
Pennsylvania Department of Education



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

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

Charter School: Philadelphia Harambee Inst CS
Address: 640 N 66th St
Philadelphia, PA 19151
Phone: (215) 472-8770
Contact Name: John Skief

SECTION I. EXECUTIVE SUMMARY

Organization Description

Harambee Institute of Science and Technology Charter School serves approximately 450 students. The students, 100% African-American, live within the city of Philadelphia. Our mission is to create a charter school that will develop and encourage children from kindergarten through

eighth grade to fully participate in the exploration of science and technology. This is in accordance with the State Department of Education and the Philadelphia School District's ongoing effort to reorganize the delivery of educational services. Moreover, Harambees' vision is to use knowledge of science and technology as a means of promoting self-reliance in the African American community specifically and the world community in general.

In keeping with this vision, Harambee Institute of Science and Technology Charter School (HISTCS) will dramatically redefine the roles and responsibilities of students, parents, teachers, and the community. Citizenship, academic achievement and positive interaction will form the basis for all educational activities and community 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.

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

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

Core Purpose

Mission

Vision

Harambees' vision is to use knowledge of science and technology as a means of promoting self-reliance in the African American community specifically and the world community in general.

Shared Values

Academic Standards

Strengths and Challenges

Based on 2007 PSSA scores Harambee did not meet the thresholds in math (45%) or reading (54%). In light of this, while it is easy to say the children are failing, our position is to look more closely at the teaching and learning happening in each classroom. A new staff development plan is being developed that will have more emphasis and focused follow-ups on small group instruction and team teaching. With this increased staff development our targets this year are to increase the number of students performing at proficient or better in math by 12% and in reading by 12%.

SECTION II. STRATEGIC IMPROVEMENT PLANNING

Strategic Planning Process

Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Aisha Amin	Coordinator	Administrator	John Skief
Rhonda Sharif	Business Manager	Business Representative	John Skief
Damaas Stephens	Principal	Administrator	John Skief
Carole Simmons	Teacher Coach	Administrator	John Skief
Shariffah Azzaam	Teacher	Elementary School Teacher	John Skief
Taliah Diouf	Teacher	Middle School Teacher	John Skief
Marc Reason	Teacher	Elementary School Teacher	John Skief
Debroah Toney	Parent	Parent	John Skief
Dr. Alston	Special Education	Special Education Representative	John Skief
John Skief	Founder & CEO	Administrator	Board

Goals, Strategies and Activities

SECTION III. QUALITY OF SCHOOL DESIGN

Rigorous Instructional Program

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

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

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

For students lagging behind academically or possessing special needs, teachers engage students in instruction by pacing it appropriately, involving students in the lessons through

collaborative and cooperative learning, monitoring the progress of each student and providing prompt feedback.

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

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

English Language Learners

Harambee Institute of Science and Technology does not have any students ELL.

Graduation Requirements

not required

Special Education

HISTCS incorporates a comprehensive and dynamic system in the delivery of services to children with disabilities. In accordance with the federal individuals with Disabilities Education Act 1997 (IDEA 97), the HISTCS has established procedures for the identification and instructional strategies for educating special education students and gifted students. This system employs a proactive and positive 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.

Staff Training — HISTCS provides staff development which is designed to inform teachers and educational personnel of guidelines and principles to locate, identify and assess children who are suspected of having a disability. This standard-based training includes essential information on IDEA, educational disabilities, informal assessment, pre-screening techniques, procedural guidelines, understanding the special education process and ongoing technical support.

Parent Training- Similar to the teacher professional development, HISTCS provides parents with regular training on the IDEA 97, procedural safeguards and the special education process. This training includes understanding the developmental process, identification strategies, community resources and best scientific evidence to encourage and assist parents in serving children with disabilities. HISTCS recognize the importance of parental involvement in the identification, development and delivery of services.

Screening Services — HISTCS uses different types of information, i.e. , reviews of school history, health records, observations, interview and test results to identify and assess children who are suspected of having a disability. In addition, HISTCS uses 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 determined the need for a more comprehensive evaluation.

Information Dissemination: To insure that parents, teachers and administration are provided with current information, HISTCS on a continuous basis disseminates literature on IDEA 97, 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 Week.

Instructional Strategies: HISTCS’s instructional strategies for children with disabilities employ the best scientific practice and efficacious interventions to insure a Free and Appropriate Public Education. That is, the instructional strategies consider the learning styles of each student as determined through the assessment and evaluation process. In addition, HISTCS instructional strategies emphasize a multimodal and integrated approach that facilitates instructional progress within the general curriculum. These strategies incorporate recommendations from other disciplines to address auditory processing, sensory integration, visual-perceptual deficits which may be augmenting the primary disabilities.

