
Pennsylvania Department of Education



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

Charter Annual Report
Monday, December 28, 2009
(Last Accepted: Monday, December 28, 2009)

Entity: Boys Latin of Philadelphia CS
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CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

Summary Data Part I

Charter School Annual Report Summary Data 2008 - 2009

Name of School: Boys Latin of Philadelphia CS

Date of Local Chartering School Board/PDE Approval: 06/28/2006

Length of Charter: 5 years **Opening Date:** 09/05/2007

Grade Level: 09-10 **Hours of Operation:** 8:00 am - 5:00 pm

Percentage of Certified Staff: 80 **Total Instructional Staff:** 20

Student/Teacher Ratio: 14/1 **Student Waiting List:** 140

Attendance Rate/Percentage: 95

Summary Data Part II

Enrollment: 242 Per Pupil Subsidy: 2008-2009

Student Profile

American Indian/Alaskan Native:	0
Asian/Pacific Islander:	0
Black (Non-Hispanic):	239
Hispanic:	2
White (Non-Hispanic):	1
Multicultural:	0

Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch:
79%

Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December: 29

Instructional Days and Hours

Number of:	K (AM)	K (PM)	K (F.Time)	Elem.	Middle.	Sec.	Total
Instructional Days	0	0	0	0	0	180	180
Instructional Hours	0	0	0	0	0	1062	1062

SECTION I. EXECUTIVE SUMMARY

Educational Community

Boys' Latin of Philadelphia Charter School is a senior high school located in West Philadelphia, PA. The school offers a classical/contemporary college preparatory education in which all students are required to take four years of Latin. The curriculum includes rigorous course work that starts with basic skills and evolves into more independent, project based classes. Our goal is to create hardworking students and independent learners. Boys' Latin opened for ninth graders in August of 2007 with 144 boys. During the 2008-2009 school year there were 115 Sophomores and 127 Freshmen attending Boys' Latin. While 60% of Boys' Latin's students hail from West and Southwest Philadelphia, other students come from the far Northeast, Germantown, North and South Philadelphia.

West Philadelphia reaches from the western shore of the Schuylkill River to City Line Avenue to the northwest, Cobbs Creek to the southwest and the Regional Rail R3 Media-Elwyn line to the South.

West Philadelphia is predominantly African-American with a population of 193,334. While the area boasts more attractions and destinations than most small cities the area has suffered decline and urban blight as the heavy industry that help to created a demand for housing construction in West Philadelphia dwindled and departed areas like Powelton Village, Spruce Hill and Cedar Park, all areas in West Philadelphia.

West Philadelphia is home to several universities such as; University of Pennsylvania, Drexel University, University of the Sciences and Saint Joseph's University as well as many hospitals and museums.

There are many community resources available to the West Philadelphia population. There is a neighborhood YMCA, numerous recreation centers and a thriving business district on 52nd Street from Baltimore Avenue to Arch Street.

There are many opportunities for Boys' Latin students to expand their educational opportunities. The school has developed relationships with both the University of Pennsylvania and Drexel University.

The school has been highly received by the neighbors and local political representatives. Whenever there are opportunities to partner with other public schools, Boys' Latin welcomes the opportunities. In the spring of the 2009 school year, Boys' Latin partnered with the Philadelphia High School for Girls to produce the play "Our Town".

Mission

Boys' Latin of Philadelphia Charter School, a college preparatory high school, serves qualified boys of diverse backgrounds who live in the City of Philadelphia. Boys' Latin offers its students a rigorous contemporary/classical education that prepares them for college matriculation and sets high standards for achievement, character development, and age appropriate conduct.]

Boys' Latin has created a self-selected group of young men who value academic success, hard work, and the development of their intellectual, moral, social, creative, and athletic potential. Boys' Latin is a school where young men prepare to become leaders through challenging coursework within a supportive environment. Our curriculum blends liberal arts, classical studies, and state-of-the-art technology as we cultivate world citizens for the twenty-first century.

Boys' Latin of Philadelphia Charter School welcomes all who share our mission for children and hold paramount brotherhood and cooperation. We do not discriminate based on external or perceived differences, but will empower our young men with a beneficially rewarding and diverse school program.

Vision

While the Philadelphia School District can boast a number of effective schools, progressive and novel social programs, and greater opportunities for parental choice through the charter school movement, there are a significant number of young people who are under-served and/or ignored in the city's public education system. This is especially true for high school-aged boys living in the City's most challenging neighborhoods.

