
Pennsylvania Department of Education



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

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

Charter School: Belmont Academy Charter School
Address: 907 N 41st St
Philadelphia, PA 19104
Phone:
Contact Name:

CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

Charter School Annual Report Summary Data 2008 - 2009

Name of School: Belmont Academy Charter School

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

Length of Charter: 10 years **Opening Date:** September 1998

Grade Level: Pre-K- 4 **Hours of Operation:** 8:00 am — 3:30 pm

Percentage of Certified Staff: 86% **Total Instructional Staff:** 7

Student/ Teacher Ratio: 15:1 **Student Waiting List:** N/A

Attendance Rate/Percentage: 90.57%

Enrollment: 114 **Per Pupil Subsidy:** \$7,708.33 per regular ed. student, \$16,760.03 per special ed. student

Student Profile

American Indian/Alaskan Native: 0
Asian/Pacific Islander: 0
Black (Non-Hispanic): 114
Hispanic: 0
White (Non-Hispanic): 0
Multicultural: 0

Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch: 95%

Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December: 14

Number of:	K (AM)	K (PM)	K (FTIME)	ELEM	MIDDLE	SEC.	TOTAL
Instructional Days	0	0	182	182	0	0	364
Instructional Hours	0	0	1199	1199	0	0	1199

SECTION I. EXECUTIVE SUMMARY

Organization Description

Family Charter School (FCS) was founded in 1998 specifically to serve Kindergarten through fourth grade students who come from low income, high risk, families. Located in Belmont (a subsection of West Philadelphia) the majority of our students come from this area and go on to attend our sister school Belmont Charter School. FCS currently offers grades K4 through 4, and

serves 110 students from the surrounding area. As of Sep. 1, 2008, Family Charter School's name change will go into effect and FCS will be known as Belmont Academy Charter School.

Core Purpose

Mission

Family Charter's mission is "to create intensive, high quality, individualized educational and social service programs for each child in order to promote the academic, social, and developmental growth of all students and the surrounding community." Our emphasis on early childhood intervention and the provision of family support further this mission, as do our developmentally appropriate curriculum, small class sizes, and individualized after-school extended day programming (among other strategies).

Vision

By the time they leave Family Charter, students are expected to:

- have learned and complied with reasonable standards of behavior in a learning environment (e.g., respect for others and school property, following directions, completing homework);
- have reached grade-level competency (proficient or advanced) in the core subjects of Reading and Math;
- be able to communicate effectively by using writing, listening and speaking skills;
- have demonstrated a basic level of technological skill as a foundation for technological literacy;

Shared Values

Family Charter's core beliefs include:

- The idea that families come first. Communication and cooperation between home and school are essential for a child to learn effectively and to be educated consistently
- The idea that our students often struggle with life circumstances that make it much harder for them to learn than for their peers in higher income brackets. However, we believe that these children are capable of high performance if given the help, caring and support they need. Family Charter prides itself on doing everything possible to help these students achieve this.
- The idea that children must actively engage in the learning process and should understand that achievements are not accomplished without effort

Family Charter programs take a holistic approach to student learning that addresses the individual needs of this high-risk population. We work in partnership with the Community Education Alliance of West Philadelphia to offer a pre-kindergarten program within our building that serves as a feeder to Family Charter School. We also offer: an extended school day; additional after-school tutoring; small class sizes; instruction differentiated according to learning ability; percentage of certified teachers; provision of family and social services on an as-needed basis; provision of speech and occupational therapy on an as-needed basis; provision of free breakfast and lunch for each student; and much more.

Academic Standards

Family Charter School's curriculum is aligned with the Pennsylvania Assessment Anchors and Early Learning Content Standards. Students are expected to demonstrate proficiency on all

assessment anchors and standards, as reflected in daily observations, Peabody Picture Vocabulary Tests, Terra Nova Testing (kindergarten), and student performance portfolios. Data from these assessments are used to provide individualized instruction and intervention. Unifying themes across content areas are used to create a context through which skills within a given discipline can be applied to other disciplines.

Strengths and Challenges

We have been awarded the Keystone Achievement Award, and have been recognized by the state for achieving Adequate Yearly Progress for the past two years. We have also been recognized by outside agencies for excellence in literacy instruction. Students are making significant gains and teacher retention is constant. The challenges of combating the effects of poverty and neighborhood blight are obvious and continue to challenge us as a school, though through our family support specialists we have been able to meet the needs of many of our most at risk students.

