## **Pennsylvania Department of Education**



Commonwealth of Pennsylvania

Department of Education

333 Market Street

Harrisburg, PA 17126-0333

## **Charter Annual Report**

Friday, September 11, 2009

(Last Last Accepted: Friday, September 11, 2009)

**Entity:** Belmont Academy Charter School

Address: 907 N 41st St Philadelphia, PA 19104

# CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA Summary Data Part I

### 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: 81.8% Total Instructional Staff: 7

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

**Attendance Rate/Percentage: 89.8%** 

## **Summary Data Part II**

**Enrollment:** 124 **Per Pupil Subsidy:** \$8,088.00 per regular ed. student, \$17,658.00 per special

ed. student

#### **Student Profile**

American Indian/Alaskan Native: 0
Asian/Pacific Islander: 0
Black (Non-Hispanic): 120
Hispanic: 2
White (Non-Hispanic): 1
Multicultural: 0

Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch: 99%

Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December: 12

#### **Instructional Days and Hours**

Number of:	K (AN	1) K (P	M) K (F.Tim	e) Elem.	Mid	dle. Sec.	Total
Instructional Days	0	0	178	0	0	0	178
Instructional Hours	0	0	1158	1158	0	0	1158

#### **SECTION I. EXECUTIVE SUMMARY**

## **Educational Community**

Belmont Academy Charter School (BACS), formerly called Family Charter School, was founded in 1998 specifically to serve Pre-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. BACS currently offers K4 and K programming, and serves approximately 110 students from the surrounding area. As of Sep. 1, 2008, Family Charter School's name change went into effect during the 2008-2009 and the school is now referred to as Belmont Academy Charter School.

#### Mission

Belmont Academy Charter School'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 Belmont Academy 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**

Belmont Academy 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 Academy 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

Belmont Academy 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 Belmont Academy 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 asneeded basis; provision of speech and occupational therapy on an asneeded basis; provision of free breakfast and lunch for each student; as well as much more.

#### **Academic Standards**

Belmont Academy 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 three 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 our students, though through our family support specialists we have been able to meet the needs of many of our most at risk students.

Belmont Academy Charter School did not serve any students who were required to take the PSSA during the 2008-2009 school year, since BACS only serves K4 and Kindergarten students.

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

2009 Kindergarten Terra Nova results by national percentile

Subject	NP 76+	NP 51-75	NP 26-50	NP 1-25
Math	23.6	32.6	22.5	21.3
Reading	31.5	31.5	14.6	22.5
Language	39.3	32.6	15.7	12.4

Efforts to build on these results in 2009-2010 school year will include continued instructional coaching with a focus 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**

Belmont Academy Charter School strategic planning process for academics is lead by the Charter Directors, with input from the Board of teachers, staff, administration, 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
Bleakley, Heather	K Teacher	Elementary School Teacher	Jennifer Faustman
Claire Cohen	Head Start Director	Administrator	Jennifer Faustman
Dethloff, Maureen	School Nurse	Ed Specialist - School Nurse	Jennifer Faustman
Dover, Anthony	/ School Climate	Ed Specialist - Home and	Jennifer Faustman

		School Visitor	
Dufraine, Thomas	Charter Director/Operations	Ed Specialist - Home and School Visitor	Jennifer Faustman
Faustman, Jennifer	Executive Director/CEO	Administrator	Michael Karp
Harris-Scott, Lynette	Head of School- Middle School	Administrator	Jennifer Faustman
Jennifer Dougherty	School Counselor	Ed Specialist - School Nurse	Jennifer Faustman
Karen McGann	Special Education Director	Administrator	Jennifer Faustman
Karp, Michael	Board President	Board Member	Board of Directors
McGann, Karen	Special Education	Special Education Representative	Jennifer Faustman
McNamara, Jen	Teacher	Elementary School Teacher	Jennifer Faustman
Rios, Hector	School Psychologist	Ed Specialist - School Psychologist	Karen McGann, Special Education Specialist
Smith, Kelly	Assistant Charter Director	Other	Jennifer Faustman

## Goals, Strategies and Activities

## Goal: Annual Yearly Progress

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

## Strategy: Individualized Literacy Coaching for Teachers

**Description:** Provide teachers with individualized coaching around literacy components such as guided reading, student writing, and vocabulary enhancement.

