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# Pennsylvania Department of Education

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Commonwealth of Pennsylvania  
**Department of Education**  
333 Market Street  
Harrisburg, PA 17126-0333

**Charter Annual Report**  
**Friday, November 13, 2009**  
**(Last Accepted: Friday, November 13, 2009)**

**Entity:** Belmont Charter School  
**Address:** 4030 Brown 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 Charter School

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

**Length of Charter:** 7 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:** 89%   **Total Instructional Staff:** 55

**Student/Teacher Ratio:** 17:1   **Student Waiting List:** N/A

**Attendance Rate/Percentage:** 92.91%

## Summary Data Part II

**Enrollment:** 439 **Per Pupil Subsidy:** \$8,088 per regular ed. student, \$17,658 per special ed. student

### Student Profile

<b>American Indian/Alaskan Native:</b>	0
<b>Asian/Pacific Islander:</b>	0
<b>Black (Non-Hispanic):</b>	430
<b>Hispanic:</b>	4
<b>White (Non-Hispanic):</b>	2
<b>Multicultural:</b>	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:** 87

## Instructional Days and Hours

<b>Number of:</b>	<b>K (AM)</b>	<b>K (PM)</b>	<b>K (F.Time)</b>	<b>Elem.</b>	<b>Middle.</b>	<b>Sec.</b>	<b>Total</b>
Instructional Days	0	0	0	178	178	0	356
Instructional Hours	0	0	0	1164:50	1158:50	0	2323

## SECTION I. EXECUTIVE SUMMARY

### Educational Community

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 1<sup>st</sup> through 8, and serves approximately 439 low-income, high-risk, mostly African-American students from the surrounding geographic catchment area.

### 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 increase in the numeracy skills of BCS students and their ability to interface them with real world problem solving has become an ongoing strength for BCS.

Reading and literacy skills continue to be a weakness at Belmont Charter School. 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. During the 08-09 school year, Belmont Charter School did not make AYP due to our PSSA scores in the category of Special Ed in reading. Belmont Charter School did not meet any of the performance targets for this subgroup. Moving forward we will be updating our school improvement plan.

## SECTION II. STRATEGIC IMPROVEMENT PLANNING

### Strategic Planning Process

The Chief Executive Officer (CEO) 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

<b>Name</b>	<b>Affiliation</b>	<b>Membership Category</b>	<b>Appointed By</b>
Arlene Shank	Academic Director	Administrator	Jennifer Faustman
Dethloff, Maureen	School Nurse	Ed Specialist - School Nurse	Jennifer Faustman
Dougherty, Jennifer	School Counselor	Ed Specialist - School Counselor	Jennifer Faustman
Dover, Tony	Home Visitor	Ed Specialist - Home and School Visitor	Jennifer Faustman
Dufraine, Thomas	CSAP	Ed Specialist - Social Restoration	Jennifer Faustman
Dufraine, Tom	Charter Director/Operations Director	Administrator	Jennifer Faustman
Faustman, Jennifer	Executive Director	Administrator	Michael Karp
Jaimee Friedman	Academic Director	Administrator	Jennifer Faustman
Karen McGann	Special Education Director	Special Education Representative	Jennifer Faustman
Karp, Michael	Board President	Board Member	Jennifer Faustman
Maureen Dethloff	School Nurse	Ed Specialist - School Nurse	Jennifer Faustman
McGann, Karen	Special Education Director	Special Education	Jennifer

		Representative	Faustman
Rios, Hector	School Psychologist	Ed Specialist - School Psychologist	Jennifer Faustman
Rios, Hector	School Psychologist	Ed Specialist - School Psychologist	Karen McGann
Szybist, Robert	Director of Program Development	Administrator	Jennifer Faustman

## Goals, Strategies and Activities

### **Goal: Attendance**

**Description:** To meet or exceed the 90% attendance requirement for Grades 1-8 set forth by AYP standards

### **Strategy: Aggressive Truancy Program**

**Description:** Aggressive Truancy program

### **Activity: Saturday Detentions**

**Description:** Holding Saturday detention program for truant students

Status: ongoing, started Sep. 2008

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

Dufraine, Tom	Start: 9/1/2008	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

### **Activity: Truancy Officer**

**Description:** Employment of Truancy Officer responsible for making home visits.

Status: ongoing, started Sep. 2008

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

Dufraine, Tom	Start: 9/1/2008	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

## **Goal: AYP**

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

### **Strategy: Improving students PSSA scores**

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

#### **Activity: After School Literacy Program**

**Description:** Offer After School reading/writing tutoring

Status: ongoing program, started for 0809 school year in Sep. 2008.

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

Szybist, Robert	Start: 9/1/2008	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

#### **Activity: After School Math Tutoring**

**Description:** Offered after-school math tutoring, as well as Power Hour program to help bring integrated, real life experiences into each students learning.