The percent of Family Charter School fourth-graders scoring proficient or advanced on the 2008 PSSA in mathematics and reading was 78 and 56, respectively, exceeding the AYP target for math and meeting AYP for reading through the Safe Harbor Confidence Interval provision. Family Charter School will not be addressing the challenge of sustaining/improving these results in 2008-09, since it will be servicing only K4 and Kindergarten students then.

2008 Kindergarten Terra Nova results by national percentile (NP) quartiles were as follows:

Subject	NP 76+	NP 51-75	NP 26-50	NP 1-25
Math	52	26	10	12
Reading	61	16	7	16

Efforts to build on these results in 2008-09 will include instructional coaching on early childhood literacy, remediation support from pullout/push-in teachers, and more comprehensive and strategic support for Special Education students.

SECTION II. STRATEGIC IMPROVEMENT PLANNING

Strategic Planning Process

The Chief Academic Officer leads the strategic planning process for academics, which involves data-driven decisions based on test results, teacher observation and evaluation, stakeholder input—from teachers to parents to students, and research on best practices.

The academic strategic planning team meets weekly throughout the school year to review data and discuss its implications (i.e., what is/isn't working and why, and what adjustments need to be pursued), and more intensively in the spring and summer to finalize decisions on staffing, student

placement (i.e., promotion, retention, track), programming, and professional development for the coming year.

Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Arlene Shank	Academic Director	Administrator	Jennifer Faustman
Claire Cohen	Head Start Director	Administrator	Jennifer Faustman
Jamie Friedman	Academic Director	Administrator	Jennifer Faustman
Karen McGann	Special Education Director	Administrator	Jennifer Faustman
David Ginsburg	Chief Academic Officer	Administrator	Jennifer Faustman

Goals, Strategies and Activities

Goal: Annual Yearly Progress

Description: To obtain Annual Yearly Progress according to the Pennsylvania Department of Education.

Strategy: Strategy 1

Description: Implement the School District of Philadelphia Core Curriculum where applicable

Activities:

Activity	Description	
Activity 1	Supply classrooms with leveled libraries to provide students with more resources to practice reading skills in teh classroom, as well as at home.	
Person Responsible	Timeline for Implementation	Resources
Not Currently Assigned	Ongoing	\$0.00

Strategy: Strategy 2

Description: Leveled Libraries for each classroom

Activities:

Activity	Description	
Activity 2	Use Academic Directors and Mentor teachers to coach teachers towards meeting academic standards.	
Person Responsible	Timeline for Implementation	Resources
Not Currently Assigned	Ongoing	\$0.00

Goal: Attendance

Description: To meet or exceed the 90% attendance requirement for grades K-4 as set forth by AYP standards

Strategy: Strategy 1

Description: Truancy Program

Activities:

Activity	Description	
Activity 1	Continue aggressive truancy program that includes holding Saturday detention for students.	
Person Responsible	Timeline for Implementation	Resources
Not Currently Assigned	Ongoing	\$0.00

Activity	Description	
Activity 2	Employment of Truancy Officer responsible for making home visits to students with three or more unexcused absences.	
Person Responsible	Timeline for Implementation	Resources
Taylor Evans	Ongoing	\$0.00

Goal: Parent Involvement

Description: To increase parent involvement in school

Strategy: Strategy 1

Description: To keep parents informed of upcoming events through mailings, postings around school, flyers sent home.

Activities:

Activity	Description	
Activity 1	Send out regular parent reminders of events, post parent events around school and community, offer incentives for attendance to events.	
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

The instructional program at Family Charter School is guided by one essential outcome: preparing students for academic success in elementary school and beyond. Achieving this requires the proper blend of rigor and remediation, which the instructional staff strives for through several initiatives including:

1. Bi-Weekly grade-level teacher meetings where activities include:

- a. Examining student work
 - b. Sharing best practices
 - c. Developing common assignments and assessments
 - d. Analyzing test results and other data
2. Cross-grade articulation meetings where teachers in consecutive grades troubleshoot common challenges and back-map curriculum
 3. Vertical team meetings where teachers across grade levels troubleshoot common challenges and back-map curriculum
 4. Coaching from the academic leadership team on:
 - a. content-specific pedagogy (again, to be more of a focus in 2008-09 than it was in 2007-08)
 - b. general instructional strategies in areas such as collaborative grouping, differentiation, and questioning
 5. Coaching for all teachers from outside consultants specializing in early literacy
 6. Peer observation

All instruction is thematically centered, with lessons integrated throughout the day across subject areas. Teachers instruct by continually relating the lessons to the students' worlds, which are further expanded through regular field trips and guest speakers. Much of the instruction is also inquiry-based, allowing children to experience and create their own knowledge. Children are engaged throughout the day in activities that promote problem-solving, communication, critical thinking, information gathering/processing, and personal, family and community growth and development.