Boys' Latin of Philadelphia Charter School aims to be a reputable institution with high academic standards where young men in such neighborhoods receive life-long, fundamental, and practical skills that prepare them for success in college, citizenship and the competitive world beyond.

The design of Boys' Latin springs from a body of literature supporting the academic benefits of single-gender education, and in particular the "remarkable effect"[\[1\]](#) such schools can have boosting boys' performances in academic studies, the arts and foreign languages.

Literature suggests that the benefits of single-sex schools for African American and Hispanic boys living in low socio-economic homes are particularly profound. "The performance of African-

American and Hispanic students in single-gender schools is stronger on all tests, on average scoring almost a year higher than similar students in co-educational settings.”^[2] Boys’ Latin of Philadelphia Charter School will be an educational institution that will offer first-class academic instruction, bolstered by necessary social services and interventions to proactively address the particular challenges urban boys face.

Boys’ Latin of Philadelphia Charter School offers a classical/contemporary college preparatory education in which all students are required to take four years of Latin. The curriculum includes rigorous course work that starts with basic skills and evolves into more independent, project based classes. Through the project based classes Boys’ Latin of Philadelphia Charter School will incorporate technology into the school’s curriculum. Boys’ Latin believes that technology will play an ever-increasing role in the future lives of the students, staff and community. In order to prepare for the use of technology in the future, we believe that its use must become second nature in all aspects of the school system

^[1] Brighter Choice Charter Schools, Single-Sex Classes; retrieved July, 2008;
<http://www.brighterchoice.org/>

^[2] Brighter Choice Charter Schools, Single-Sex Classes; retrieved July, 2008;
<http://www.brighterchoice.org/>

Shared Values

Boys’ Latin of Philadelphia Charter School students follow a strictly enforced code of behavior and dress (including a sports jacket and tie). Students must respect themselves, their fellow students, teachers, staff, guests and all others they encounter during the course of their school day. Students and parents are required to sign an agreement that will signify their understanding of and commitment to the school code.

Summer Prior to 9th grade: Every new student will participate in two weeks of intensive classes in basic skills, overview of school bibliography, organization, and note taking. Students will also do experiential learning initiatives.

Grades 9-10: Initial emphasis will be on establishing basic skills in major academic disciplines: English, history, math, science, Latin and writing.

Grade 11: Emphasis will switch to individual and team project-based learning.

Summer Prior to 12th Grade: All rising seniors will participate in two weeks of planning for their final year of high school and preparing for application to college.

Grade 12: Senior year will allow more flexibility with greater independent study, project based instruction and opportunities for off-campus classes. This year will culminate with a senior project and presentation.

Service Learning will be required for every student every year.

Academic Standards

Latin equips a student with the strongest single foundation for mastering Romance languages, modern inflected ones such as Russian and German, and even non-related tongues like Arabic, Chinese, and Japanese. Working with Latin broadens a person's notion of structures possible in English and other languages. In addition, 80% of the vocabulary of the Romance languages-- French, Italian, Portuguese, Romanian, and Spanish--is based on Latin.

The non-English word structure and sentence patterns found in Latin help develop observant, analytical, and logical students. Their minds develop in demanding and practical ways. For these reasons, students of Latin are appreciated and sought after by Human Resources departments.

Summer Prior to 9th grade: Every new student will participate in two weeks of intensive classes in basic skills, overview of school bibliography, organization, and note taking. Students will also do experiential learning initiatives.

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Grade 12: Senior year will allow more flexibility with greater independent study, project based instruction and opportunities for off-campus classes. This year will culminate with a senior project and presentation.

Service Learning will be required for every student every year.

Strengths and Challenges

Boys' Latin's greatest strength is in the people who are a part of our school community. We have an impressive and diverse group of students who value academic success, hard work, and the development of their intellectual, moral, social, creative, and athletic potential. Our students recognize that attending Boys' Latin is a privilege, and they are proud to be a part of the first class of students.

Boys' Latin has assembled a first-rate, highly qualified staff that believes in the success of the school. Our teachers work harder and longer than most teachers in local urban schools, and they readily do it for the benefit of their students. Our staff works collaboratively to ensure consistency throughout the curriculum. Our faculty is highly qualified; many have earned advanced degrees, four of them doctoral degrees.

