
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 Charter School
Address: 4030 Brown 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 Charter School

Date of Local Chartering School Board/PDE Approval: July 30, 2002

Length of Charter: 6 years **Opening Date:** September 2002

Grade Level: grade 1 through grade 8 **Hours of Operation:** 8:00 am — 3:30 pm

Percentage of Certified Staff: 76% **Total Instructional Staff:** 49

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

Attendance Rate/Percentage: 90.46%

Enrollment: 291 **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): 286
Hispanic: 3
White (Non-Hispanic): 2
Multicultural: 0

Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch: 100%

Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December: 82

Number of:	K (AM)	K (PM)	K (FTIME)	ELEM	MIDDLE	SEC.	TOTAL
Instructional Days	0	0	0	182	182	0	360
Instructional Hours	0	0	0	1196:20	1196:20	0	2520

SECTION I. EXECUTIVE SUMMARY

Organization Description

Belmont Charter School is a district converted charter school serving as the local elementary school for the community of Belmont, West Philadelphia. The school currently offers grades 1st through 8, and serves approximately 410 low-income, high-risk, mostly African-American students from the surrounding geographic catchment area.

Core Purpose

Mission

Belmont 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, subject/grade-specific pullout/push-in sessions and individualized after-school tutoring program (among other strategies).

Vision

By the time they leave Belmont 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 (proficient or advanced) competency 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;
- be able to analyze, question, compare and comprehend ideas

Shared Values

Belmont 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. Belmont Charter prides itself on doing everything possible to help these students achieve personal success.
- The idea that children must actively engage in the learning process and should understand that achievements are not accomplished without effort

Belmont Charter programs take a holistic approach to student learning that addresses the individual needs of this high-risk population. We provide: an extended school day; additional after-school tutoring; small class sizes; instruction differentiated according to learning ability; enrichment opportunities in music and athletics; a CARES program tailored to providing an individualized learning environment to students with extreme behavior challenges; a high percentage of certified teachers; a team of certified in class support teachers dedicated to providing both pullout and push-in support across all grades and subject areas (at least one assigned per grade level); 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

Belmont Charter School’s curriculum is aligned with the Pennsylvania Assessment Anchors. The goal for students is proficiency on all eligible content, as reflected on day to day formative and spiraled assessment, 6-week benchmark tests (Grades 3-8), and year-end summative tests (Terra Nova for Grades 1 and 2; PSSA for Grades 3-8). All such assessments are used to inform curriculum and instruction decisions (e.g. pacing, re-teaching, and enrichment), staff professional development priorities, and student class assignments.

Strengths and Challenges

Belmont Charter School has developed an infrastructure of using diagnostic placement, triangulation of data and data-driven instruction and intervention to improve the delivery of mathematics instruction. The use of this protocol has resulted in, grades 3,4 and 5 making AYP by scoring above the 45% (Proficient and Advanced) state AYP benchmark, as well as dramatic improvement in 6th and 8th grade scores. The increase in the numeracy skills of BCS students and their ability to interface them with real world problem solving has become a strength for BCS.

Reading and literacy skills continue to be a weakness at Belmont Charter School. Although we made AYP through the SafeHarbor/Confidence Interval provision, our rate of growth continues to fall behind the levels necessary to reach the 54% (Proficient and Advanced) state AYP benchmark. Building on our protocol for mathematics and placing a strong emphasis on coaching, we will target the areas of poetry, inference and interpreting the use of figurative language to increase our students’ skills. In addition, placing emphasis on vocabulary development will allow us to increase our rate of growth and decrease the gap between our actual scores and the AYP benchmark.

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 are necessary), 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
Jaimee Friedman	Academic Director	Administrator	Jennifer Faustman
Karen McGann	Special Education Director	Special Education Representative	Jennifer Faustman
David Ginsburg	Chief Academic Officer	Administrator	Jennifer Faustman
Claire Cohen	Charter School Director	Administrator	Jennifer Faustman

Goals, Strategies and Activities

Goal: Attendance

Description: To meet or exceed the 90% attendance requirement for Grades K-8 set forth by AYP standards

Strategy: Strategy 1

Description: Aggressive Truancy program

Activities:

Activity	Description	
Activity 1	Employment of Truancy Officer responsible for making home visits	
Person Responsible	Timeline for Implementation	Resources
Alice Lunsford	Ongoing	\$0.00

Activity	Description	
Activity 2	Holding Saturday detention program for truant students	
Person Responsible	Timeline for Implementation	Resources
Alice Lunsford	Ongoing	\$0.00

Goal: AYP

Description: Belmont, by following these strategies, will meet their Annual Yearly Progress.

