
Pennsylvania Department of Education



COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF EDUCATION
333 MARKET STREET
HARRISBURG, PA 17126-0333

Charter Annual Report **Tuesday, October 09, 2007**

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SECTION I. EXECUTIVE SUMMARY

Organization Description

Khepera Charter School began its third year September 2006 with students from grades kindergarten through eighth. Currently, we serve approximately two hundred seventy-five students, 100% of whom are of African descent. This is synchronistic with the African Centered philosophy and pedagogical approach adopted by the founders of the school. The vast majority of

students are African American, other students of African descent include; Continental Africans, African Caribbean and Latino students. While the school is located in the Mt Airy section of Philadelphia, the majority of the students come from other neighborhoods in the city, particularly the Germantown community. Nearly nine percent of the students receive Special Education services; 75% are eligible for and participate in Title I services and are eligible for the Free and Reduced Lunch Program.

Khepera School is governed by an activist board of educators, community members, and business persons. The board of Khepera provides strong leadership and demonstrate its commitment and dedication to the mission and vision of the school throughout the year. Khepera teaching staff consists of members of Khepera's founding coalition, parents, community members and educators from several countries and states throughout the United States. Khepera's staff represents a blend of seasoned educators and energetic novice teachers. Khepera's has a staff of 31 staff members all under the day to day oversight of the Chief Administrative Officer.

Core Purpose

Mission

Khepera Charter School's mission is to create exceptional learners and leaders by closing the academic achievement gap attributed to race, gender and economic class. In keeping with this mission Khepera utilizes the culture and history of its students to inspire a commitment to excellence in character, in scholarship, and in citizenship. Khepera Charter School stresses excellence in scholarship and gives particular attention to building capacities in the critical literacies of language arts, numeracy, science, and technology. Excellence in character is cultivated through the use of traditional African and African American value systems. Excellence in citizenship is developed through service to family, community, the environment, and the world.

Vision

Khepera is dedicated to the adage which underscores our mission: "Education is our passport to the future, for tomorrow belongs to people who prepare for it today." Khepera is committed to fostering the emergence of capable, caring, character-rich children who love learning, respect scholarship, build healthy families and communities; are self-reliant and resilient, are good stewards of the earth, work harmoniously across cultures and are committed to establishing a healthy peaceful world.

Shared Values

In pursuit of academic and cultural excellence, Khepera Charter School adopts a culturally based value system that guides the behavior of staff, students, trustees, and community members. This value system utilizes elements of the traditional value systems as embodied in the ethical code of Nguzo Nane and the Kemetic Principles of Djehuty and Maat. These value systems are inculcated through a system of rites, rituals and responsibility; and are infused throughout the curriculum. The principles of Djehuty govern habits of the mind and entail a devotion to scholarship and the pursuit, production, and application of knowledge in the letters, the sciences, and technologies. In this system of thought, learning is for the purpose of recreating a world governed by the Principles of Maat where no child, youth, and adult is left behind. These virtues include order, balance, harmony, righteousness, truth, reciprocity and justice. These pivotal values are further reflected in a defined code of conduct known as the Nguzo Nane, which governs community interaction and provides the foundation for building a healthy harmonious collective. The Nguzo Nane identifies eight essential principles. They are: 1) Heshima (Respect), Umoja (Unity), Kujichagulia (Self-Determination), Ujima (Collective

Responsibility), Ujamaa (Cooperative Economics), Nia (Purpose), Kuumba (Creativity) and Imani (Faith)

Academic Standards

Khepera's Charter School curriculum is aligned with the Pennsylvania Standards in all content areas from K-8. Khepera utilizes an enhanced version of the School District of Philadelphia's Core Curriculum in order to insure that instruction is both standard's driven, academically rigorous, and culturally responsive. Particular emphasis is placed in meeting world class standards in the areas of language arts, numeracy, science, and technology. In order to accomplish this, the school is organized to insure daily that there are 135 minutes of literacy instruction, 90 minutes of numeracy instruction, and at least 2 periods of computer assisted literacy and numeracy instruction. In addition, there is a school wide focus on environmental stewardship and cultural competence. To this end, extended day and extended year programming have been implemented to move students forward in mastering the eligible content, assessment anchors, performance descriptors, and state standards that are articulated by the Commonwealth of Pennsylvania and expounded upon by the School District of Philadelphia.

Strengths and Challenges

Strengths

Khepera Charter School is buoyed by the African Centered philosophy and value system which permeates all aspects of school life. This includes curriculum, pedagogy, school climate, parental involvement, and professional morale. Guided by the virtues of Maat which include order, harmony, balance, righteousness, reciprocity, truth, and order; Khepera School has established an environment that is physically, emotionally, intellectually, and spiritually safe for its students, staff, and parents. The Rites of Passage program for middle school students provide an opportunity for families to focus on some of the socialization needs of students that often time pose barriers to academic success. These Rites activities bring together students, staff, trustee, community members and parents.

Another strength of Khepera Charter School is the active involvement of the Board of Trustees in the life of the school and the expansion of the Board to include other community members and seasoned educators. Khepera's board is extremely accessible to staff and parents which creates greater accountability on the part of administration and faculty.

Parental and Community involvement in the school is a special blessing. Khepera boast of parent volunteers who have become an integral part of the school. This includes a grandparent who volunteers all day everyday at the school and only missed one day during the course of the year. Other parents volunteer in classrooms, in administrative officers, and assist in the Rites of Passage program.

Especially, exciting are the organizational partnerships that have enriched the Khepera extracurricular programming and have provided internships and scholarships for Khepera students along with grants and in-kind services to Khepera as an institution. This includes the Alpha Kappa Alpha Omega Omega Chapters sponsorship of the Rites of Passage Program, the College Tour, the Mentoring Program, and the Financial Literacy Program. Archeologist-to-Go has continued a program that started with the African American Historical Museum, called "Digging Up the Past." This program has given Khepera students opportunities to explore forensic science and other sciences related to archeology. The Digging Up the Past program has opened up doors for Khepera students including internships at the University of Pennsylvania and a role

in the excavation of the 6th and Market Street site. These are just two of about 15 partnerships that had value to the Khepera community experience.

This year Khepera also witnessed a renewed focus on the critical literacies which include language arts, numeracy, technology, and citizenship. The renewed emphasis grew at of a 3 day board, staff, parent, student retreat in the Poconos. In addition to establishing priorities for the upcoming year, a curriculum committee and operations committee emerged from the retreat to provide greater focus on the instructional program and smooth operation of the school.

