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# Pennsylvania Department of Education

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

## **Charter Annual Report** **Monday, November 10, 2008**

**Charter School:** Philadelphia Harambee Inst CS  
**Address:** 640 N 66th St  
Philadelphia, PA 19151  
**Phone:**  
**Contact Name:**

## CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

### Charter School Annual Report Summary Data 2008 - 2009

**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 \$7708 / Special Ed \$16760

#### 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
<b>Instructional Days</b>	na	na	181.5	181.5	181.5	na	544.5
<b>Instructional Hours</b>	na	na	1134.38	1134.38	1134.38	na	3403.14

## 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**

Harambee faced two major challenges this year, meeting AYP and the untimely death of the founder and CEO. In spite of these obstacles the school reorganized AND meet AYP for 2008. The plan for the upcoming school year is the continue providing an excellent education for our students so that we will continue to meet AYP.

# **SECTION II. STRATEGIC IMPROVEMENT PLANNING**

## **Strategic Planning Process**

## **Strategic Planning Committee**

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

**Goals, Strategies and Activities**

**Goal: MATHEMATICS**

*Description:* At least 56% of all students will be proficient in Mathematics, as measured by the annual state-wide PSSA assessments.

**Strategy: Math Strategy**

*Description:*

*Activities:*

Activity	Description	
Math Activity		
Person Responsible	Timeline for Implementation	Resources
Not Currently Assigned	Ongoing	\$0.00

**Statement of Quality Assurance**

Charter school has met AYP.

**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.

### **Rigorous Instructional Program - Attachment**

- Staff

### **English Language Learners**

For 2007-2008 Harambee Institute of Science and Technology did not have any ELL students.

### **English Language Learners - Attachment**

- English Language Learners

### **Graduation Requirements**

not required

### **Special Education**

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
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**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
Terra Nova	No	Yes	Yes	No	No	No

**Student Assessment - Secondary**

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

### Student Assessment

See attached file

### Student Assessment - Attachment

- PSSA Math and Reading

### Teacher Evaluation

Main Features of school's teacher evaluation plan

1. Classroom Managment
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

### Teacher Evaluation - Attachment

- Teacher Evaluation Plan

## SECTION V. GOVERNANCE REQUIREMENTS

### Leadership Changes

Founder and CEO of Harambee Charter School John D. Skief transitioned during the early portion of December 2007. In the spirit of Umoja (Unity) and Ujima (Collective work and responsibility) Masai Q. Skief acquired the overwhelming support of the Harambee family, staff, and community to apply for the position of Chief Administrative Officer for Harambee Institute. This petition was brought before the Board of Trustees and was unanimously voted on in January 2008. The members of the Board of Trustees through a written resolution moved to appoint, Masai Q. Skief, as the new CAO of Harambee Charter School. Harambees' mission and vision will continue, to provide a practical yet rigorous curriculum that is both educationally sound and culturally relevant in order to produce future leaders of our world.

### Board of Trustees

Name of Trustee	Office (if any)
John Stewart	President
Valerie Johnson	
Fredrick Burton	Secretary

Lamont Bates	Treasurer
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## **Professional Development (Governance)**

Do to the untimely death of John Skief, the Board met several times with key administrative staff and other key stakeholders to determine a plan of action in light of this situation. The initial meeting was to discuss the impact of Mr. Skief loss on the day to day operations and long range strategic plans. The relationship that existed between Mr. Skief and the Board was very close and dynamic.

After meeting with key staff and consultants it was determined, that members would receive a one day workshop on the roles and responsibilities of the Board as outlined by Charter school law.

## **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.

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

- Board

## **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 the Administration intend to perform any major fund-raising activities in the next school term.

### **Fiscal Solvency Policies**

Harambee continues to maintain fiscal solvency due to a strict adherence to conservative budgeting. Harambee has consistently budgeted a financial surplus. Therefore, Harambee had accumulated cash and minimized debt to maintain fiscal solvency. During the last two years, additional investments have been made in improving the performance of students through after school and Saturday programs. The funding for these programs were from the surpluses accumulated in prior years. Although a deficit was reported for the 2006-2007 school term, the fiscal solvency of Harambee has not been compromised. The additional investment in students proved successful; students made record improvement on the PSSA.