Family Charter School focuses on academics as well as the social and emotional aspects of a student's learning, which requires a school-wide commitment by staff to the school-home connection. Parents participate in their children's learning through home-school projects, lending libraries, and volunteering in the classroom. Students also participate in groups devoted to friendship, problem solving, following directions, anger management, and other skills devoted to relating to social and emotional development.

By the time they leave Family Charter, students are expected to:

- have reached grade-level competency (proficient or advanced) in the core subjects of Reading and Math;
- be able to communicate effectively using writing, listening and speaking skills
- be able to analyze, question, compare, and comprehend ideas;
- have learned and complied with reasonable standards of behavior in a learning environment (e.g., respect for others and school property, following directions, completing homework)

Both our Professional Development Plan and Teacher Induction Plan are in the process of being updated and submitted to PDE for the Sep. 30, 2008 deadline.

Rigorous Instructional Program - Attachments

- Professional Development Plan
- Teacher Induction Plan

English Language Learners

Family Charter School does not currently have any ELL students.

Graduation Requirements

Graduation Requirements are not applicable to Family Charter School, since this school only extends to grade 4.

Special Education

Family Charter School is a full-service school with a broadened mission and vision to meet the needs of students by providing integrated services to benefit meeting the needs of all students, as well as their families. Attached is a copy of all Special Education policies and procedures for Family Charter School. This includes those policies and procedures that deal with identification and provision of services to special needs students as well as instructional strategies for educating special education students.

Special Education - Attachment

- Special Education Policies and Procedures

Special Education Program Profile - Chart I

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
Michele Marabotti	100	full time, self-contained	Belmont Charter School	10	N/A
Jill Johnson	100	Resource Room Teacher	Belmont Charter School	20	N/A
Sonja McFadden	100	inclusion classroom	Family Charter School	10	N/A
Allyson Czarnecki	100	Resource Room Teacher	Family Charter School	20	N/A

Special Education Program Profile - Chart II

Organization	FTE	Type of class or support	Location	# of Students	Other Information
N/A	0	N/A	N/A	0	N/A

Special Education Program Profile - Chart III

Title	Location	FTE
Director of Special Education	Family Charter School	.50

Special Education Program Profile - Chart IV

IU, Public Agency, Organization, or Individual	Title/Service	Amount of Time Per Week
Dan Fitzgerald, Therapy Source	Physical Therapy	2 hours per week
Sarah Helduser, Therapy Source	Occupational Therapy	10 hours per week
Emily Hurly	Speech and Language Pathologist	40 hours per week

SECTION IV. ACCOUNTABILITY

Student Assessment - Primary

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

Student Assessment - Secondary

Test/Classification	6	7	8	9	10	11	12
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Student Assessment

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Efforts to build on these results in 2008-09 will include instructional coaching on early childhood literacy, remediation support from pullout/push-in teachers, and more comprehensive and strategic support for Special Education students.

Student Assessment - Attachment

- PSSA scores

Teacher Evaluation

Teacher evaluation occurs as the fourth stage of an ongoing process of individualized professional development, as follows:

Teacher evaluation is designed to serve the following purposes:

1. Promote self-evaluation and self-reflection in teachers.
2. Recognize and reinforce teachers' individual strengths.
3. Identify and target teachers' individual professional growth priorities.
4. Provide benchmarks for assessing teachers' past and future growth.

The evaluation process involves the following steps:

-

1. **Teacher Self-Evaluation:** Teachers perform self-evaluation using the CEAWP Teacher Evaluation Form.
2. **Supervisor Walkthrough:** Supervisor conducts unannounced classroom visits (one or more per teacher) for the primary purpose of assessing the consistency and fidelity with which teachers have implemented feedback from coaching sessions to date, including:
 - a. *Effective practices:* those practices supervisors identified as effective and worthy of teachers including in their instruction on an ongoing basis
 - b. *Enhancements:* strategies for enhancing teachers' effectiveness
3. **Supervisor Evaluation: Supervisor completes CEAWP Teacher Evaluation Form for each teacher**
4. **Performance Conference:** Supervisors meets one-on-one with teachers for the primary purposes of:
 - a. comparing their evaluations of teachers with teachers' self-evaluations, and addressing any conflicting perceptions
 - b. sharing conclusions from walkthroughs
 - c. setting professional growth priorities