Challenges:

1. Survey conducted with Khepera staff, students, and parents indicated a need for greater communications both internally and externally. To respond to some of these concerns an operations committee has been established to improve the flow of information and facilitate the improved coordination of day to day activities and special events.
2. Khepera has equipped its teachers with textbooks which are aligned with Pa. standards; however the school has no unified curriculum. In order to insure that Khepera students are minimally offered the same opportunities as children from the School District of Philadelphia, the Philadelphia Core Curriculum has been purchased and a committee of seven Khepera teachers under the leadership of the Lead Teacher and CAO are engaged in "Kheperizing" the Core Curriculum to insure that it is culturally responsive and reflects the emphasize on the critical literacies as identified by the Khepera family.
3. Khepera continues to have a disproportionate number of males who are in need of behavioral interventions. In order to address this, a psychologist who has devoted his life to working with Afrikan American males has been retained to provide therapeutic support, particularly for male students.
4. Data from PSSA indicate a need for greater support in the areas of Mathematics and Reading in order to increase the number of Khepera students who are proficient in these areas. The greatest need according to PSSA results from 2007 are in the area of literacy. In order to intensify efforts to move students toward proficiency, additional professional development will be given in differentiated instructional techniques. In addition, instructional hours for both literacy and numeracy have been increased. Students next year will have 135 minutes of literacy daily with 90 minutes of numeracy. Staffing changes have also been made to provide increased support in literacy and numeracy.

SECTION II. STRATEGIC IMPROVEMENT PLANNING

Strategic Planning Process

The strategic planning process for Khepera was initiated by a 3-day retreat attended by the full staff, parent, community, trustees, and student representative. The purpose of the retreat was to reflect and assess institutional progress during the course of the year and begin planning for next year based on a review of the student performance data and qualitative data collected from staff, parents, and students. Different sub groups including the safety committee, operational committee, instructional staff, board of trustees, leadership team, and student council held subsequent meetings. Committees continued meeting during the school year and continue to meet to complete planning during the summer. Particularly active is the leadership team, the curriculum revision committee, and the board of trustees.

Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Ann Purefeoy	Khepera Charter	Parent	Chief Academic

	School		Officer
Ayesha Imani, PhD	Khepera Charter School	Administrator	Board of Trustee
Betty Blue	Blu-Hawk	Business Representative	Chief Academic Officer
Carol Parkinson Hall	Khepera Charter School	Middle School Teacher	Chief Academic Officer
Gabrielle Pagan	Khepera Charter School	Business Representative	Chief Academic Officer
Geraldine Newton	Khepera Charter School	Parent	Chief Academic Officer
Harriet Reeves-Brandon	Khepera Charter School	Parent	Chief Academic Officer
Janet Glenn	Khepera Charter School		Chief Academic Officer
Kevin Covington	Khepera Charter School		Chief Academic Officer
Mukasa Afrika	Khepera Charter School		Chief Academic Officer
Rhonda Sharif	Khepera Charter School	Business Representative	Chief Academic Officer
Richard Isaac	Khepera Charter School	Board Member	Board of Trustees
Richard White	Khepera Charter School	Board Member	Board of Trustees
Shakkar Hawkins	Khepera Charter School		Chief Academic Officer
Simon Kioko	Slide Technology		Chief Academic Officer

Goals, Strategies and Activities

Goal: Curriculum Development

Description: Add Goal Statement here..

Khepera develop a curriculum that will be aligned with Pennsylvania state standards and will reflect the cultural responsive philosophy of the school.

Strategy: Adoption of Core Curriculum with Khepera Enhancements

Description: Khepera Charter school will adopt the Core Curriculum of the School District of Philadelphia and infuse the culture, history, literature, value system of various peoples of African descent.

Activities:

Activity	Description
Formulation of the Curriculum Committee	A curriculum committee has been formulated and is presently at work to produce an culturally enhanced curriculum for school year 2007 - 2008. Members of the committee consist of CAO, reading speacilist, teacher representatives from the k-2, 3-5, and middle school collectives, as well as the cultural infusion specialists. The cultural committee has been hired to complete this tasks over the summer. The committee works daily, meets in sub-groups

	during the week, and meets as a full committee weekly to peer reflection and review	
Person Responsible	Timeline for Implementation	Resources
Ayesha Imani, Ph.D	Start: N/A Finish: N/A	\$0.00

Goal: Discipline Infractions

Description: Add Goal Statement here..

Khepera will lower its incidence of discipline infractions related verbal and physical violence by 50%

Strategy: Counseling

Description: Establish vehicle for counseling of males who have been identified with behavioral concerns

Activities:

Activity	Description	
Male Therapeutic Counseling Group	Dr. Umar Abdullah-Johnson, our School Psychologist will convene weekly group and individual counseling sessions with selected males whose families are requesting a therapeutic intervention	
Person Responsible	Timeline for Implementation	Resources
Ayesha Imani, Ph.D	Start: N/A Finish: N/A	\$0.00

Strategy: Maatic Development Program

Description: A Maatic Development Program to establish care processes, procedures, and interventions designed to support and restore students with behavioral challenges instead of punishing them.

Activities:

Activity	Description	
Expansion and Reorganization of Deans Office	Deans Office will be expanded and reorganized to include a Maatic Development Coordinator who will focus on middle school concerns and will assist with recentering and restorative justice measures	
Person Responsible	Timeline for Implementation	Resources
Ayesha Imani, Ph.D	Start: N/A Finish: N/A	\$0.00

Activity	Description	
Saturday Recentering	Deans of students will provide Saturday sessions for selected students to assist them in developing strategies for resolving conflict peacefully, managing anger, resolving grief, and sharing emotions in ways that are constructive	
Person Responsible	Timeline for Implementation	Resources

Ayesha Imani, Ph.D	Start: N/A Finish: N/A	\$0.00
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Goal: MATHEMATICS

Description: At least 45% of all students will be proficient in Mathematics, as measured by the annual state-wide PSSA assessments.

Strategy: Computer Based Numeracy Support

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

Activities:

Activity	Description	
Weekly Computer Numeracy Class	Students will be rostered to one period of week in the computer class for the purpose of working of areas of need as identified by the Edu-Test instrument	
Person Responsible	Timeline for Implementation	Resources
Ayesha Imani, Ph.D	Start: N/A Finish: N/A	\$0.00

Strategy: Increasing Numeracy Instruction

Description: To provide more instructional hours for numeracy

Activities:

Activity	Description	
Created an Expanded Numeracy Block	Students will be given 90 minutes of numeracy. The classes are rostered as a block so as to facilitate differentiated instruction between classes and grades levels	
Person Responsible	Timeline for Implementation	Resources
Ayesha Imani, Ph.D	Start: N/A Finish: N/A	\$0.00

Strategy: Professional Development on Differentiated Instruction

Description: Staff will be given in-service professional development on effective math practices and differentiated instruction in order to improve instruction and student performance

Activities:

Activity	Description	
Differentiated Instruction Series	Follow up workshops will be conducted throughout the year to build staff capacity in implementing differentiated instructional strategies.	
Person Responsible	Timeline for Implementation	Resources
Ayesha Imani, Ph.D	Start: N/A Finish: N/A	\$0.00

Strategy: Tutorial Support for Students

Description: School day for will be lengthened for teachers to include twice weekly tutoring for students who need additional support. This will enable students to be tutored by their own

teacher.
Activities:

Activity	Description	
After School Tutoring	School day has been extended for teachers by 1 hour to facilitate the twice a week tutoring of scholars in math	
Person Responsible	Timeline for Implementation	Resources
Ayesha Imani, Ph.D	Start: N/A Finish: N/A	\$0.00

Strategy: Year-long System of Assessment

Description: Khepera will implement a research based system of assessment called Edu-Test by Plato Learning, Inc. which will enable school wide pre-test, benchmark test, and post test, and will facilitate instruction that is informed by data.