Status: ongoing, started Sep. 2008

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

Szybist, Robert	Start: 9/1/2008	\$5,000.00
	Finish: 6/1/2009	

**Status:** In Progress — Overdue

### **Activity: Math Specialist**

**Description:** Use math specialist in middle school and elementary school as a way to intervene and provide math pullout.

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

David Ginsburg	Start: 9/1/2008	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

### **Activity: PA Standards Based Curriculum**

**Description:** Use Standards based curriculum that accesses math and reading progress every six weeks.

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

Arlene Shank	Start: 9/1/2008	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

### **Activity: Pullout Teachers**

**Description:** Use reading pullout teachers in both elementary and middle school for remediation.

Status: ongoing, started Sep. 2008

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

Jaimee Friedman	Start: 9/1/2008	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

### **Strategy: Increase Literacy through literature and books**

**Description:** Leveled Libraries in each classroom

### **Activity: 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.

**Person Responsible Timeline for Implementation Resources**

Arlene Shank	Start: 9/1/2008	\$5,000.00
	Finish: Ongoing	

**Status:** In Progress — Upcoming

**Strategy: Leadership and Coaching for Teachers**

**Description:** Leadership and Coaching for Teachers

**Activity: AD and Mentor Teacher Coaches**

**Description:** Use Academic Directors and Mentor teachers to coach teachers towards meeting academic standards. These mentor teachers and academic directors are the main professional teaching support for all teachers at Belmont Charter School.

Status: ongoing, started in Sep. 2008.

**Person Responsible Timeline for Implementation Resources**

Jaimee Friedman	Start: 9/1/2008	\$55,000.00
	Finish: 6/30/2009	

**Status:** In Progress — Overdue

**Date**      **Comment**

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8/24/2009	This is an ongoing activity in which starts at the beginning of each school year and continues throughout the year.
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**Activity: Grade Level Meetings**

**Description:** Schedule Weekly grade-level team collaboration meetings for planning and troubleshooting lessons; examining student work, group coaching; sharing resources and best practices.

Status: ongoing, started in sep. 2008

**Person Responsible Timeline for Implementation Resources**

Jaimee Friedman	Start: 9/1/2008	\$55,000.00
	Finish: Ongoing	

**Status:** In Progress — Upcoming

## **Goal: Implementation and Support**

**Description:** Administrative team, educational specialists, teachers, social services staff and outside consultants will lead staff in grade-level teams to discuss implementation plans, problems, and successes and provide in-class support.

Timeline: Ongoing.

### **Strategy: Leadership and Coaching for Teachers**

**Description:** Leadership and Coaching for Teachers

### **Activity: AD and Mentor Teacher Coaches**

**Description:** Use Academic Directors and Mentor teachers to coach teachers towards meeting academic standards. These mentor teachers and academic directors are the main professional teaching support for all teachers at Belmont Charter School.

Status: ongoing, started in Sep. 2008.

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

Jaimee Friedman	Start: 9/1/2008 Finish: 6/30/2009	\$55,000.00
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**Status:** In Progress — Overdue

#### **Date Comment**

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8/24/2009	This is an ongoing activity in which starts at the beginning of each school year and continues throughout the year.
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## **Goal: Parent Involvement**

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

### **Strategy: Increased Parent Participation**

**Description:** Increase parent participation

### **Activity: Parent Information**

**Description:** 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**

Dufraine, Tom	Start: 9/1/2007	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

## **Goal: Professional Development Schedule**

**Description:** The administrative team, educational specialists, social services staff and outside consultants will develop a professional development schedule for teachers and support staff focused on differentiated instruction, content-specific pedagogy, and social-emotional learning (SEL).

Timeline: Fall of 2008.

### **Strategy: Leadership and Coaching for Teachers**

**Description:** Leadership and Coaching for Teachers

### **Activity: AD and Mentor Teacher Coaches**

**Description:** Use Academic Directors and Mentor teachers to coach teachers towards meeting academic standards. These mentor teachers and academic directors are the main professional teaching support for all teachers at Belmont Charter School.

Status: ongoing, started in Sep. 2008.

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

Jaimee Friedman	Start: 9/1/2008	\$55,000.00
	Finish: 6/30/2009	

**Status:** In Progress — Overdue

#### **Date Comment**

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8/24/2009	This is an ongoing activity in which starts at the beginning of each school year and continues throughout the year.
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## Statement of Quality Assurance

Charter school has not met AYP.

Charter school has created a School Improvement Plan.

Charter school has submitted and reviewed its School Improvement Plan with the Intermediate Unit designee.

### **Intermediate Unit designee met with and when meeting occurred:**

Although our school made progress as a whole, Belmont Charter School did not make AYP during the 2008-2009 school year due to our Special Education subgroup not meeting the standards for improvement. Since this is the first year in the past 4 consecutive years that Belmont has not made AYP, we will be on warning status. We have restructured our school leadership team and brought in an academic leadership that is strong in working with the special education population and differentiating instruction to ensure that we meet this subgroups needs. Although not required to submit, Belmont Charter School will be using the Gen 6 outline to redefine our school improvement plan.