Strategy: Strategy 1

Description: Leveled Libraries

Activities:

Activity	Description	
Activity 1	Supple classrooms with leveled libraries to provide students with more resources to practice reading skills in the classroom, as well as at home.	
Person Responsible	Timeline for Implementation	Resources
Alice Lunsford	Ongoing	\$0.00

Strategy: Strategy 2

Description: Leadership and Coaching for Teachers

Activities:

Activity	Description	
Activity 1	Use Academic Directors and Mentor teachers to coach teachers towards meeting academic standards.	
Person Responsible	Timeline for Implementation	Resources
Alice Lunsford	Ongoing	\$0.00

Activity	Description	
Activity 2	Schedule Weekly grade-level team collaboration meetings for planning and troubleshooting lessons; examining student work, group coaching; sharing resources and best practices.	
Person Responsible	Timeline for Implementation	Resources
Taylor Evans	Ongoing	\$0.00

Strategy: Strategy 3

Description: Improve 10% of students by moving them out of the basic/below basic categories in the PSSA in Math and Reading.

Activities:

Activity	Description	
Activity 1	Use math specialist in middle school and elementary school as a way to intervene and provide math pullout.	
Person Responsible	Timeline for Implementation	Resources
Alice Lunsford	Ongoing	\$0.00

Activity	Description	
Activity 2	Offered after-school math tutoring, as well as Power Hour program to help bring integrated, real life experiences into each students learning.	
Person Responsible	Timeline for Implementation	Resources
Alice Lunsford	Ongoing	\$0.00

Activity	Description	
Activity 3	Use Standards based curriculum that accesses math and reading progress every six weeks.	
Person Responsible	Timeline for Implementation	Resources
Alice Lunsford	Ongoing	\$0.00

Activity	Description	
Activity 4	Use reading pullout teachers in both elementary and middle school for remediation.	
Person Responsible	Timeline for Implementation	Resources
Not Currently Assigned	Ongoing	\$0.00

Activity	Description	
Activity 5	Offer After School reading/writing tutoring	
Person Responsible	Timeline for Implementation	Resources
Taylor Evans	Ongoing	\$0.00

Goal: Parent Involvement

Description: To increase parent participation in student's school life and in student's learning.

Strategy: Strategy 1

Description: Increase parent participation

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

1. 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 grades 1 and 2 teachers from outside consultants specializing in early literacy
6. Peer observation

This commitment to the right blend of rigor and remediation also drives our overarching goals for students within a given academic discipline. With respect to mathematics, those goals are twofold: skill mastery and conceptual understanding. Being able, in other words, to not only *do* math but also apply it. Resources, activities, and strategies targeting skill mastery include curriculum aligned to the PA Assessment Anchors and Eligible Content; daily computation practice; daily spiraled assessment that identifies students' remediation needs; daily spiraled practice that addresses students' remediation needs; and remediation support from various sources including peer tutoring, pullout instruction from teachers certified in middle school mathematics, and after school programming.

A key, meanwhile, to improving *students'* conceptual grasp of mathematics is improving *teachers'* conceptual grasp of mathematics. And the primary means for doing this is ongoing training and coaching on mathematics pedagogy that gives teachers a deeper understanding of mathematics than what compulsory teacher training typically provides. In turn, teachers can anticipate and alleviate common student misconceptions that would otherwise preclude conceptual understanding and often prevent skill mastery.

With respect to literacy, the challenge is to not just teach and reinforce mechanics but develop comprehension skills that empower students as problem solvers and critical thinkers. Students need, for example, to not only be able to sound out words but also attach meaning to them—less so from memorization, and more from context. They need to be able to not only recognize the use of literary devices in others' writing, but integrate them into their own writing. Resources, activities, and strategies targeting this blend of skill mastery and higher order thinking include read-alouds using authentic literature; independent reading with trade books; daily language practice focusing on grammar, editing, and spelling; writing rubrics; and assorted activities targeting structural analysis, vocabulary expansion and multiple-meaning words. Among the resources and strategies used to identify and meet literacy remediation needs are: benchmark tests; weekly guided reading groups that serve diagnostic as well as instructional purposes; pullout support from an elementary-certified reading specialist; and after school programming.