### **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**

- Statement of Revenue, Expenditures and 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 2006-2007. The school was given an unqualified opinion with three findings listed below. The fieldwork for the fiscal year 2007-2008 is scheduled for October 2008.

Finding: During the performance of our audit engagement procedures, we noted management had not adjusted all account balances to reflect their appropriate year-end balance. This is a necessary step in ensuring that financial statements are fairly stated. The unrecorded amount was, in our judgment, material to the financial statements. Management subsequently recorded the amount. Since the School's control policies and procedures did not prevent or detect a material misstatement of the financial statements, we concluded there is a material weakness in the School's control policies and procedures required to be reported under professional standards.

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

Finding: During the performance of our audit engagement procedures, we noted that the payments to Pennsylvania State Employees Retirement System checks were held during the year.

Response: Subsequent payments to PSERS have been made timely and no payments are being held.

Finding: In a sample of 25 students, 6 of whom transferred during the year, 5 did not have transfer documentation. There were two students identified as transferring out in February, however they were billed to the school district as attending for the entire year. The school collected approximately \$6,200 for these students that did not attend for the full year.

Response: To ensure student withdrawal documentation, the parent/guardian is required to sign-off on a transfer/withdrawal slip. The slip will be placed in the student's file and serve as evidence of when the student withdraws. No information will be released to the requesting school until the slip is signed.

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

- Audit Report 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 2007-2008, 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; furniture purchases were not necessary during 2007-2008. Equipment expenditures relate to improvement in the existing security system (\$30,085). Building renovations totaled \$49,950 for the last fiscal year.

### **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 been 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 66<sup>th</sup> Street  
Philadelphia, PA 19151**

## **Board of Trustees Policy**

### **Wellness Policy on Physical Activity and Nutrition**

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

#### **School Health Council**

- The Charter School shall create a School Health Council consisting of individuals representing the community, including, but not limited to, parents, students, administrators, members of the Board of Trustees, representatives of the school food authority, and other members of the public. The School Health Council will be charged with assisting in the development, implementation, monitoring and reviewing of nutrition and physical activity goals for the school community.
- The School Health Council will assist in evaluating the implementation of the Wellness Policy on Physical Activity and Nutrition as measured and informed by data collection and analysis. This evaluation will be conducted, at minimum, biennially.

#### **School Meals**

- Any foods and/or beverages sold from vending machines, through snack lines, at student stores, celebrations, athletic events, any school-sponsored or school-related event, or for the purpose of fundraising will, to the extent practicable, meet or exceed the minimum nutrition requirements.
- The Charter School will schedule meal periods at reasonably appropriate times, and will provide students with a minimum of twenty (20) minutes to enjoy their meals. In addition, the Charter School will discourage the scheduling of meetings or activities during meal times, including, but not limited to, tutoring, club meetings and/or organization meetings, unless the students will be permitted to eat during those meetings or activities.
- The Charter School will provide facilities for appropriate hygiene, such as hand-washing and brushing of teeth.

- The Charter School will not use foods or beverages for the purpose of rewarding students for academic achievement or good behavior; unless such a reward system is specifically identified in a student's Individualized Education Program. Likewise, the Charter School will not restrict or withhold foods or beverages for the purpose of disciplining or punishing students.
- No food of limited nutritional value, as defined by federal or state law will be offered to students, faculty or staff during school hours, or at school-sponsored or school-related activities or events.