Teacher Evaluation - Attachments

- Teacher Evaluation Plan
- Teacher Evaluation

SECTION V. GOVERNANCE REQUIREMENTS

Leadership Changes

In the 2007-2008 school year, there have been a few changes in leadership. A new position, the Chief Academic Officer, was created and filled by David Ginsburg to lead the academic directors and the entire instructional staff in the academic growth of our students. Also, our Charter Director, Elizabeth Richards resigned and Claire Cohen replaced her as the day-to-day leader at Family Charter School. On the board of directors, a new treasurer was named, Athena Karp.

Board of Trustees

Name of Trustee	Office (if any)
Michael Karp	President
Leslie Convey	Secretary
Kristen Johnson	
Herb Vederman	
Donna O'Donnell	
Lisa Kaminsky	
Athena Karp	Treasurer

Professional Development (Governance)

Family Charter School feels it is important to have an informed board of trustees. Accordingly, dissemination of updated information regarding local and stat-mandated policies, are provided to the governance board. During every board meeting timely information is disseminated to all members in an effort to keep them abreast of the happenings at the charter school. Likewise, in an effort to keep the meetings public and open to all members of the schools' constituencies, all board meetings are posted in a local paper in compliance with the Sunshine Law and the Public Officials Act.

Coordination of the Governance and Management of the School

The Board of Trustees coordinate the governance and management of the school by overseeing all operations of the school and delegating day-to-day management to school's administrators. The Board holds the responsibility of ensuring that the school is run in compliance with its charter application and all applicable laws and regulations. The school's CEO maintains a relationship with members of the School District's staff and regularly attends meetings and conferences held at the District office. Additionally, the Family Charter School has sent appropriate administrators to attend and interact with district and state education department representatives on several occasions for a variety of meetings and training.

Coordination of the Governance and Management of the School - Attachment

- Board Meeting Schedule

Community and Parent Engagement

Family Charter School will involve families in ongoing programs and seek to support family needs as a key to school success. Parents are required to participate at parent-student-teacher conferences and involvement in various school programs such as open house, back to school night and parent council meetings. The Board also continues to seek out collaborative projects

with community organizations, agencies, non-profits and businesses in order to provide a greater range of services to the community as well as parents.

SECTION VI. FINANCIAL RESPONSIBILITIES

Major fund-raising activities

During the 2007-2008 school year Family Charter School did not receive any private donations, grants or other forms of funding.

Fiscal Solvency Policies

Family Charter School's board adopts an annual budget in June prior to the upcoming fiscal year. All purchasing and expense allocation throughout the fiscal year must align with the budget. The administration and board monitors fiscal activity, as related to the annual budget, on a monthly basis. Monthly reviews include accounts payable.

Accounting System

Family Charter School maintains its books on a fund accounting basis in accordance with GAAP. It maintains a chart of accounts based on the Pennsylvania State Chart of Accounts for PA Public Schools, and all PDE reports are filed in this format. QuickBooks Accounting Software is used to classify, capture and report income and expenditures.

Preliminary Statements of Revenues, Expenditures & Fund Balances - Attachment

- Revenues, Expenditures

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

Family Charter School selected Siegal and Drossner to perform the 2006-2007 audit report. They have been engaged to conduct the 2007-2008 audit, with an anticipated completion date before October 2008. The 2006-2007 audit is attached and has a completion date of October 12, 2007.

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

- Family Audit

Citations and follow-up actions for any State Audit Report

N/A

SECTION VII. FACILITY RESPONSIBILITIES

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

Furniture, fixtures and equipment that are necessary are acquired through a comparative pricing process. Several companies were requested to provide pricing and servicing worksheets. This is in accordance with the Charter procedure for acquisition of purchases above \$10,000. Facilities are negotiated on an as-needed basis. During the 07-08 school year, Family Charter School

hired an architect to draw up plans for refinishing the basement for 4 more classrooms and an open space area. The cost of the architects work during the 07-08 school year was \$22,909.

Future Facility Plans and Other Capital Needs

Family Charter is in the planning stages of renovating its basement to provide additional classroom space and a gymnasium, and to conform to Early Childhood facility standards. These renovations play an integral role in our strategic planning of the Charter. With the addition of added classrooms we would have the opportunity to serve more students and expand upon our existing program.

