit within 3 years.

Accounting System

The accounting system is maintained by a Master Degreed Accountant on QuickBooks Premier. 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

- Preliminary Statement of Revenues, Expenditures & Fund Balances 2010-11

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

The audit firm for Harambee is J. Miller and Associates. The last audit report completed was for the fiscal year 2010-2011. The school was given an unqualified opinion with no findings. The fieldwork for the fiscal year 2011-2012 is scheduled for October 2012.

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

- Audit as of June 30, 2010

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 2011-2012 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.

Future Facility Plans and Other Capital Needs

As the enrollment numbers continued to increase, Harambee Charter School needed to secure additional instructional office space. Harambee has acquired an external modular unit to house up to two additional classrooms. The acquisition will also require purchase of furniture, allowance for technology infrastructure availability and student and staff computers. All acquisitions are secured utilizing proper purchasing and bidding guidelines.

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 \$10,000 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: \$1,000,000 Each Accident—Bodily Injury by Accident; \$1,000,000 Each Employee-Bodily Injury by Disease; and \$1,000,000 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 Harambee 081011

SECTION IX. ADMINISTRATIVE NEEDS Quality of Teaching and Other Staff

Harambee continues to maintain a high teacher retention. *In our 2011-2012 school year, 28 of our original professional staff of 31 returned. All staff members participate in a series of professional development workshops that focus on the quality of teaching. At Harambee, we strongly believe that student achievement is directly connected to teacher quality. We are committed to establishing and maintaining a 100% certified professional staff.*

Quality of Teaching and Other Staff - Attachments

- PDE-414
- PDE - 414 Certification of Professional Staff 2009-2010
- form 414 August 2012

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, 2012 by grade level:

FINISHED	STARTED DUE IN 2012	ADDED	WITHDREW
-----------------	--------------------------------	--------------	-----------------

KINDERGARTEN		40		60	
	40				
1ST			49		1
	50			56	
2ND			48		
	48			56	
3RD			42		1
	43			56	
4TH			59		
1		58			56
5TH			51		3
	54			56	
6TH			42		5
1		46			56
7TH			50		
	50			56	
8TH			49		1
	50			56	
TOTAL			442		11
2		439			508

THE NUMBER OF STUDENTS WHO LEFT AT THE REQUIREMENT OF SCHOOL IS: 8TH GRADE GRADUATES 50 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 2011-2012 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 accordance 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 have a lunch program where some students bring lunch from home and others participate in the National School Lunch Program (NSLP). The NSLP is a state-funded program that provides schools with children ages 4-18 with two daily meals. Eligibility for free, reduced, or paid meals is determined by family income. For those families that have decided to receive school lunch, Harambee has selected to participate in a state-sponsored school and summer Kosher Food Program. C.B.S. (cbsfoodprogram.com) is our food provider.

The C.B.S. program is a Pennsylvania state-funded program established in 2001. It provides nutritious meals to Day Care Centers, Schools, After School programs, and Non-Profit children's programs. Meals include: breakfast, lunch, dinner, and snack. Milk and juice is provided with all meals.

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 outlines the expectations for student behavior and discipline. The discipline 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: 2012

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
2011 - 2012 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 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: BStewart@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: AYHill@Histcs.org

Signature of the Special Education Contact Person and Date

Signature Page - Attachment

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