There are currently no supporting documents selected for this section.

## 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**

- Professional Education Plan
- Teacher Induction Plan 0809

- Teacher Induction Approval

## English Language Learners

Belmont Charter School currently does not have any ELL students.

## English Language Learners - Attachments

- ELL LETTER
- School District of Philadelphia ELL plan

## 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 Education Plan 0809

## Special Education Program Profile - Chart I

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
Blair Grammer	100	Intermediate Learning Support- full time, self-contained	Belmont Charter School	8	N/A
Craig Dacheux	100	Special Education General Building Sub	Belmont Charter School	20	N/A
Christine Stickney	100	Intermediate Learning Support- full time, self contained	Belmont Charter School	8	N/A
Jaclyn Palumbo	100	Learning Support- full time, self-contained	Belmont Charter School	3	N/A
Julie Welch	100	Middle School Learning Support- full time, self contained	Belmont Charter School	8	N/A
Alexander Petti	100	K-3 Resource Room Support	Belmont Charter School	20	N/A
Adrienne Young	100	5-8 Resource Room Support	Belmont 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 Belmont Charter School 100

## Special Education Program Profile - Chart IV

**IU, Public Agency, Organization, or Individual Title/Service Amount of Time Per Week**

Rachel Zervas- Therapy Solutions Speech and Language Pathologist 40 hours per week

Leah Finlay- 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 Occupational Therapy 8 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 (average for 08-09 was 17:1, student teacher ratio); 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 - Attachment**

- PSSA Results 0809

## **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 (two academic directors, and two Heads of schools) 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:** Supervisor(s) 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 0809
- Teacher Evaluation 2008-2009

## **SECTION V. GOVERNANCE REQUIREMENTS**

### **Leadership Changes**

In the 2008-2009 school year, there was one change to leadership. The Chief Academic Officer, David Ginsburg, is no longer in his position as CAO. During the upcoming 09-10 school year, we will be replacing David Ginsburg with two Heads of School (1 for middle school, 1 for elementary school).

### **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 - Attachments**

- Board Meeting Dates 0809
- 2009-2010 Board Schedule

## **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 2008-2009 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**

### **Preliminary Statements of Revenues, Expenditures & Fund Balances - Attachment**

- Revenues Expenditures Fund Balance 0809

### **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**

- 0708 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. Belmont Charter held 12 fire drills in 08-09 under the supervision of its Charter Administrator, Thomas Dufraigne. 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**

- BCS Wellness Plan 0809
- SHARRS Report 0708

### **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**

- BCS Insurance 0809

## **SECTION IX. ADMINISTRATIVE NEEDS**

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

Belmont Charter School's professional staff consists of 2 Head of Schools, 1 administrator, 1 school nurse, 1 IT director and 49 teachers (including academic directors). Of these, all but 3 were offered contracts for the 09-10 school year. Including staff holding emergency certification permits, at the close of the 08-09 school year, 88% of staff members were Pennsylvania certified. Attached is the PDE 414 verification form.

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

- PDE 414 0809

### **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 1<sup>st</sup> grade. Our incoming 1<sup>st</sup> 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 Belmont Academy Charter School, our sister school. Belmont Academy 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 2008-2009 school year, 439 students were initially enrolled in Belmont Charter School.

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### **Student Enrollment - Attachment**

- BCS Student Manual 0809

### **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.

### Internal and External Suspension Data Grades 1-5 School Year 2008-2009

	1Day	2Day	3Day	Total
Internal Suspension	220	27	3	250
External Suspension	48	22	1	71

### Internal and External Suspension Data Grades 6-8 School Year 2008-2009

	1Day	2Day	3Day	4Day	5Day	Total
Internal Suspension	74	10	2	0	0	86
External Suspension	11	7	3	2	1	24

Belmont Charter School established a new Middle School (Grades 6-8) and Elementary School (Grades 1-4) Discipline Policies and Procedures after Spring Break 2009. After implementing the new policies and procedures internal and external suspensions significantly decreased for the remainder of the school year. Belmont Charter School will continue to communicate all behavioral expectations and policies through parent orientation and school mailings.

## **Student Conduct - Attachment**

- BCS Student Manual 0809

## **Signature Page**

## 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 \_\_\_\_\_

## **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 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: <http://www.ethics.state.pa.us/ethics/site/>

**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 x3   **Fax:** 215-790-1475  
**E-mail:** jennifer.faustman@cea-philly.org

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*Signature of the Chief Executive Officer and Date*

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

**Name:** Michael Karp   **Title:** Chairman of the Board  
**Phone:** 215-790-1294   **Fax:** N/A  
**E-mail:** N/A

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

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

**Name:** Karen McGann   **Title:** Director of Special Education  
**Phone:** 215-823-8208   **Fax:** 215-823-8209  
**E-mail:** karen.mcgann@cea-philly.org

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*Signature of the Special Education Contact Person and Date*

### **Signature Page - Attachment**

- BCS Signature Page FINAL 0809