### **Nutrition Education**

- Nutrition education will be integrated into other areas of the curriculum, such as math, science, language arts and social studies at all grade levels.
- Nutrition education will be developmentally appropriate, interactive, and will teach skills needed to adopt healthy eating behaviors.
- Nutrition education materials will be reviewed by a qualified and credentialed nutrition professional, including, but not limited to, a School Food Nutrition Specialist or Registered Dietitian.
- Faculty and staff that teach nutrition education will have appropriate training.
- Informational materials will be provided to students and families to encourage sharing of health and nutrition information, and to encourage healthy eating in the home.
- Any marketing of foods and/or beverages undertaken by the Charter School will be consistent with established guidelines and/or standards.

### **Physical Activity**

- Physical activity will be integrated across curricula with activities that are safe, enjoyable and developmentally appropriate for all students in all grades.
- All students will be given opportunities before, after, and throughout the school day for physical activity through physical education, recess periods and integration of physical activity into the curriculum.

- Faculty and staff will be appropriately trained in integrating physical activity into the various curricular areas.
- Students will be encouraged to participate in physical activity outside of the school environment, in both competitive and non-competitive environments.
- Organized physical activity will be offered and encouraged at school-sponsored or school-related events.
- To the extent practicable, Charter School facilities will be made available to students, faculty, staff and the community for the purpose of offering physical activity and/or nutrition programs.
- Physical activity will not be used or withheld as punishment.

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

ADOPTED this \_\_\_\_\_ day of \_\_\_\_\_, 2006

\_\_\_\_\_  
President

\_\_\_\_\_  
Secretary

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

- Wellness Wellness

**Current School Insurance Coverage Policies and Programs**

Harambee currently has the following insurance coverage:

- (a) Commercial General Liability:

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

(b) Automobile Liability:

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

(c) Workers' Compensation and Employers Liability:

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

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

(d) Excess / Umbrella Liability:

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

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

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

(f) Directors and Officers Liability:

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

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

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

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

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

- Accord Certificate of Insurance

## **SECTION IX. ADMINISTRATIVE NEEDS**

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

Harambee has consistently maintained high teacher retention. Of the twenty-six (26) teachers, twenty-five (25) were staff members last year, and only two teachers did not work the entire school term. However in light of the certification requirements for NCLB, there were several changes for the 2008-2009 school term. Harambee will meet the goal of having 100% of core subject teachers with current Pennsylvania certifications.

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

- Quality of Teaching and Other Staff

### **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 8<sup>th</sup> grades
- (\*note: a child must be 5 years old on or before September 1<sup>st</sup> 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 1<sup>st</sup> 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 1<sup>st</sup>, of the current school year.

**Enrollment History as of June 1, 2008 by grade level:**

	<b>Start</b>	<b>Added</b>	<b>Withdrew</b>	<b>Finished</b>	<b>Due in Sept 08</b>
Kindergarten	45	5	0	50	50
1	48			48	54
2	56	1		57	57
3	54		2	52	54
4	62		6	56	56
5	58		2	56	56
6	47	3		50	54
7	51			51	54
8	68		3	65	54
	489	9	13	485	489

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

**Graduates                      65**

**left voluntarily**

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

### **Student Enrollment - Attachment**

- Copy of Enrollment policy

### **Transportation**

During the 2007-2008 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.

**Student Conduct - Attachment**

- Student Conduct

## ASSURANCE FOR THE OPERATION OF CHARTER SCHOOL SERVICES AND PROGRAMS

**School Year: 2008**

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.**

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**Board President**

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**Date**

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**Chief Executive Officer**

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**Date**

**2008 - 2009 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** Masai Skief

**Phone** 215-472-8770

**Fax** 215-472-9611

**E-mail** skief@harambeecs.org

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*Signature of the Chief Executive Officer and Date*

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

**Name** Board President

**Title** John Stewart

**Phone** 215-472-8770

**Fax** 215-472-9611

**E-mail** skief@harambeecs.org

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

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

**Name** Psychologist

**Title** Robyn Alston

**Phone** 215-477-3801

**Fax** 215-472-9611

**E-mail** services@betaoneinc.com

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*Signature of the Special Education Contact Person and Date*

**Signature Page**

**Signature Page - Attachments**

- Assurance
- Signature