Activities:

Activity	Description	
Benchmark Testing and Reteaching	All students will be tested during week one in the areas of math and reading. Data will be analyze and used to guide instruction. Benchmark test will be implemented every six weeks. Reteaching will take place based on testing results. A post test will be given at the end of the year.	
Person Responsible	Timeline for Implementation	Resources
Ayesha Imani, Ph.D	Start: N/A Finish: N/A	\$0.00

Goal: READING

Description: At least 54% of all students will be proficient in Reading, as measured by the annual state-wide PSSA assessments.

Strategy: Computer -Based Literacy Instruction

Description: Students k-8 will be scheduled for a weekly period inthe computer lab devoted to literacy instruction using materials aligned with PA standards. This will also be a time for students to work on building literacy capacity in areas that emerge from the local standardized system of assessment

Activities:

Activity	Description	
Implement Computer Literacy period	Each class will be assigned one period weekly for the purpose of using technology as a tool in building reading skills based on feed back from testing instrument.	
Person Responsible	Timeline for Implementation	Resources
Ayesha Imani, Ph.D	Start: N/A Finish: N/A	\$0.00

Strategy: Increasing Literacy Instruction

Description: Students in grades K-5 will receive 135 minutes of Literacy Instruction daily. This

represents a dramatic increase in instructional time for language arts.

Activities:

Activity	Description	
Creating Literacy Block	Grades k-5 will be assigned 135 minutes of literacy daily. These periods will be blocked to facilitate differentiated grouping across grades levels.	
Person Responsible	Timeline for Implementation	Resources
Ayesha Imani, Ph.D	Start: N/A Finish: N/A	\$0.00

Strategy: Literacy Specialist

Description: The Auxilliary teacher will serve as a literacy coach during a coverage so that literacy instruction is uninterrupted during a teachers absence. The literacy coach will be trianed in standardized test taking strategies and will engage students in strengthening test taking strategies.

Activities:

Activity	Description	
Staff Expansion	Literacy Specialist will be hired to provide additional support for the implementation of differentiated instruction model across grade groups.	
Person Responsible	Timeline for Implementation	Resources
Ayesha Imani, Ph.D	Start: N/A Finish: N/A	\$0.00

Strategy: Local Standardized System of Assessment

Description:

Activities:

Activity	Description	
Implementation of Edu-test system	Plato Learning Inc. Edu-test system of assessment will be implemented beginning with pre-testing in the first week of school, benchmark testing with reteaching every six weeks, and post testing.	
Person Responsible	Timeline for Implementation	Resources
Ayesha Imani, Ph.D	Start: N/A Finish: N/A	\$0.00

Strategy: Tutorial Support for Students

Description: Day for teachers will be extended for an hour to facilitate tutoring for students who need additional support.

Activities:

Activity	Description	
After School tutoring	Scheduling has been done to facilitate all teachers providing tutoring in the academic areas after school.	
Person Responsible	Timeline for Implementation	Resources

Ayesha Imani, Ph.D	Start: N/A Finish: N/A	\$0.00
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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: Receptionist will serve as an attendance monitor and will call students who are absent daily in the lower school. Middle School Coordinator will call homes of students who are absent daily in the middle school. Mandatory parent meetings will be scheduled for students whose attendance fall below 90%

Activities:

Activity	Description	
Staff Expansion	Instructional support staff and receptionist will be given the responsibility of calling the homes of students daily who are not in attendance.	
Person Responsible	Timeline for Implementation	Resources
Ayesha Imani, Ph.D	Start: N/A Finish: N/A	\$0.00

Goal: STUDENT PARTICIPATION IN STATE ASSESSMENTS

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

Strategy: Participation Monitoring / Home visits

Description: Attendance will be monitored daily with parental contacts and home visits made to insure the participation of each family.

Activities:

Activity	Description	
Participation Monitoring System	Participation of students during PSSA will be closely monitored. Testing and attendance teams will make home visits as necessary.	
Person Responsible	Timeline for Implementation	Resources
Ayesha Imani, Ph.D	Start: N/A Finish: N/A	\$0.00

SECTION III. QUALITY OF SCHOOL DESIGN

Rigorous Instructional Program

Rigorous Instructional program

Khepera Charter School is dedicated to the rebirth of academic and cultural excellence for all students. In keeping with its mission and vision, Khepera Charter School has adopted the School District's Core Curriculum and its corresponding text in order to insure that minimally students receive instruction comparable to what is available in the chartering school district. The Philadelphia Core Curriculum is aligned to Pa state standards. In order to increase academic rigor for its students, Khepera Charter School has adopted the Philadelphia Core Curriculum and

has enhanced it to include more culturally synchronistic literature, more required reading for all its students, as well as more writing and grammar than is presently required in the Philadelphia Core Curriculum. The primary reading series utilized is the Harcourt Trophy series for Reading, Math, Science, and Social Studies, which is being enhanced with literature from the Philadelphia Freedom School Curriculum and the Write 2000 text. The middle school Math text is Prentice Hall for grade 6, 7, and 8.

Khepera Charter School's approach to teaching and learning is informed by its African Centered philosophy, thus instruction is experiential, constructivists, intergenerational, and purposeful. To encourage inquiry based approaches, each year an overarching essential question is chosen to drive instruction with corresponding themes for each trimester. These themes are based on the schools daily affirmation. First trimester essential questions have to do with the roots or source of excellence and engage students in a consideration of life and power. Second trimester questions relate to maintaining excellence and pose queries related to health and prosperity. Third trimester questions connect to sustaining excellence and ask students to consider the concepts of strength and stability. Multidisciplinary grade teams plan around these themes to insure a rich, in depth integration of these queries and concepts in the curriculum, climate, and life of the school in general. Instruction and assessment at Khepera reflect its belief in multiple intelligences, differentiated instruction, diversity of learning styles, and even personality typologies. Authentic forms of assessment used at Khepera include portfolio assessment, service learning from k — 8, internships, exhibitions, debates, oratorical contest, and participation in conferences, community forums, international pen pal projects, and intergenerational learning (e.g. monthly family science nights, family math nights, family financial literacy seminars).