## Activity: Individualized Literacy Coaching for Teachers

**Description:** Provide teachers with individualized coaching around literacy components such as guided reading, student writing, and vocabulary enhancement. Use academic directors and mentor teachers to coach teachers towards meeting literacy acedemic standards/

#### Person Responsible Timeline for Implementation Resources

Claire Cohen Start: 1/1/2009 -

Finish: Ongoing

Status: In Progress — Upcoming

## Strategy: Leveled Libraries

**Description:** Leveled Libraries for each classroom

#### Activity: Classroom and School Wide Leveled Libraries

**Description:** Supply classrooms with leveled libraries to provide students with more resources to practice reading skills in the classroom, as well as at home. The ordering of more leveled books has begun and classrooms will have organized beginning libraries by September 2009. Teachers will also have additional resources in a school book room. Teachers will be supported in this process by both an Academic Director and the Children's Literacy Initiative, school based coaches.

#### Person Responsible Timeline for Implementation Resources

Claire Cohen Start: 1/1/2009

Finish: Ongoing

Status: In Progress — Upcoming

#### Activity: Teacher Coaches and Mentors

**Description:** Use Academic Directors and Mentor teachers to coach teachers towards meeting academic standards.

#### Person Responsible Timeline for Implementation Resources

None Selected Start: 1/1/2009

Finish: Ongoing

Status: In Progress — Upcoming

## Strategy: SDP Core Curriculum

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

#### Activity: Classroom and School Wide Leveled Libraries

**Description:** Supply classrooms with leveled libraries to provide students with more resources to practice reading skills in the classroom, as well as at home. The ordering of more leveled books has begun and classrooms will have organized beginning libraries by September 2009. Teachers will also have additional resources in a school book room. Teachers will be supported in this

process by both an Academic Director and the Children's Literacy Initiative, school based coaches.

#### Person Responsible Timeline for Implementation Resources

Claire Cohen Start: 1/1/2009

Finish: Ongoing

Status: In Progress — Upcoming

## Goal: Attendance

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

## Strategy: Incentive Attendance Program

**Description:** Truancy Program that rewards students and families with strong attendance records.

#### Activity: Bike Raffle, Student Recognition

**Description:** Post student attendance records by individuals and by class. Send home certificates to all students with only 1 excused absence or perfect attendance. Raffle off 2+ bikes monthly to students with perfect attendance.

#### Person Responsible Timeline for Implementation Resources

Claire Cohen Start: 1/1/2008 -

Finish: Ongoing

Status: In Progress — Upcoming

#### **Activity:** Truancy Officer

**Description:** Employement of Truancy Officer responsible for making home visits to students with three or more unexcused absenses.

#### **Person Responsible Timeline for Implementation Resources**

Taylor Evans Start: 1/1/2009

Finish: Ongoing

Status: In Progress — Upcoming

#### Activity: Truancy Program

**Description:** Employment of social workers responsible for making home visits to students with high truancy. Use of a truancy officer to work with continuing truant families who also makes home visits.

#### Person Responsible Timeline for Implementation Resources

Claire Cohen Start: 1/1/2009

Finish: Ongoing

Status: In Progress — Upcoming

## Goal: Parent Involvement

**Description:** To increase parent involvement in school

## Strategy: Parent Participation and Inclusion

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

### Activity: Monthly Calendar, Weekly Parent Notes

**Description:** Belmont Academy Charter School will have a Parent Bulletin Board at the entrance of the school that is updated regularly and shows parent what events are occuring. Offer incentives to parents for attendance to events. They will also provide a binder for parent resources. Send out weekly parent reminders of events and school happenings attached to student homework packets. Send home and post a monthly calendar on school happenings and upcoming events.