The Boys' Latin Board of Directors consists of community members from diverse backgrounds who actively participate in all aspects of the school's governance. Board Members also raise funds for the school and promote the school in the greater Philadelphia community. They are committed to maximizing the effect Boys' Latin has on the students it serves.

The study of the Latin language and the single-gender structure are strengths that make Boys' Latin unique among area charter schools. Every Boys' Latin student takes four years of Latin, taught by a certified Latin teacher. Latin equips students with a strong foundation and the non-English word structure and sentence patterns found in Latin help develop observant, analytic, and logical students. Last school year, two Boys' Latin students received national and local recognition for their performance on the National Latin Exam, and twenty additional students just

missed this achievement by a few points. The students also performed well this school year, and took a competitive team to the Junior Classical League at Penn State University.

Does Latin help SAT scores? YES!

The mean Verbal SAT scores for 2002 were:

All students-508

Students who study:

LATIN-674

Spanish-581

French-637

German-622

Boys' Latin is designed as a single-gender school to most effectively address the unique social and academic issues experienced by urban boys. Boys are far more likely to have problematic academic experiences and are 30% more likely to drop out of school. Teachers in an all-boys school can teach in ways that reach boys and appeal to their learning style. Extensive research has shown that boys tend to soften their competitive edge and become more collaborative in a single gender setting. They can be themselves and not worry about the social stresses inherent in a co-educational environment. Boys' Latin students cite the all-boys environment as one of the best things about the school.

The challenges Boys' Latin faces are similar to those of any charter school. Being competitive for highly qualified teachers is challenging for Philadelphia charter schools, since charters receive less funding than do district schools and often cannot pay equivalent salaries. However, Boys' Latin was able to recruit and maintain a high percentage of highly qualified teachers for the first school year.

Boys' Latin also faced the challenge of creating a school facility that would support the type of educational environment necessary to engage students in a high school setting. This meant a sacrifice in the first school year. While the facility (a former Catholic school building) was undergoing renovations, students and staff operated out of a series of trailers. This sacrifice proved to be worthwhile, as the new building was complete by the end of the school year.

One challenge that Boys' Latin will continue to face in upcoming years is to prepare students for college. Since Boys' Latin is designed as a college preparatory school, college must be emphasized from the moment students enter the school. However, many students enter Boys' Latin with inadequate reading proficiency. In 2008, 43% of entering freshmen at Boys' Latin will start the school year reading at a level of 5th grade or lower. In the Philadelphia School District, only 36.3% of African-American students score at a level of Advanced or Proficient in reading on the PSSA. This means that 63.7% of Philadelphia's African-American students do not read at a satisfactory level, as defined by the Pennsylvania Department of Education. Philadelphia has one of the lowest graduation rates among the nation's largest districts, graduating only 55.5% of its students. Boys' Latin has created programs to address these deficiencies so that our school's statistics can be much higher. Our Summer Reading Program, After School Program (which includes one hour of supervised homework time), and Saturday School program all work to get students reading on grade level so that they can excel in high school and matriculate to college. Student participation in these programs has been excellent, and is expected to increase in the second year of operation. Our After School Program was rated the best in the region by Philadelphia Magazine in September, 2009.

ANNUAL MEASURABLE GOALS 2008-2009

Annual Measurable Goal	Strategies / Interventions	Performance Indicators	Results / Progress
56% proficient or above in math on PSSA (AYP goal)	N/A — not in testing year	N/A	N/A
63% proficient or above in reading on PSSA (AYP goal)	N/A — not in testing year	N/A	N/A
95% participation rate in PSSA assessment (AYP goal)	N/A — not in testing year	N/A	N/A
Improvement in attendance in grades 9 th — 12 th up to 90% (AYP goal)	Daily monitoring, parental contact, attendance policy, Board action for those who exceed attendance policy limits	School attendance records	Attendance for the 2008-09 school year was 95%
On a parent survey, 90% of parents will rate BLCS as meeting or exceeding expectations	Staff responsiveness, Faculty provided with school funded cell-phones for parent contact, extended family network, flexible scheduling of parent meetings	Tabulation of survey results	
80% parent/guardian attendance at report card night	Parental contact, notices provided in advance	Report card night attendance.	

SECTION II. STRATEGIC IMPROVEMENT PLANNING

Strategic Planning Process

Boys' Latin recognizes the importance of creating a strategic plan to guide our school through its first few years. The school's leadership also recognizes that a long-term strategic plan requires a great deal of research, discussion, and revision before it can truly serve as a guiding document for the school.