To facilitate school wide differentiated instruction program a series of professional development sessions have been and will continue to be held. To facilitate the implementation of a range of differentiated techniques a 135 minute literacy and a 90 minute numeracy blocks have been established. These blocks allow for multi-grade group construction geared toward accommodating a myriad of learning styles, intelligences, skill levels and personality/leadership styles. Multi-level materials have been chosen to insure necessary resources. Numerous community partners have been identified provide students with experiences outside the walls of our school building. In this model parents and community members serve as partners in education within and outside the confines of every class.

To provide additional support for the successful implementation of the differentiated instructional literacy program, the staff as been expanded to include a Reading specialist, a literacy specialist, and an instructional support specialist. To provide additional opportunities for tutorial assistance the school day has been extended for teachers to allow for tutoring of students a minimum of twice weekly.

To help address individual needs of scholars in the areas of reading and math, the Plato Learning Inc Edu-test system of assessment has been purchased to provide us with data throughout the year that can guide instruction. The Plato Learning Inc. curriculum with licenses has also been purchases to further empower teachers in developing differentiated lesson plans based on up-to-date student performance data.

Rigorous Instructional Program - Attachments

- Professional Development Approval Letter
- Teacher Induction Approval Letter

English Language Learners

Khepera Charter School

English Language Learners Policies and Programs

In compliance with Title 22, Chapter 4, Section 4.26 of the Curriculum Regulations of the Commonwealth of Pennsylvania, Khepera Charter School will provide a program for every student who is found to be Limited English Proficient or English Language Learners. Although presently no students in the school fit the ELL or LEP categories, Khepera Charter School will carry out its responsible to identify, support, and service English Language Learners through the implementation of a program based on sound educational and language learning theory, implemented with sufficient resources, staffed by appropriately prepared personnel, and periodically evaluated. Thus, the Khepera ELL program will include the following:

1. Identification Process:

- a. In order to identify ELL students, Khepera administers a HLS (Home language survey) annually to its student body to ascertain whether there are Khepera students from homes where a language other than English is spoken or whether the student speaks a language other than English in order to determine PHLOTES (Primary home language other than English learners)
- b. As a part of the in-take process all admission applications include a question designed to identify families in which a language other than English is spoken. A question will also be formulated to ascertain whether the student themselves speak a language other than English.
- c. The results of this survey are entered into the permanent student folder.
- d. A list of PHLOTES students will be established, maintained, and made available to the necessary staff and reported to those state and local agencies that may be appropriate.

2. Proficiency Assessment

- a. If a review of the survey data reveals a student speaks a language in addition to English (i.e. a PHLOTES student), Khepera will administer an English language proficiency test.
- b. Khepera Charter School will begin ELL instruction within 30 days of the beginning of the school year or within 14 days of the admission date of the student. Instruction for the ELL or LEP student will be dependent on the levels as indicated by the assessment in the areas of listening, speaking, reading, and writing.

3. Program Components:

- a. Depending on the proficiency level of the students and the numbers of students within our population, KCS will provide the following :

i. In the event that a critical number of students are discovered with common proficiency levels in the same language, Khepera Charter School will establish a bilingual program. This is in keeping with the culturally responsive philosophy of the school which sees language as the foundation of culture. Khepera Charter School is committed to centering education within the culturally context of the student. This approach will empower the student to maintain fluency in the primary language while achieving proficiency in English.

ii. In the event that PHLOTES come from a range of cultural and linguistic traditions, pull out ESOL / ESL/ ELL services will be designed to build proficiency in oral and written communication. These services will be rendered so as to celebrate the language of the student while building proficiency in English.

iii. In keeping with commonwealth recommendations, daily instructional time will be provided using the following guidelines:

a. Non- English speakers — 2 to 3 hours daily

b. ESOL beginners — 2 hours daily

c. Intermediate — 1 to 1 and half hours daily

d. Advanced — 1 hour or less daily.

iv. Push in ELL / ESL/ESOL services will be provided for students who are deemed to be at the intermediate or advanced levels of proficiency, in keeping with recommendations of the commonwealth.

v. To insure that ELL and LEP scholars have success across content areas, Khepera will monitor the progress of scholars across the content areas and support teachers in making accommodations for the necessary students.

vi. In keeping with its culturally responsive philosophy and in order to establish a cultural and linguistically rich environment, all Khepera classes will infuse common terms and terminology in the languages spoken in the school community. Items in classes will be labeled in languages represented in the community so as to enrich the entire community.

vii. To insure that ELL / LEP students are linked to community based organizations that provide extracurricular activities and offer appropriate supports, Khepera charter school will establish relationships with community and faith based organizations that serve ELL / LEP families.

Proficiency Monitoring and Assessment:

1. In order to determine when a student is ready to move from one proficiency level to another or from an ESL class program to a transitional bilingual education program, multiple measures will be utilized in order to provide information on the student's capacity in listening, speaking, reading and writing with proficiency.

2. Exiting students will be given the Annual State English Language Proficiency Assessment for all students receiving LEP / ELL / ESOL services.

3. ELL / LEP students will not be exempt from taking the PSSA but will be provided state accommodations as provided in state statute.

Communication with Parents — Khepera Charter School acknowledges its responsibility to provide parents with information about assessment, academic achievement, school codes and policies in the native language of the parent or in their preferred mode of communication. To do this, Khepera will establish a list of bilingual advocates in multiple languages in order to insure that its families are served appropriately.

Staffing - In the event, ESOL services are required, KCS will engage the services of a certified ESOL teacher who has appropriate training to teach ESL classes. It is expected that this teacher will collaborate with the classroom teachers. In the event the number of ESOL / ELL students does not necessitate a full time teacher, efforts will be made to acquire the services of a part time staff person in addition to community volunteers.

Professional Development — As is evident in the KCS Professional Development Plan, Khepera Charter School staff will engage in professional developments in school year 2008 — 2009 in order to build capacity in creating ELL friendly environments, infusing culture and

language into the culturally responsive classroom, and incorporating strategies, which will empower faculty in providing support for the academic achievement and socialization of ELL / LEP students.

In that Khepera Charter School presently has no students in the ELL or LEP categories, no ELL report is attached.

English Language Learners - Attachment

- ELL Report

Graduation Requirements

Khepera Charter School is a k-8 school, therefore this does not apply.

Special Education

Special Education

Khepera Charter School is committed to providing its special education students with a free and appropriate public education in the least restricted environment possible. From its inception, Khepera has articulated its commitment to maximizing its use of inclusion strategies to insure that the Khepera community fully benefits from the gifts of its special needs students and that students with special needs benefit from the many resources within the community. This philosophy shapes the design of the Khepera special education experience.

All 25 special education students are included in the larger school community in some capacity or another. Of the 25, students, 7 (28%) are students who receive speech and language services, all others are learning support students who receive both pull out and push in resource room services.

In school year, 2007-2008, Khepera will be involved in the Arcadia Inclusion Institute, which seeks to build institutional capacity in the area of inclusion. Participants in this initiative include the CAO, the special education coordinator, a special education teacher, 2 regular education teachers and a parent representative.