Finally, the instructional strategies are naturally integrated into the school setting through the individualized education plan, consistent program implementation, inclusion of parents, teachers, use of multiple modalities, integration of individualized education plan into general classroom curriculum and the use of developmental appropriate program components.

See attached file for Special Education Policies & Procedures

Special Education - Attachment

- Special Education

Special Education Program Profile - Chart I

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
Carlyn Stancil	1.00	Learning Support	Harambee	29	None
Sharriga Azzasaam	1.00	Learning Support	Harambee	29	None

Special Education Program Profile - Chart II

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

not applicable	0	0	0	0	0
----------------	---	---	---	---	---

Special Education Program Profile - Chart III

Title	Location	FTE
Paraeducators	Harambee	1.00

Special Education Program Profile - Chart IV

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

SECTION IV. ACCOUNTABILITY

Student Assessment - Primary

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

Student Assessment - Secondary

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

Student Assessment

See attached file

Student Assessment - Attachment

- Student Assessment

Teacher Evaluation

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
C. Renee Whiby - Lead Teacher

Caren Ishmael - lead teacher
Carol Simmons - Lead teacher
Dr. Alston - Special Education

SECTION V. GOVERNANCE REQUIREMENTS

Leadership Changes

No changes occurred on the Board or within the school leadership team

Board of Trustees

Name of Trustee	Office (if any)
Gail Samuels	President
Lamont Bates	Treasurer
John Stewart	Secretary
Valerie Johnson	
Fredrick Burton	

Professional Development (Governance)

There was no professional development needed for the Board this year

Coordination of the Governance and Management of the School

The Board of Trustees schedules quarterly meetings. When needed additional meetings are 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 CAO and Principal.

Community and Parent Engagement

The Board of Trustees and administrative staff work closely with the community and parents. Harambee Institute has a very active parent council that promotes the school monthly parent meetings. This collaboration has yielded a 75% to 80% participation rate for each and every month.

The Parents Taking Action (PTA) Association is a parent-teacher organization at the Harambee Institute Charter School. We are pleased to be an Essential Partner for the delivery and collaborative program development and training to provide School Based Behavioral Health Services for the Harambee Institute Charter School.

Harambee is a school that values the important role parents play in the education of their children. PTA takes an active role in the administration of our school. We serve as a liaison between the school and home for delivery of information and planning workshops, meetings, and parent training. We have a very strong community outreach program that is able to collaborate with a variety of community agencies such as DARE, sponsored by the Philadelphia Police, Dr. Alston, from BETA, and other valuable resources. PTA has been and will continue to be involved in parental and staff communication via our website, weekly communication folders, and our communication tree. Our monthly newsletter provides valuable tips and resources for working with children. In conjunction with our school, we hold monthly parent meetings that are informative as well as break out sessions that target specific issues such as Special Education, Enrichment programs, Conflict Resolutions, 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 parents

and teachers share. Our Middle School Institute was developed and will continue to meet the needs of our students, school, and families.

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 is a program ran by one of our board members. Through our collaboration we sponsor poetry and essay contest on ending Violence for our students. Our students present their essays at our Monthly parent meetings and at the annual City wide Stop the Madness Basketball Tournaments. In addition, our partnership with United Parents for Successful Children Summer Camp and the Harambee Summer Institute to provide Abstinence training to reduce anti social behaviors.

SECTION VI. FINANCIAL RESPONSIBILITIES

Major fund-raising activities

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

Fiscal Solvency Policies

Harambee continues to maintain fiscal solvency due to a strict adherence to conservative budgeting. Harambee has consistently budgeted and reported a financial surplus on the audited statements. Therefore, Harambee had accumulated cash and minimized 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 Harambee comply with all of 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 Harambee is LarsonAllen. The last audit report completed was for the fiscal year 2005-2006. The school was given an unqualified opinion with one finding which was that some employee files didn't include current W-4, I-9, criminal check and child abuse clearances. The fieldwork for the fiscal year 2006-2007 is scheduled for October 2007.

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 2006-2007, Harambee 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

Harambee is in the process of identifying a site to build a high school. Harambee has been approved to expand its kindergarten — eighth grade population through twelfth grade. Since a site has not be determined, the plans are in the preliminary stage.