During the 2007-2008 school year, Boys' Latin took three steps toward creating a strategic plan. First, it hired a Development Coordinator who would be responsible for organizing a committee to plan and implement a strategic plan. Second, it created a committee of five people who will take on unique roles during the planning process. Third, it identified the following focal points to be addressed through the strategic plan: Academic Assessment and Achievement, Staff Recruitment and Retention, Facility, Curriculum, Technology, College Preparation, Supplemental Programs, Community Relations, Resource Development, and Evaluation. All of these focal points are critical to the long-term health of the school, and will be addressed through the goals, objectives, and activities of the three year plan.

The Strategic Planning process was put on hold during the 2008-2009 school year in order to complete the search for a school Principal. We recognized that we could not create a multi-year plan without including the person who would be the academic leader of the school. The new Principal, Dr. Lamont Browne, joined the staff at the end of the school year. Strategic Planning is now in process and is expected to be complete by the Spring of 2010.

Strategic Planning Committee

Name	Affiliation	Membership Category Appointed By	
Gonzalez, Ruth	Director of Administration	Administrator	David Hardy/ CEO
Hardy, David	CEO	Administrator	Board
Jordan, Keisha	Development Consultant	Other	CEO
Williams, R. Richard	Board Chair	Board Member	CEO
Yass, Janine	Board Vice-Chair	Board Member	CEO

Goals, Strategies and Activities

Goal: Administration and Technology

Description: In the area of Administration (including all areas of student services): We believe that Boys' Latin of Philadelphia Charter School's will use technology in order to operate more efficiently, creating better opportunities for communication, organization, record keeping and reporting to the community. Employees should be enabled to do their jobs in a more efficient manner with a minimum of disruption to their work schedules.

Strategy: Providing the necessary tools (software and hardware) to have teacher model a 21st century class room

Description: Ensure the Faculty, Administration and Students have the necessary resources to model a successful 21st century classroom.

Activity: Integrate technology in the administration of the school (including all areas of Student Administration)

Description: Ensure the most efficient Student Information System is being used and the faculty and administration is adequately trained to use the system

Person Responsible	Timeline for Implementation	Resources
Sahm, Paula	Start: 8/3/2009 Finish: 5/1/2010	\$50,000.00

Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
8.00	4	30
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Rediker Software	• Company	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Understand the use and value of the Student Information System (SIS) and how their Gradebooks relate to the SIS.	Content will be formal training provided by the company that has developed the Student Information System	<p data-bbox="922 262 1372 325"><i>For classroom teachers, school counselors and education specialists:</i></p> <ul data-bbox="971 367 1372 640" style="list-style-type: none"> • Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making. • Empowers educators to work effectively with <u>parents and community partners</u>. <p data-bbox="922 682 1372 766"><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul data-bbox="971 808 1385 1239" style="list-style-type: none"> • Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards. • Instructs the leader in <u>managing resources</u> for effective results.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> • Classroom teachers • Other educational specialists 	<ul style="list-style-type: none"> • High school (grades 9-12) 	<ul style="list-style-type: none"> • Career Education and Work

Follow-up Activities	Evaluation Methods
<ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers 	

Status: Not Started — Overdue

Goal: High School Collaboration

Description: Collaborate with other high schools across the country in utilizing the virtual classroom to provide alternative classes to students who wish to take a more rigorous course load that may not be offered at the school.

Strategy: Providing the necessary tools (software and hardware) to have teacher model a 21st century class room

Description: Ensure the Faculty, Administration and Students have the necessary resources to model a successful 21st century classroom.

Activity: Integrating Technology into the school's core curriculum

Description: Technology should be integrated into the core curriculum:

• Advanced knowledge in word processing, research and multimedia through the study of language arts.

• Programming and spreadsheet applications through the study of mathematics.

• Spreadsheet and database applications through the study of science.

• Telecommunications through the study of social studies.

Person Responsible Timeline for Implementation Resources

Gonzalez, Ruth	Start: 1/1/2007	-
	Finish: Ongoing	

Status: Not Started — Overdue

Goal: Implement one-to-one laptop initiative

Description: Every student has access to a computer to complete his school work.

Strategy: Providing the necessary tools (software and hardware) to have teacher model a 21st century class room

Description: Ensure the Faculty, Administration and Students have the necessary resources to model a successful 21st century classroom.