This year, Khepera will also launch its Co-teaching initiative which pairs a special education teacher with a regular education teacher for a total inclusion approach to service delivery.

Each special education student receives a case manager who is in contact with the regular education teachers. Each case manager submitted weekly telephone logs to document their mandatory bi-weekly contact communications parents. Teachers also completed weekly progress reports that were given to parents.

All special education children participate in the range of programs and electives available to Khepera students including, art, language, computer technology, and Rites of Passage.

To provide greater support to special education students who have secondary behavioral concerns, a standing functional behavioral assessment team convenes regularly to develop behavior plans designed to assist special needs students in being successful in the classroom and positive as members of the Khepera community from a socialization perspective. Finally, to provide much needed therapeutic services to some of our special needs students, a School Psychologist has been hired to run weekly group and individual counseling sessions as needed.

Attached please find a copy of the original policies and procedures along with an addendum

which was approved in April, 2007. In addition, please find a copy of the verification that corrections have been made as a result of feedback from the state special education audit.

Special Education - Attachments

- ADDENDUM TO SPECIAL ED Policies and Procedures
- Special Ed Policies and Procedures
- Verification of State Compliance

Special Education Program Profile - Chart I

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
Caitlin O'Connell	1.00	Resource Room	Khepera Charter School	10	Serves as case manager for itinerant students
Deatrice Austin	1.00	Resource Room	Khepera Charter School	5	serves as case manager for itinerant and speech students

Special Education Program Profile - Chart II

Organization	FTE	Type of class or support	Location	# of Students	Other Information
Pediatric Thearapeutic Service	.50	Speech Therapy	Khepera Charter School	11	Started SEPT. 12, 2006
The Learning Linkage, Inc.	.50	Speech Therapy	Khepera Charter School	11	Started May 30, 2007

Special Education Program Profile - Chart III

Title	Location	FTE
Psychologist	Khepera Charter School	.25

Special Education Program Profile - Chart IV

IU, Public Agency, Organization, or Individual	Title/Service	Amount of Time Per Week
none	none	none

SECTION IV. ACCOUNTABILITY

Student Assessment - Primary

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

Student Assessment - Secondary

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

TerraNova	Yes	Yes	Yes	No	No	No	No
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Student Assessment

Student Assessments

As indicated above the two major standardized assessments that greatly influence teaching and learning at Khepera are the PSSA for grades 3 — 8 and the Terra Nova grades 4 — 8. Khepera is proud to have made AYP for school year 2005 — 2006. AYP however was achieved through a combination of Safe Harbor and CI which suggests a continued need to focus on improving student performance in the area of mathematics and reading. Certainly, there is good news in mathematics in that student's proficiency rate improved by 22.9 percentage points. While improvement is being made 61% of our student population remains at basic or below in reading and 64% are less than proficient in Math. Our continued commitment to strengthening student performance shapes scheduling and organization, curriculum, instruction, and staff development in ways that are evident by the action plan.

Terra Nova scores along with site administered test such as DIBBELS and the Basic Reading Inventory provide specific information about areas of student performance that need to be addressed. Staff review of this has impacted the Khepera instructional program. An excellent example of this is the revamping of the primary school reading program based on information from the DIBBELS which indicated severe deficiencies school wide in phonemic awareness.

In general, the action plan, identified strategies that are being put in place to improve student performance as measured by standardized measures. This includes

Establishment of a school wide tutorial system, increase in literacy and numeracy time, block rostering to better facilitate differentiated instruction, the adoption of the Core Curriculum of the School District of Philadelphia, and the use of the Edu-test assessment system with curriculum support by Plato Learning, Inc. (Please see School Action Plan for greater details).

In addition to standard measures of student performance, institutional success will be measured by monitoring indicators such as retention, attendance; successful completion of Rites of Passage, mandatory exhibition, completion of service learning requirements, science fair projects, portfolio assessment and other forms of authentic, outcomes based assessment.

Student Assessment - Attachment

- Aggregate Scores for Local Data

Teacher Evaluation

In keeping with the African Centered educational approach of the Khepera School, teacher evaluation is a part of a larger system of communal accountability which requires that everyone be reflective members of the community and engage in self, collegial, and institutional assessments. At Khepera the voice of each member of the community is valued and everyone participates in describing the efficacy of the whole. Thus, the teacher evaluation plan at Khepera consists of the following components:

1. Self Assessment and Reflection Throughout
2. Collegial Assessment / Critical Friend
3. Teacher Portfolio and Journaling
4. Teacher Observation: Formal, Informal, Internal, and External
5. Analysis of Student Performance Data
6. Teacher Professional Performance Data
7. Qualitative Data Collection from Parents, Students, and Team Member

As is indicated in the attached teacher evaluation plan, teacher evaluation in the Khepera community will be multi-layered and multi-dimensional. Teachers will participate in reflection and self assessment in conjunction with informal and formal assessments by critical friends, the Lead Teaching Coach, the CAO, and an external evaluator with k-12 principal's certification. Besides the results of observation, other data as listed above and as detailed in the teacher evaluation form will be considered. This includes student performance data, teacher portfolio assessment, student portfolio assessment, teacher attendance, and teacher participation in the life of the school. Using a variety of qualitative data collection methods other data from students, parents, community members, and staff will be considered.

Finally, the abovementioned sources of data will be used to shape and support the overall teacher evaluation as captured by PDE for 426,426-A, 427, 427-A, 428, 428-A respectively as appropriate. These evaluations will be filed with the Commonwealth as required.

Preparations for community members to participate in self-assessment, peer, and institutional assessment lie in the on-going development of all members of the Khepera family in the mission, vision, and philosophy of the school, as well as in the policies, procedures, and statures that guide the delivery of free and appropriate education to all students.

Please see attached teacher evaluation plan for more detail. Also, please find attached samples of the present teacher observation form, sample teacher reflection instrument, and the teacher evaluation rubric adapted from PDE.

Teacher Evaluation - Attachments

- Teacher Evaluation Plan
- Sample Teacher Observation Rubric
- Sample Teacher Reflection Activity and Instrument

SECTION V. GOVERNANCE REQUIREMENTS

Leadership Changes

During academic year 2006 - 2007, the board expanded to include several more members with strong education and administrative backgrounds. The board also selected new legal counsel to engage the services of a legal expert with background in charter school law and African Centered Education. The Board also accepted the resignation of the Principal and hired in her place a Chief Administrative Officer who is a 30 year veteran of Public Education in the Philadelphia, as well as a scholar and veteran practitioner of African Centered and other culturally responsive forms of education.