A major goal of our science program is to facilitate knowledge through collecting and processing information more so than memorizing it. Curriculum is based on the PA state standards, and is tiered by grade level to ensure layering of content. Teachers specializing in science teach all grades in a lab environment with an emphasis on inquiry. Activities such as science fair projects and "Outside Classroom" ensure students get hands-on experience they can apply to real-world problems and situations.

And lastly, in social studies the curriculum exposes students to the "big ideas" of geography, history, government, and economics. Then, through inquiry, experience, and research, students

apply those ideas on local, national and global levels. Further augmenting this process is a Chinese program that enables students to relate to and learn from another culture.

Rigorous Instructional Program - Attachments

- Teacher Induction Plan
- Professional Development Plan

English Language Learners

Belmont Charter School currently does not have any ELL students.

Graduation Requirements

This is not applicable to Belmont Charter School since it only extends to grade 8.

Special Education

Attached is a copy of all Special Education policies and procedures for Belmont 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 Ed. Policies

Special Education Program Profile - Chart I

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
Megan Grant	100	Learning Support- full time, self-contained	Belmont Charter School	10	N/A
Blair Grammer	100	Intermediate Learning Support- full time, self-contained	Belmont Charter School	10	N/A
Craig Dacheux	100	Middle School Learning Support- full time, self-contained	Belmont Charter School	10	N/A
Jill Johnson	100	K-3 Resource Room Support	Belmont Charter School	20	N/A
Nancy Convey	100	5-8 Resource Room Support	Belmont Charter School	20	N/A
Allyson Czarnecki	100	Learning Support	Belmont Charter School	20	N/A
Sylvia Campbell	100	Learning Support	Belmont Charter School	10	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	Belmont Charter School	100

Special Education Program Profile - Chart IV

IU, Public Agency, Organization, or Individual	Title/Service	Amount of Time Per Week
Emily Hurley- Therapy Source	Speech and Language Pathologist	40 hours per week
Dan Fitzgerald- Therapy Source	Physical Therapy	2 hours per week
Denise Gordon-Weisman- Therapy Source	Occupational Therapy	2 hours per week
Elizabeth Schnell	Speech	4 hours per week
Kristen Labin	Speech	3 hours per week

SECTION IV. ACCOUNTABILITY

Student Assessment - Primary

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

Student Assessment - Secondary

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

Student Assessment

Belmont Charter School relies on several tools for assessing student achievement including:

1. Developmental Reading Assessment (DRA) for grades 1-3
2. School District of Philadelphia Benchmark exams for grades 3-8, administered every six weeks
3. Daily formative assessment
4. Daily spiraled assessment

5. Homework
6. Standardized summative assessments (Terra Nova for grades 1-2, and PSSA for grades 3-8)

The academic leadership team and teachers use this data on an ongoing basis to inform instruction and ensure each student is assigned to the most appropriate class—low, medium, or high track—based on current academic needs. Individualized instruction is further facilitated by small class-size (projected average for 2008-09 is 17); pull-out teachers specializing in math or reading; resources conducive to differentiating instruction; after-school support including one-on-one tutoring and reading remediation software; and summer school classes offering remediation, skill maintenance, and enrichment.

Student Assessment - Attachments

- 3rd grade PSSA
- 4th grade PSSA
- 5th grade PSSA
- 6th grade PSSA
- 7th grade PSSA
- 8th grade PSSA

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:

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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 - Attachment

- Teacher Evaluation Plan

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. 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	N/A
Vincent Hughes	N/A
Frances Fattah	N/A
Athena Karp	Treasurer

Professional Development (Governance)

Belmont 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 Belmont 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 trainings.

Coordination of the Governance and Management of the School - Attachment

- Board of Trustees Meeting Calendar

Community and Parent Engagement

The 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 will also seek out collaborative projects with community organizations, agencies, non-profits and businesses in order to provide a greater range of services to the community.

SECTION VI. FINANCIAL RESPONSIBILITIES

Major fund-raising activities

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

Fiscal Solvency Policies

Belmont 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

Belmont 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. Quick Books 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

Belmont Charter School selected Siegel 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 16, 2007.

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

- Belmont 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.