Activity: Purchase Laptops

Description: Every year each student in the 10th grade receives laptop to be used for school work. The student are allowed to transport the laptops to and from school. The school provides secure wireless access to the internet.

Person Responsible Timeline for Implementation Resources

Oliver-Hardy, Zina	Start: 10/1/2008 Finish: Ongoing	\$150,000.00
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Status: Not Started — Overdue

Goal: Implementing Technology

Description: Common Implementation:

In order to easily exchange information and develop common skills, Boys' Latin of Philadelphia Charter School will continue to implement the most advanced hardware, software and network facilities so that training, service and support can become manageable. Boys' Latin of Philadelphia Charter School will:

- Provide laptops to students to engage the broadest number of students in the learning process, no matter what their ability level.
- Train students to use laptops throughout the day and at home in all aspects of classroom learning, research, and communication.
- Give students access to their school books online, along with supplementary materials.
- Train teachers and students to utilize teacher websites to manage the class calendar and assignments.
- Purchase the most current and useful electronic equipment and software in the industry.
- Incorporate teaching opportunities such as video and teleconferencing, remote teaching, and school-wide interactive classroom learning

Strategy: Curriculum Development Meetings

Description: Use grade level meetings with the Director of Instruction to identify a particular strategy to integrate technology into the curriculum per grade level.

Activity: Technology Curriculum Development Meetings

Description: Develop monthly meetings by grade level with the Director of Instruction, Department Heads and Director of Technology to identify technology gaps in the core curriculum.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 8/3/2009 Finish: Ongoing	-
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Status: Not Started — Overdue

Goal: Instruction and Technology

Description: In the area of instruction:

We feel that the Boys' Latin students' skills must be developed in the application of technological solutions to everyday problems. Technology should not become an end in itself, but instead become a tool that is used to enhance all learning. By integrating technology in all curricular areas, individuals will become accustomed to its use. They will improve their skills in gathering, analyzing, evaluating, synthesizing and presenting information. They will become life-long learners who are more adaptive to change.

Strategy: Providing the necessary tools (software and hardware) to have teacher model a 21st century class room

Description: Ensure the Faculty, Administration and Students have the necessary resources to model a successful 21st century classroom.

Activity: Integrating Technology into the school's core curriculum

Description: Technology should be integrated into the core curriculum:

• Advanced knowledge in word processing, research and multimedia through the study of language arts.

• Programming and spreadsheet applications through the study of mathematics.

• Spreadsheet and database applications through the study of science.

• Telecommunications through the study of social studies.

Person Responsible Timeline for Implementation Resources

Gonzalez, Ruth	Start: 1/1/2007	-
	Finish: Ongoing	

Status: Not Started — Overdue

Goal: Maintain a WLAN

Description: Maintain a secure wireless local area network and provide internet access to every workstation and laptop at the school.

Strategy: Providing the necessary tools (software and hardware) to have teacher model a 21st century class room

Description: Ensure the Faculty, Administration and Students have the necessary resources to model a successful 21st century classroom.

Activity: Integrate technology in the administration of the school (including all areas of Student Administration)

Description: Ensure the most efficient Student Information System is being used and the faculty and administration is adequately trained to use the system

Person Responsible	Timeline for Implementation	Resources
Sahm, Paula	Start: 8/3/2009 Finish: 5/1/2010	\$50,000.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
8.00	4	30

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Rediker Software	• Company	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Understand the use and value of the Student Information System (SIS) and how their Gradebooks relate to the SIS.	Content will be formal training provided by the company that has developed the Student Information System	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making. Empowers educators to work effectively with <u>parents and community partners</u>. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> Provides the knowledge and skills to <u>think and plan</u>

strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.

- Instructs the leader in managing resources for effective results.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> • Classroom teachers • Other educational specialists 	<ul style="list-style-type: none"> • High school (grades 9-12) 	<ul style="list-style-type: none"> • Career Education and Work

Follow-up Activities	Evaluation Methods
<ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers 	

Status: Not Started — Overdue

Goal: Produce accurate student information

Description: Produce accurate student demographic information, to aid in decision making. Ensure easy access to student data and student data is up to date and reproduced easily. Have the ability to communicate this data to the school community.,

Strategy: Providing the necessary tools (software and hardware) to have teacher model a 21st century class room

Description: Ensure the Faculty, Administration and Students have the necessary resources to model a successful 21st century classroom.