Board of Trustees

Name of Trustee	Office (if any)
Richard Isaac	Board President
Carnley Norman, Ph.D	Vice President
Adisa Becktemba	Treasurer

Mattie Davis	Member
Richard White	Member
Daniel W. Purnell	Member

Professional Development (Governance)

The Khepera Board of Trustees participates in on-going development opportunities. It consistently participates in the Charter School Conference sessions devoted to board members. During the Khepera retreat parallel sessions were constructed for Board members to focus on areas of growth and development. The Board legal counsel is an ex-officio member of the Khepera Board of Trustees and is charged with insuring that new board members are made clear concerning their responsibilities, particularly, as they relate the Pennsylvania Sunshine Act and the Right To Know Law.

In keeping with the Sunshine Law and the spirit of communal accountability, Khepera Charter School, Khepera has committed itself to the consistent enforcement of the Pa. Sunshine Act. Khepera acknowledges “the right of the public to be present at all meetings of agencies and to witness the deliberation, policy formulation and decision making of our school. To insure the parents and other stakeholders are aware of Board meetings, Khepera Charter School advertises each Board meeting in the local newspapers. In addition, parents are notified of board meetings through written notices that are sent home. Notice of Board Meetings are posted in public places, including the teachers lounge and front lobby. Notification of Board Meetings is included in the yearly calendar that is given to parents at the opening parent orientation for the year.

The Khepera board meets at least four times a year at quarterly intervals. Executive meetings are also held four times during the year. Please see attached schedule. Ad Hoc meetings are called when needed but are advertised in keeping with the Sunshine Act.

Khepera legal counsel also conducts Board training sessions to insure familiarity of each board member with Public Law 390, which requires all public records be made available to the public except those prohibited by law. Khepera Charter School board of trustees are made aware of their responsibility pursuant to the Federal Education Rights and Privacy Act to not disclose any information from a student’s permanent record except as authorized or in response to a subpoena as required by law. This notwithstanding, Khepera acknowledges the rights of parents or guardians of a student under the age of 18 years of age, or a student 18 years or older is entitled to access to the student’s school records by submitting a written request to the CAO.

In addition to the aforementioned statures, Khepera Board Training includes but is not limited to the following topics:

Team Building

Consensus decision making

Khepera Policy and Procedures

Legal Responsibility

Khepera Grievance Procedures

Special Education Institutional Responsibilities

Board Responsibility

Board Liability

Confidentiality

Understanding the Budget

Ethics and Educational Leadership

Institutional Evaluation Models

Coordination of the Governance and Management of the School

Board and Management Coordination

Khepera School has established a strong working relationship with administration, staff, parents, and community partners. The Board President maintains a presence in the School and has both an office and mailbox so as to provide staff and parental access to the Board. Formal weekly meetings are conducted between the Board President and the CAO of Khepera School. There is almost daily communication between board and staff members.

Khepera Charter School prides itself in having a “working” board of trustees, which partners with staff in addressing educational concerns within the institution. Board members are a part of the Men of Khepera Rites of Passage collective. Board representatives are on subcommittees that relate to Special Education, Staff Development, Teacher Induction, Grant Writing and Fundraising. Board representatives are almost always present at programs, celebrations, and forums organized by the school. These various interactions insure that communications readily and easily flow between the board and the present management team of Khepera Charter School. This oneness of purpose and operational harmony is a more recent development at Khepera since the Board’s installation of the Khepera’s new CAO and leadership team.

This year’s Khepera retreat was an important turning point in the relationship between Board and staff as many Board, staff, and parents joined together to heal old institutional hurts and set a new course for the future of Khepera Charter School.

Khepera’s Board of Trustees and administrative team enjoy productive and harmonious relationships with leaders within the chartering district. Khepera participates monthly in meetings and trainings held by the School District of Philadelphia’s Office of Charter Schools. In addition, the Khepera Charter School administration and its delegates participate in monthly special education meetings organized by the School District’s Office of Specialized Services. The CAO of Khepera has led staff developments and participated in committees within the established by the School District of Philadelphia and seeks even more opportunities to work in conjunction with the chartering district. In general, Khepera Charter School is proud to say that has forged a solid partnership internally as board, staff, parents, and students move forward with singularity of purpose. Khepera is also proud of the strong collaborative relationship that exists between the board and staff of Khepera and the staff of the School District of Philadelphia’s Central Administration.

Coordination of the Governance and Management of the School - Attachment

- Schedule of Board Meetings

Community and Parent Engagement

From its inception, Khepera Charter School has consisted of a coalition of community members, parents, school based educators, and community based educators. This partnership has continued as Khepera has grown as an institution. The Board presently has one grandparent as a member. In addition Board, parents, and community members work together on planning subcommittees. Side by side board, parents, and community members guide young males and females through their Rites of Passage programs, and even line dance together at the Tuesday night community line dance class held at Khepera Charter School. Board and staff continue to join with parents, and community partners in cultural and social activism through membership in organizations such as the Universal Negro Improvement Association and Association of the Study of Classical Afrikan Civilization.

The Board of Khepera continues to extend opportunities for parents to volunteer in the school and be a part of subcommittees within the school. Thus, the mid-year retreat included parent representatives as well as the end of the year reflection session. This year there was not one single day that one or more parents were not in Khepera School serving as volunteers working side by side with staff and conferring and interacting directly with Board Members.

Khepera boast of an independent Parent's Organization that emerged from the energy and enthusiasm of parents to be involved in the life of the school. This group of committed parents, with the encouragement of the Board of Trustees, has conducted a number of on going fundraisers for the children of the school. Changes in administration have posed challenges to building a stable Home and School Association. However, under the leadership of the new Chief Administrative Officer, plans for the establishment of Khepera Home and School Association are underway. This year, Khepera will begin its year with a special Parent Meeting that will bring together staff, board members, parents, and community to organize a Wazuri (Parents and Elders Council). September will also mark the beginning of recruitment for the Parent Rites of Passage collective for Men of Khepera which is chaired by the President of the Board of Trustees and includes board members, parents, and community members who do special activities throughout the school year with the male 5 — 8 grade students on Saturday's and on the weekends.

African American Heritage and Docent Training Program — This Philadelphia for profit organization has donated in kind services to provide instruction on Philadelphia history related to African, the slave trade, the colonial period, as well as other historical connections. In addition students learn basics of tour guide delivery and tourism as a career.

Alpha Kappa Alpha Omega Omega Chapter — Sponsored weekly financial literacy training classes for both students and parents, provided scholarship/sponsorship opportunities for students to participate in chapter sponsored. The Omega Omega Chapter of AKA also sponsored College Tour, Head Start Regional Father's Initiative Conference for our parents, and provided funding for the activities of the Men of Khepera Rites of Passage Collective. AKA's Omega Omega Chapter served as a liaison with the Red Cross and joined with Khepera to provide disaster relief training for male members of the staff, students, parents, and community members.