#### Person Responsible Timeline for Implementation Resources

Claire Cohen Start: 7/1/2009 \$3,000.00

Finish: Ongoing

Status: In Progress — Upcoming

#### **Activity: Parent Participation**

**Description:** Send out regular parent reminders of events, post parent events around school and community, offer incentives for attendence to events. The school administration, with teacher input, create an overall parent program/event schedule at the beginning of every school year. This schedule is then used to guide information flow. Parents are given the opportunity to attend as many of these events as they can. Currently, Belmont Academy Charter's administration is creating the schedule for the upcoming school year and posting events that will happen within the first month.

#### **Person Responsible Timeline for Implementation Resources**

Claire Cohen Start: 1/1/2009

Finish: Ongoing

Status: In Progress — Upcoming

## **Statement of Quality Assurance**

Charter school has met AYP.

There are currently no supporting documents selected for this section.

#### SECTION III. QUALITY OF SCHOOL DESIGN

## **Rigorous Instructional Program**

The instructional program at Belmont Academy 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
  - 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
- 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.

Belmont Academy 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 Belmont Academy Charter School, 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 completed and were submitted to PDE for the Sep. 30, 2008 deadline.

## **Rigorous Instructional Program - Attachments**

- Teacher Induction Plan
- Professional Development Plan
- Teacher Inductions PDE approval
- BACS Professional Education Approval Letter

## **English Language Learners**

Family Charter School does not currently have any ELL students.

## **English Language Learners - Attachments**

- · Belmont Academy Charter School ELL plan letter
- School District of Philadelphia ELL plan

### **Graduation Requirements**

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

### Special Education

Belmont Academy 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 our 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 - Attachments**

- BACS ELL Plan Letter
- SDP ELL Plan
- BACS Special Education Plan 0809
- CSAP form 0809
- CSAP plan 0809

## **Special Education Program Profile - Chart I**

Teacher	FTE Type of class or support	Location	# of Students	Other Information
Katelyn Runyan- Glass	100 Resource Room Teacher	Belmont Academy Charter School	20	N/A

## **Special Education Program Profile - Chart II**

Organizatio	n FTE	E Type of class or suppor	t Locatior	n # 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 Sp	pecial Education Belmont	Academy Charter School .50

## **Special Education Program Profile - Chart IV**

IU, Public Agency, Organization, or Individual	Title/Service	Amount of Time Per Week
Leah Finlay, Therapy Source	Physical Therapy	1 hours per week
Sarah Helduser, Therapy Source	Speech and Language Pathologist	8 hours per week

#### SECTION IV. ACCOUNTABILITY

## **Student Assessment - Primary**

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

## **Student Assessment - Secondary**

There is currently no data saved for this section.

#### **Student Assessment**

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

2009 Kindergarten Terra Nova results by national percentile (NP) quartiles were as follows:2009

Subject	NP 76+	NP 51-75	NP 26-50	NP 1-25
Math	23.6	32.6	22.5	21.3
Reading	31.5	31.5	14.6	22.5
Language	39.3	32.6	15.7	12.4

Efforts to build on these results in 2009-2010 school year will include continued instructional coaching with a focus on early childhood literacy, remediation support from pullout/push-in teachers, and more comprehensive and strategic support for Special Education students.

#### **Student Assessment - Attachment**

• Terra Nova Scores 0809

#### **Teacher Evaluation**

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

Teachers are observed on a regularly based both formally and informally. Walk in observations occur throughout the year with individualized meetings and conversations following these walk though observations. Formal observations are held twice annual and are followed by teacher and evaluator meetings and documentation.

Teacher evaluation is designed to serve the following purposes:

- 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:

- 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
- Teacher Evaluation Plan 08-09

#### **SECTION V. GOVERNANCE REQUIREMENTS**

## **Leadership Changes**

During the 2008-2009 school year there hasn't been any changes in Leadership. Claire Cohen remains as our Charter Director, and Jennifer Faustman, as the school's CEO.

#### **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)**

Belmont Academy Charter School feels it is important to have an informed board of trustees. Accordingly, dissemination of updated information regarding local and state-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 Academy 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. Our board of directors usually meets quarterly but needed to cancel one of our meetings during the 0809 school year.