Activity: Integrate technology in the administration of the school (including all areas of Student Administration)

Description: Ensure the most efficient Student Information System is being used and the faculty and administration is adequately trained to use the system

Person Responsible	Timeline for Implementation	Resources
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Follow-up Activities	Evaluation Methods
<ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers 	

Status: Not Started — Overdue

Goal: Video Library

Description: Develop and outfit the Media/Library Center with a video library and books on-line.

Strategy: 21st Century Class Rooms

Description: Develop Smart Electronic Class Rooms and ensure every student has access to a computer during the school day.

Activity: Media Center

Description: Develop plan to outfit audio visual conference room and media/library center.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 7/1/2009 Finish: 11/20/2009	\$150,000.00
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Status: Not Started — Overdue

Statement of Quality Assurance

There is currently no data saved for this section.

Statement of Quality Assurance - Attachment

- Statement of Quality Assurance

SECTION III. QUALITY OF SCHOOL DESIGN

Rigorous Instructional Program

Boys' Latin of Philadelphia Charter School is based on the premise that inner-city at-risk boys will succeed within a gender-based, highly structured environment that includes proper support systems, a strong and diversified curriculum, and a host of enrichment activities to stimulate and broaden students' horizons.

Boys' Latin will promote a comprehensive, standards-based educational experience that will build on students' basic skills and knowledge and cultural awareness.

Students will receive their initial orientation to the school's curriculum through an Outward Bound course. Specifically, students will embark on a three-day expedition across a nearby wilderness area. Some of the challenges students will encounter include rock climbing, rappelling, a ropes course, canoeing and rafting, leadership initiatives and workshops.

How is the curriculum organized to meet the developmental and academic needs of students?

The college preparatory course of study at Boys' Latin of Philadelphia Charter School offers an original and unique experience for young men looking for an intellectual challenge in the context of a nurturing environment. The four-year curriculum is an intellectual journey that provides a firm grounding in critical reading combined with learning multiple modes of written expression — knitting together three related yet distinct strands of information into an integrated body of knowledge that students will carry on to university life.

Students begin by plunging into a wide array of cultures and vantage —points through world history and literature, emerging only to find themselves immersed in a historical dialogue with the visual, literary, political, scientific and mathematical achievements of the Western Enlightenment. From there students ultimately learn how to swim in the school's own distinct cultural current, intermingling of coursework in African-American studies, an experiential learning component and behind it all-the Latin requirement.

What strategies does the school use to accelerate academic skill development, content knowledge and learning strategies of students who enroll performing significantly below standards in literacy and mathematics skills?

According to a 2004 report by Learning Resources Network (LERN), boys are neurologically geared toward solving problems and meeting challenges. Once they master a particular task (solve the problem and meet the challenge), it becomes boring, and boys have a hard time focusing on the assignment at hand. Boys' Latin of Philadelphia Charter School's curriculum will reflect this reality. Courses will integrate book learning with engaging hands-on learning experiences. The teachers will work to improve students' skills by incorporating several learning modalities (audio, visual, kinesthetic, etc) and numerous teaching methodologies (differentiated instruction, cooperative learning groups, etc). Boys' Latin's curriculum will also incorporate lesson modifications in each of the core subjects for students who need extra support or enrichment in order to stay engaged.

We focus heavily on instructional differentiation, gearing all activities to meet the needs of each student. Students who struggle in class attend independent tutoring sessions with teachers two Saturdays each month for up to three hours. Student-athletes are required to attending

mandatory study sessions for two hours every Wednesday and for three hours two Saturdays each month.

Gifted Education/Academically Advanced

In many respects, Boys' Latin of Philadelphia Charter School is an environment that is well suited to the gifted student as it will promote excellence, open cultural outlets, adopt differentiated instruction and encourage academic independence. Gifted students will be given the opportunity to take honors courses in English, Math, Science, History, and Latin. According to the curriculum, project-based learning and service learning are components that will drive the junior and senior educational years. These projects will be used to push and extend students learning beyond the scope of a traditional classroom. Upon identification as gifted/advanced, a student will be assessed and evaluated by the school's social worker and/or Dean of Instruction to determine the appropriate course of study.

Special Education-Special Needs

As Boys' Latin of Philadelphia is a public charter school we exist to serve young men from the city of Philadelphia regardless of ability. Just as we have high performing students who choose to come to Boys' Latin, we also expect — and welcome— students with special needs. The curriculum and high academic expectations exist for all learners, regardless of ability. The differentiated learning focus, including project-based learning, will allow students at all academic levels to benefit from the educational experience offered at Boys' Latin. The in-class support and co-teaching model employed here allows for all young men to receive the individualized instruction they need while not feeling stigmatized by their disability.