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

Current School Insurance Coverage Policies and Programs

Harambee currently has the following insurance coverage:

- § Health including dental, prescription, and vision
- § Long-term and short-term disability
- § Life insurance
- § Workers' compensation
- § Business personal property
- § Commercial general liability
- § Educator's professional liability
- § Director's & Officer's liability
- § Employment practices

SECTION IX. ADMINISTRATIVE NEEDS

Quality of Teaching and Other Staff

see attached file

Quality of Teaching and Other Staff - Attachment

- PDE 414 - Verification Form

Student Enrollment

Student Enrollment

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

Parent must

- reside in the Philadelphia county
- 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. 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, 2007 by grade level:

	Start	Added	Withdrew	Finished	Due in Sept 07
Kindergarten	45	3	0	48	45
1	57	2	3	56	48
2	53	3	2	54	56
3	59	3	0	62	54
4	58	2	2	58	62
5	46	3	2	47	58
6	53	1	3	51	47
7	67	8	7	68	51
8	52	1	1	52	68
	490	26	20	496	489

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

- **Graduates** **52**
- **left voluntarily** **20**

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.

Transportation

During the 2006-2007 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. This mileage requirement is in accordance with state and local regulations. Students in 7th and 8th grade who live outside of the school area purchase school tokens.

Food Service Program

The families at HISTCS have diverse nutritional needs and as a result of this it has been decided to not participate in the FRL program. Students are required to bring their lunch based on guidelines outlined in the student and parent handbook.

Student Conduct

Discipline Policies attached: alled Student and Parent Handbook
55 students were involved in 67 suspensions and 0 students were expelled.

CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

Charter School Annual Report Summary Data 2007 - 2008

Name of School: Philadelphia Harambee Inst CS

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

Length of Charter: June 2010 **Opening Date:** September 1997

Grade Level: K - 8 **Hours of Operation:** 8:30 to 3:15

Percentage of Certified Staff: 76% **Total Instructional Staff:** 30

Student/ Teacher Ratio: 14/1 **Student Waiting List:** 50

Attendance Rate/Percentage: 95%

Enrollment: 496 **Per Pupil Subsidy:** Regular Ed \$7248 / Special Ed \$15346

Student Profile

American Indian/Alaskan Native: 0

Asian/Pacific Islander: 0

Black (Non-Hispanic): 100%

Hispanic: 0

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: 56

Number of:	K (AM)	K (PM)	K (FTIME)	ELEM	MIDDLE	SEC.	TOTAL
Instructional Days	na	na	181.5	181.5	181.5	na	544.5
Instructional Hours	na	na	1134.38	1134.38	1134.38	na	3403.14

ASSURANCE FOR THE OPERATION OF CHARTER SCHOOL SERVICES AND PROGRAMS

School Year: 2007

The Philadelphia Harambee Inst CS within Philadelphia IU 26 assures that the charter school will comply with the requirements of 22 PA Code Chapter 711 and with the policies and procedures of Pennsylvania Department of Education (PDE). PDE will specify, in writing, policies and procedures to be followed. Requests for any deviations from these regulations, policies, and procedures must be made in writing to PDE. The charter school assures:

1. There are a full range of services, programs and alternative placements available for placement and implementation of the special education programs in the charter school.
2. The charter school has adopted a "child find" system to locate, identify and evaluate children who are thought to be a child with a disability eligible for special education residing within the charter school's jurisdiction. "Child find" data is collected, maintained, and used in decision-making. Child find process and procedures are evaluated for effectiveness. The charter school implements mechanisms to disseminate child find information to the public, organizations, agencies, and individuals on at least an annual basis.
3. The charter school has adopted policies and procedures that assure that students with disabilities are included in general education programs and extracurricular and non-academic programs and activities to the maximum extent appropriate in accordance with an Individualized Education Program.
4. The charter school will comply with the PA Department of Education annual report requirements including special education information.
5. The charter school follows the state and federal guidelines for participation of students with disabilities in state and charter school-wide assessments including the determination of participation, the need for accommodations, and the methods of assessing students for whom regular assessment is not appropriate.
6. The charter school assures the Pennsylvania Department of Education that funds received through participation in the medical assistance reimbursement program, ACCESS, will be used to enhance or expand the current level of services and programs provided to students with disabilities in this local education agency.

This assurance must be signed by the Board President and the Chief Executive Officer for the charter school to operate services and programs.

Board President

Date

Chief Executive Officer

Date

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 Founder & CEO

Title John Skief

Phone 215-472-8770

Fax 215-472-9611

E-mail clevere@harambeecs.org

Signature of the Chief Executive Officer and Date

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

Name Board President

Title Gail Samuels

Phone 215-472-8770

Fax 215-472-9611

E-mail clevere@harambeecs.org

Signature of the President of the Board of Trustees and Date

Identify the charter school's Special Education Contact Person.

Name Psychologist

Title Robyn Alston

Phone 215-477-3801

Fax 215-472-9611

E-mail clevere@harambeecs.org

Signature of the Special Education Contact Person and Date