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

BACS 20082009 Board Meeting

## **Community and Parent Engagement**

Belmont Academy Charter School will continue to 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. This year we have added a parent intake meeting as part of the enrollment process which parents are required to participate in. 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 2008-2009, Belmont Academy Charter School did not receive any private donations, grants or other forms of major fundraising funding.

## **Fiscal Solvency Policies**

Belmont Academy 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 quarterly basis. Monthly reviews are conducted by the Executive Director and outside hired CPA firm and include all accounts payable.

## **Accounting System**

Belmont Academy 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

## Preliminary Statements of Revenues, Expenditures & Fund Balances - Attachments

- BACS Finanicial Documents 0809
- BACS 0809 Revenues, Expenditure, Fund Balance

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

Belmont Charter School selected Siegal and Drossner to perform the 2007-2008 audit report. They have been engaged to conduct the 2008-2009 audit, with an anticipated completion date around November 2009. The 2007-2008 audit is attached.

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

• BACS Audit 0708

## 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 08-09 school year, Belmont Academy Charter School continued to work with an architect to draw up plans for refinishing the basement for 6 more classrooms and an open play/physical activity space area. The cost of the architects work during the 07-08 school year was \$14,200. Belmont Academy Charter School is hoping to start construction to expand the school in the Summer of 2009.

## **Future Facility Plans and Other Capital Needs**

Belmont Academy 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. Belmont Academy Charter held 12 fire drills in 08-09 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. Our nurse left in Dec. 2008 and was replaced by certified nurses from a nursing consulting firm. These nurses are able to provide verification (with the prior nurse's records) that the Request for Reimbursement and Report of School Health Services will be submitted by the September 30, 2009 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 - Attachments

- Wellness Policy
- BACS SHARRS REPORT

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

Our current school insurance coverage policies are maintained under the Hartford Group with Boardman and Hamilton. In June 2009, we switched school insurance brokers and now are insured with the Hartford Group through Hub International. Our coverage has remained the same. This coverage includes but is 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 - Attachments

- BACS Insurance 0809
- BACS accord

#### SECTION IX. ADMINISTRATIVE NEEDS

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

Belmont Academy Charter School continues to boast high retention and staff satisfaction.

All of the Belmont Academy Charter School who were extended a contract, will be returning for the 08-09 school year.

All the data required for the Elementary and Secondary Professional Personnel Report was collected in our 2008-2009 PIMS Staff reports.

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

- PDE 414 BACS 0809
- SupPer 0809

#### Student Enrollment

Belmont Academy 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 2008-2009 school year 124 students were initially enrolled.

#### Student Enrollment - Attachment

• BACS Student Policies

#### **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**

Belmont Academy Charter runs the National School Lunch Program, providing severe need breakfast and lunch to all students. Approximately 99 percent of Belmont Academy 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 Belmont Academy 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

BACS Student Policies

## Signature Page

#### **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 S	chools	Date
Verify that all DATA reports to PDE are complete	YES	NO

## Assurance for Compliance with the Public Official & Employee Ethics Act

The original Public Official and Employee Ethics Act (the "Ethics Act") was amended and reenacted in 1989 by Act 9 of 1989 and in 1998 by Act 93 of 1998. (See Act 9 of 1989, 65 P.S. §401, et seq. and Act 93 of 1998, Chapter 11, 65 Pa.c.s. §1101 et seq.) The Act provides that public office is a public trust and that any effort to realize personal financial gain through public office is a violation of that trust. The Act was passed to strengthen the faith and confidence of the people of the Commonwealth in their government. The Act established the State Ethics Commission to administer and enforce the provisions of the Act and to provide guidance regarding the standards established by the Act.

The Belmont Academy Charter School assures that it will comply with the requirements of the Public Official and Employee Ethics Act (the "Ethics Act") and with the policies, regulations and procedures of the Pennsylvania State Ethics Commission. Additional information about the "Ethics Act" is available on the Ethics Commission's website at: <a href="http://www.ethics.state.pa.us/ethics/site/">http://www.ethics.state.pa.us/ethics/site/</a>

The assurance must be signed by the Chief Executive Officer and Board of Trustees President of the charter school.

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 - Attachment

BACS Signature Pages