Archeology-to -Go provides off-site forensic science lab experiences and university of Pa. Museum archeology internships. This has been a very successful partnership that has enabled

our students to actually participate in analyzing the skeletal remains of free Africans from the early 1800's who were members of the First African Baptist church

Cecilian Center for Earth, Arts, and Spirit partners with Khepera to implement Earth Day celebrations and other ecological programs and projects. Cecilian Center for Earth, Arts, and Spirit also allows us to utilize facilities and grounds for our Rites of Passage program and other social action projects.

Association for the Study of African Civilizations — This is an international non-profit provides opportunities for youth, board members, community members, staff, and parents to participate in study groups, conferences, and enjoy travel opportunities that facilitate growth and development.

Lafiya Family Services — Assist by offering facilities for Rites of Passage, computer and technology support for students and staff, parenting education and home support services. Lafiya is a faith based non-profit organization.

These are just a few of the ways the leadership of Khepera participates with parents in “villaging” for the success of our students.

SECTION VI. FINANCIAL RESPONSIBILITIES

Major fund-raising activities

Khepera 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

Khepera continues to maintain fiscal solvency due to a strict adherence to conservative budgeting. Khepera has budgeted and reported a financial surplus for the first two years of operation. This surplus has parlayed into an accumulation of cash without any debt to maintain fiscal solvency.

Accounting System

The accounting system is maintained by a Certified Public 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 Khepera comply with all the representations and disclosures required by Generally Accepted Accounting Principles (GAAP).

Preliminary Statements of Revenues, Expenditures & Fund Balances - Attachment

- Preliminary Statements of Revenues, Expenditures & Fund Balances

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

The audit firm for Khepera is LarsonAllen. The last audit report completed was for the fiscal year 2005-2006. The school was given an unqualified opinion with the following financial statement findings: 1) The five year master agreement completed by the original Chief Administrative Officer was not filed timely. Khepera has gone through several changes in administration, and the master agreement is a document that is signed within the first month of the charter approval. When the state notified the new administration, the document was signed immediately and filed

with the appropriate authority. 2) The Single Audit was not filed within 9 months of the audit period. The fieldwork for the fiscal year 2006-2007 is scheduled for October 2007. Therefore, the final report should be issued by December 31, 2007. 3) The quarterly financial reports were not submitted to the Pennsylvania Department of Education within 10 days after quarter end.

We look forward to the 2006-2007 audit and are confident it will show that concerns identified in 2005-2006 have been addressed. Attached please find the auditor's report.

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

- Auditor's Annual Report Summary

Citations and follow-up actions for any State Audit Report

In an audit conducted by the Bureau of Special Education for Compliance with IDEA Act of 2004, 22 Pa. Code Chapter 711 and 34 CFR Part 300, the state auditors identified

several areas of concern. In the file review approximately 25% of the files were out of compliance in some form or another. Corrective action was taken. In the second file review all files were found in compliance.

In the special education policies, procedures, notices aspect of the review four areas were identified:

1. Need for a Child Find policy
2. More robust Parent Training Component
3. Articulation of Intensive Interagency Approach
4. More robust Staff Training

Policies and plans for submitted in each of the above mentioned areas and were accepted by the Bureau of Education representative Walter Howard. Khepera received a clean bill of health from the audit in by March 5. Attached please find verification of compliance. This attachment will be listed with special education section.

SECTION VII. FACILITY RESPONSIBILITIES

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

During the 2006-2007, Khepera continued to invest in furniture, equipment and leasehold improvements that facilitate the educational environment. Furniture is replaced as needed to accommodate increases in enrollment or wear and tear. Equipment expenditures relate to improvement in technology and efficiency.

Future Facility Plans and Other Capital Needs

Khepera's enrollment is limited by its building capacity. This year the Board will begin its exploration of additional or alternative facilities in order to increase its student enrollment in keeping with the specifications of the original charter.

SECTION VIII. HEALTH AND SAFETY RESPONSIBILITIES

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

As per state regulations, Khepera submitted the Commonwealth of Pennsylvania School Immunization Law Report of copy of which is attached to this document. In addition, Khepera has submitted the Request for Reimbursement and Report of School Health Services. Attached please find verification of the submission of the request for reimbursement report.

In 2006, a safety team was convened to develop a safety plan for Khepera Charter School. That plan was submitted a safety plan to the School District of Philadelphia in March, 2007. Included in the plan are safety procedures for decision making, communications, evacuation, building safety and security, emergency and medical response and support counseling resources identified for students and staff. Safety Team meetings are scheduled for the 2nd Tuesday of each month at 4:00 p.m. and are lead by the Safety Coordinator, Kevin Covington, who serves as Director of Operations. Safety training schedule includes practices for evacuations, CPR training, fire safety, physical and sexual abuse awareness, bus safety, bully prevention, AIDS awareness, and suicide prevention. School and Community resources have been identified which include non-profit organizations, social service agencies, as well as city and state departments. Safety challenges for this year have been identified with Khepera committing to working more diligently to increase bus safety for its students. Attached please find dates for evacuation drills and safety exercise schedules.

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

- Schedule of Fire Drills and Safety Exercises
- Verification of Request or Reimbursements
- Wellness Policy Page One
- Wellness Policy page two
- Wellness Policy page three
- School Immunization Law Report

Current School Insurance Coverage Policies and Programs

WORKMEN COMPENSATION AND EMPLOYEE LIABILITY INSURANCE
COMMERCIAL AUTO LIABILITY INSURANCE
COMMERCIAL GENERAL LIABILITY INSURANCE
EDUCATOR'S LEGAL LIABILITY
UMBRELLA LIABILITY INSURANCE
FIRE INSURANCE
STUDENT LIABILITY INSURANCE

LIFE INSURANCE
SHORT TERM AND LONG TERM DISABILITY NSURANCE
BLUE CROSS AND BLUE SHIELD HEALTH AND DENTAL INSURANCE

SECTION IX. ADMINISTRATIVE NEEDS

Quality of Teaching and Other Staff

A detailed description of the staff for school year 2005 — 2006 is given in the attached PDE 414. As is indicated Khepera has 23 staff members who perform instructional and administrative functions within the school. (As per the instructions, the Khepera CEO (actually the title is Chief Administrative Officer) is not included in the numbers. In its first three years Khepera has enjoyed a core of teachers, who have been with the school since its opening in September, 2004. Of the 2006 — 2007 faculty members, 6 have been with the school from its inception, a total of 14 were returning from the previous year. In fact, of the staff from school year 2005-2006, 88% returned in some capacity or another. Khepera, like many charter schools, has had to transition its staff from emergency certifications and uncertified personnel to a staff of highly qualified and certified teachers. By the end of the 2007 school year approximately 85% of the staff was certified. It is Khepera's goal to have 100% certification in school year 2007-2008.