Future Facility Plans and Other Capital Needs

Belmont Charter currently is leasing its building from the School District of Philadelphia, and plans to continue to lease it until its charter runs out. The Belmont Charter board has been in discussion with PSD regarding altering the parameters of its lease and perhaps creating a new agreement in which Belmont has more autonomy in regards to building repairs and improvements as related the Belmont building. Nothing has been finalized to date, but per these discussions it seems that an agreement might be reached that is beneficial to both parties involved. This agreement would be a strategic step towards the future of our Charter particularly based on the fact that we are looking to extend our grade span up to grade 12 and will need to expand our physical space accordingly.

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. The Philadelphia School District building supervisor Jim Hairston checks fire alarms weekly. Belmont Charter held 11 fire drills in 07-08 under the supervision of its Head Administrator. 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. In addition, Belmont also complied with the school bus safety guidelines ensuring that all students were given proper training on emergency procedures.

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

- Belmont 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

- Belmont Accord

SECTION IX. ADMINISTRATIVE NEEDS

Quality of Teaching and Other Staff

Belmont Charter School's professional staff consists of 1 Chief Academic Officer, 1 administrator, 1 school nurse, 1 IT director and 49 teachers (including academic directors). Of these, all were offered contracts for the 08-09 school year. Including staff holding emergency certification permits, at the close of the 07-08 school year, 76 percent of staff members were Pennsylvania certified. Attached is the PDE 414 verification form.

The report data for the Elementary and Secondary Professional Personnel Report was collected in the 2007-2008 PIMS staff reports.

Quality of Teaching and Other Staff - Attachments

- PDE 414
- SupPer

Student Enrollment

Keeping in line with our executive summary and our charter school mission, we feel it is imperative to focus our enrollment efforts exclusively on our surrounding community. Belmont Charter does not use an admissions lottery; instead, our school holds a contract with the School District of Philadelphia that defines its enrollment strategy as targeting only those children living within the Belmont geographic catchment area. The school's enrollment procedure is the same as it was before the school came under charter (when it was a public school under district control). The school notifies parents of children eligible to enroll under these parameters, and schedules an individual orientation session with them upon request. Our enrollment packet is based on a template from the school district that complies with PA state law. To this we have attached additional requirements to best provide us with relevant pupil information and enhance our internal organizational system.

Belmont Charter begins at 1st grade. Our incoming 1st graders are often times already familiar with our organization having come out of the Head Start and Kindergarten program being operated by our organization out of Family Charter School, our sister school. Family Charter is located just 3 blocks away from Belmont Charter and also draws its enrollment primarily on the Belmont catchment area. Those students entering BCS at the 1st grade level follow the same enrollment policies and guidelines as stated above.

In September of the 2007-2008 school year, 327 students were initially enrolled in Belmont Charter School. This is lower than our fall enrollment for previous school years, and this discrepancy is attributable to the shift of all of our Kindergarten classrooms from Belmont Charter to Family Charter during the summer of 2007 (previous to this year Belmont Charter was the home to Kindergarten programming).

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Transportation

Student transportation for both regular and special education students is governed by the guidelines of the Philadelphia School District. The district assists with providing bus transportation for students in grades 1 through 8 who live further than 1.5 miles away. However, most of our students live within walking distance of the school so there is a very small number of our population effected by this.

Food Service Program

Belmont Charter participates in the National School Lunch Program, providing severe need breakfast and lunch to all students. 100% of our students qualify for the Free and Reduced Lunch program. This facility is operated by the Philadelphia School District.

Student Conduct

Expectations for student behavior and discipline are summarized in the Belmont Charter School Student Handbook. During our fall open house, parents are presented with this handbook and walked through the various details regarding the student code of conduct. Parents sign a form stating they will support and adhere to the rules in the handbook, and that they will support consequences for infractions of the code. The school makes every effort to work with students and their families to ensure their educational rights. During the 2007-2008 School year Belmont Charter had 101 students (Elementary 70; Middle School 31) involved in 226 out of school suspensions (Elementary 151; Middle School: 75) and 0 expulsions. Due to the high number of suspensions during the 2007-2008 school year, we will be implementing a new discipline process and consequences for our students that will offer alternative punishments to our of school suspensions in the 2008-2009 school year.

Student Conduct - Attachment

- Student Policy Manual

ASSURANCE FOR THE OPERATION OF CHARTER SCHOOL SERVICES AND PROGRAMS

School Year: 2008

The Belmont 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 x3

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 N/A

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 215-823-8208

Fax 215-823-8209

E-mail karen.mcgann@cea-philly.org

Signature of the Special Education Contact Person and Date

Signature Page

Signature Page - Attachments

- Signature Page
- Signature Page