SECTION VIII. HEALTH AND SAFETY RESPONSIBILITIES

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

The school's fire prevention and suppression systems are in full compliance with the City of Philadelphia standards. These systems receive semi-annual maintenance and are certified annually. Family Charter held 11 fire drills in 07-08 under the supervision of its Head Administrator, Claire Cohen. During these, our administrative staff: closes all doors and windows; maintains silence; helps primary grade teachers evacuate; assigns staff to each floor to ensure all students have been evacuated; requires all teachers to carry roll books; gives all staff members a copy of evacuation routes; and posts specific routes in each room in the school. Additionally, the school's administrative staff logs in all fire drill information (time of day, time taken to evacuate building, number of adults and children participating) at the end of each drill.

Our fulltime certified school nurse diligently oversees all school health operations within the charter school. The nurse, working closely with the charter director, personally monitors and provides appropriate evidence of maintaining health and immunizations records for students. They also are able to provide verification that the Request for Reimbursement and Report of School Health Services will be submitted by the September 30, 2008 deadline, as they are personally completing and submitting both reports.

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

- Family Wellness Policy

Current School Insurance Coverage Policies and Programs

Our current school insurance coverage policies are maintained under the Hartford Group with Boardman and Hamilton and include but are not limited to:

Property; Electronic; Fidelity Bond; Accounts Receivable; Commercial; General Liability; School Board Legal Liability; Worker's Compensation; Umbrella; Professional Practice Liability; Fire, Theft and Vandalism

In addition we offer health and additional insurances to employees via Blue Cross, PSERS, Equitable and AFLAC.

Current School Insurance Coverage Policies and Programs - Attachment

- Family Accord

SECTION IX. ADMINISTRATIVE NEEDS

Quality of Teaching and Other Staff

Family Charter School continues to boast high retention and staff satisfaction.

All of the Family teachers who were extended a contract, will be returning for the 07-08 school year.

All the data required for the Elementary and Secondary Professional Personnel Report was collected in our 2007-2008 PIMS Staff reports.

Quality of Teaching and Other Staff - Attachments

- PDE 414
- SupPer

Student Enrollment

Family Charter has an open enrollment for students in K4 and requires that any student enrolling in K4 be at least, 4.5 years old by September 1 of the school year.

In September of the 2007-2008 school year 117 students were initially enrolled in Family Charter School. This is higher than enrollment from previous years, and the discrepancy is attributable to the addition of two K classrooms during the 2007-2008 school year.

Student Enrollment - Attachment

- student manual

Transportation

Student transportation for both regular and special education students is governed by the guidelines of the Philadelphia School District. K4 and Kindergarten parents provide transportation. The district assists with providing bus transportation for students in grades 1 through 4 who live further than 1.5 miles away.

Food Service Program

Family Charter runs the National School Lunch Program, providing severe need breakfast and lunch to all students. Approximately 95 percent of Family Charter students qualify for free or reduced-price lunch; therefore, the school does participate in the Free and Reduced Lunch program.

Student Conduct

Expectations for student behavior and discipline are summarized in the Family Charter School Student Handbook. During enrollment and the fall open house, parents are presented with this handbook and walked through the various details included regarding his/her child's code of conduct. Parents sign a form stating they will support this and adhere to it. Parents support consequences for infractions of the code and the school makes every effort to work with students and their families to ensure their educational rights.

Student Conduct - Attachment

- Student Policy

ASSURANCE FOR THE OPERATION OF CHARTER SCHOOL SERVICES AND PROGRAMS

School Year: 2008

The Belmont Academy Charter School 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
2008 - 2009 Annual Report for Pennsylvania Charter Schools

Date

Verify that all DATA reports to PDE are complete

YES _____ **NO** _____

SIGNATURE PAGE

Identify the charter school's Chief Executive Officer.

Name Jennifer Faustman

Title Executive Director

Phone 215-790-1294

Fax 215-790-1475

E-mail Jennifer.faustman@cea-philly.org

Signature of the Chief Executive Officer and Date

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

Name Michael Karp

Title Chairman of the Board

Phone 215-790-1294

Fax 215-790-1475

E-mail N/A

Signature of the President of the Board of Trustees and Date

Identify the charter school's Special Education Contact Person.

Name Karen McGann

Title Director of Special Education

Phone 215-790-1294

Fax 215-790-1475

E-mail N/A

Signature of the Special Education Contact Person and Date

Signature Page

Signature Page - Attachments

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