Although the teaching staff has been fairly stable as it has grown, the administrative staff has been in flux since the opening of the school in 2004. Unfortunately, Khepera's Board of Trustees was forced to relieve the founding CEO of her duties due to a corporal punishment incident at the school. This of course was and to some extent continues to be very painful. Certainly, losing the primary founder of the school has been a source of great challenge. Finding a leader with administrative and instructional experience, who is also philosophically in sync with the African Centered mission and vision of the school, has been a challenge as well. In February, 2007, Khepera Charter School's Board of Trustees accepted the resignation of the principal. Since that time a Chief Administrative Officer with over 30 years teaching and administrative experience has been hired. In addition, a certified principal has been added to the Board to provide greater oversight with regard to the hiring and evaluation of the administrative function of the school. In concert with the present CAO, Lead Teacher, and instructional team leaders of Khepera, outside consultants with supervisory and principal certifications have been identified to assist with the evaluation function, particularly for those teachers moving from Instruction I to Instructional II certifications. Khepera is moving forward excited about the new alignment of purpose between board, staff, parents and administration.

Quality of Teaching and Other Staff - Attachments

- Evidence of Submission of ESPP
- Teacher Verification Form PDE414

Student Enrollment

See report: Annual Report 2006-2007 for Student Enrollment attached.

Student Enrollment - Attachment

- Student Enrollment and Admission Policies and Procedures

Transportation

The transportation for Khepera Charter School is provided by a private company subcontracted to the school by the School District of Philadelphia. Each year, the school submits the names of each student that will be eligible for bus service to the School District of Philadelphia's Transportation Services. Prior to the beginning of the school year, usually in August, correspondence is sent to the school that lists the name of the bus company that has been assigned to the school and the bus route numbers and the roll of its riders.

All students in grades first through sixth, who reside 1.6 miles away from the school are eligible for bus service. This includes students with special needs, those with an IEP as well as those who may be physically unable to travel to and from the school on their own. The school is not involved in any way in the selection process of what company provides this service to the school regardless of poor performance or capacity to adequately perform the task on a daily basis.

To improve this program to make it a safe and reliable resource, the following should be implemented:

The school should be allowed to have adult patrons that ride to ensure the safety of all students as well as keep the school informed of any issues or challenging behavior.

The school should be involved in the selection process of the company who is subcontracted to provide transportation for its students. The performance reports of the bus companies should be made available as well.

If at any time the school becomes dissatisfied with the level of service or if the service provided by the company in any way compromises the safety of the students, the school should have the right to petition for another bus company to perform the remainder of the contract.

Food Service Program

Khepera does not participate in the free and reduced lunch program. Presently, Khepera does not have the facilities to accommodate a lunch program.

Student Conduct

A) The expectations for all students of Khepera Charter School is that each adhere to the school's Code of Conduct. The school implements a "zero tolerance" for all acts of violence and other actions, both verbal and physical, against other students, staff, property or against the student themselves. The school utilizes monthly parent forums, student assemblies as well as special assemblies with outside agencies to stress the importance of establishing and maintaining a safe environment.

In the event of rules violations, the school documents the nature of the incident, the participant(s) as well as any action taken. Parents are notified via phone, one on one conferences and written notices as to the infraction and the course of action. Students are allowed to address the administration as well as their families with regards to the incident as well as the actions taken by the school. At the beginning of each school year, each staff member, student and student's families are provided with a copy of the Student Code of Conduct. The contents therein are discussed during the "Back to School Night" Family Open House held during the first month of each school year.

During the 2006-2007 school year, Khepera recorded 57 out of school suspensions for students in grades Kindergarten through 8th. However, no student in Kindergarten had received a suspension. The suspension for the year were as follows (by month and by grade):

Violation of						
Student Code						
Weapons	of Conduct	Alcohol	Tobacco	Violence	Academic	

August	0	0	0	0	0	0	
September	0	0	0	0	1	0	
October	0	1	0	0	1	0	
November	0	8	0	0	4	0	
December	0	6	0	0	1	0	
January	0	4	0	0	0	0	
February	0	3	0	0	2	0	
March	0	4	0	0	2	0	
April	0	5	0	0	4	0	
May	0	9	0	0	1	0	
June	0	0	0	0	1	0	
July	0	0	0	0	0	0	
	0	40	0	0	17	0	57

	Violation of Student Code Drug and						
	Weapons	of Conduct	Alcohol	Tobacco	Violence	Academic	
Pre K	0	0	0	0	0	0	
Kindergarten	0	0	0	0	0	0	
First grade	0	6	0	0	2	0	
Second grade	0	3	0	0	6	0	
Third grade	0	7	0	0	5	0	
Fourth grade	0	3	0	0	0	0	
Fifth grade	0	1	0	0	0	0	
Sixth grade	0	2	0	0	0	0	
Seventh grade	0	15	0	0	4	0	
Eighth grade	0	3	0	0	0	0	
	0	40	0	0	17	0	57

In an effort to offset and lower the number of incidences and suspensions, the school will enact several programs for students in all grades that will include: self-esteem, community service and academic enrichment. These areas will be addressed through the school's Rites of Passage program, Mentoring program and through the after school programs which will include academic enrichment and tutoring.

Student Conduct - Attachment

- Student Code of Conduct

CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

Charter School Annual Report Summary Data 2007 - 2008

Name of School: Khepera CS

Date of Local Chartering School Board/PDE Approval: 8/31/2004

Length of Charter: 5 Years **Opening Date:** 9/8/2004

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

Percentage of Certified Staff: 84.5 **Total Instructional Staff:** 22

Student/ Teacher Ratio: 12:1 **Student Waiting List:** 406

Attendance Rate/Percentage: 92.8

Enrollment: 265 **Per Pupil Subsidy:** \$7,247.92

Student Profile

American Indian/Alaskan Native: 0
Asian/Pacific Islander: 0
Black (Non-Hispanic): 262
Hispanic: 3
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: 25

Number of:	K (AM)	K (PM)	K (FTIME)	ELEM	MIDDLE	SEC.	TOTAL
Instructional Days	0	0	176	180	180	0	536
Instructional Hours	0	0	1089	1114	1114	0	3317

ASSURANCE FOR THE OPERATION OF CHARTER SCHOOL SERVICES AND PROGRAMS

School Year: 2007

The Khepera 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

2007 - 2008 Annual Report for Pennsylvania Charter Schools

Verify that all DATA reports to PDE are complete

YES _____ **NO** _____

SIGNATURE PAGE

Identify the charter school's Chief Executive Officer.

Name Ayesha Imani

Title Dr.

Phone 215-843-1700

Fax 215-843-3530

E-mail a.imani@kheperacharterschool.org

Signature of the Chief Executive Officer and Date

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

Name Richard Isaac

Title Mr.

Phone 267-304-9796

Fax 215-843-3530

E-mail rickisaac1@msn.com

Signature of the President of the Board of Trustees and Date

Identify the charter school's Special Education Contact Person.

Name January Washington

Title Ms.

Phone 215-843-1700

Fax 215-843-3530

E-mail j.washington@kheperacharterschool.org

Signature of the Special Education Contact Person and Date