Boys' Latin of Philadelphia has formed an instructional support team who, prior to the start of the school year, reviews the Individualized Education Plans (IEPs) of all classified students. The team works collaboratively with the general education teachers to design and implement appropriate instructional programs and modifications/accommodations as needed. Boys' Latin has also created a response to intervention team to support students who may be struggling academically, socially, or behaviorally. The team considers teacher referrals, provides interventions and supports, and if necessary will evaluate the student. The combined resources of the instructional support team will be engaged to design an educational program that meets the needs of our students with disabilities in the least restrictive environment.

Positive Behavior Support

Boys' Latin of Philadelphia has adopted the positive behavior support model to proactively address behavioral concerns in the school environment. In implementing positive behavior support we have redesigned our environment so that problem behaviors are prevented or inconsequential and we have taught students new skills, making problem behaviors unnecessary.

The positive behavior support system addresses problematic behavior by replacing the undesired behavior with a new behavior or skill. As a school we have taken ownership of student learning and behavioral challenges. There is a total staff commitment to managing behavior and a common language surrounding behavior in the school. The rules and procedures are clearly communicated with students as well as the consequences that result.

What types of teaching strategies are used to actively engage students in the learning process?

Teaching strategies at Boys' Latin are chosen using research based best practices. The strategies discussed below are just a few examples of school-wide strategies used in instruction. Their inclusion in the instructional design at the school reflects our commitment to "do what it takes" to reach high levels of academic achievement and to prepare our students for college.

Differentiated Instruction

Differentiated instruction is an approach to teaching that advocates active planning for and attention to student differences in classrooms, in the context of high quality curriculums. "Acknowledging that students learn at different speeds and that they differ widely in their ability to think or understand is like

acknowledging that students at any given age aren't all the same height: It is not a statement of worth, but of reality." (Carol Ann Tomlinson)

With differentiated instruction, teachers are aware of their students learning styles and preferences. These preferences are used as a guide to developing and implementing curricular activities. Differentiation ensures that students are learning as much as possible while increasing student motivation and confidence by allowing student to experience more success. As teachers differentiate instruction they are continuously assessing and using their assessments to understand how to make instruction more responsive to their learners' needs. At Boys' Latin, teachers use differentiation strategies to meet the needs of all learners on a daily basis. Teachers use a variety of instructional arrangements to ensure that each student is given ample opportunity to master the content.

Project Based Learning

Project-based Learning is a model for classroom activity that will be employed. It supports classroom practices and lessons that are shorter and more isolated by providing activities that are longer-term, interdisciplinary, and integrated with real world issues and practices. One immediate benefit will be to make learning more relevant and useful to students by establishing connections from what they are learning in core subjects to life outside the classroom. Such a strategy capitalizes on research highlighting the elements of effective instruction, specifically the connection of lessons to issues of personal relevance to students and/or real problems or issues that exist in the world and instruction that emphasizes interactive discourse with small group work that is characterized by clear goals and individual accountability.

Service Learning Component

Boys' Latin of Philadelphia Charter School is drawn to service-learning because it is firmly in line with Boys' Latin's mission to build character and leadership, and will produce important educational results as well. Based on experiences around the nation, learning through service causes students to become more concerned about their community and community issues, to discover ways they can lend their talents to those issues, and to apply what they are learning in specific content areas such as Social Studies, English, Science or Mathematics, or to more specific topic areas such as the environment or the elderly, thus making their studies more relevant.

-

Rigorous Instructional Program - Attachment

- Approval Letter

English Language Learners

N/A

There are currently no supporting documents selected for this section.

Graduation Requirements

Students must receive proficient on the reading, writing, and math sections of the 11th grade PSSA assessment. Student must have a completed a total of 26.5 credits including:

Credits	Subject
6.0	English
4.0	Social Science
4.0	Math

4.0 Minimum:
Algebra 1
Geometry
Algebra 2
Science

4.0 Minimum:
Physical Science
Biology
Latin

Special Education

Special Education Policies & Procedures - Attached

Special Education - Attachment

- Special Education Policies & Procedures

Special Education Program Profile - Chart I

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
Alyssa Perry	1.00	Learning Support	Boys' Latin	20	none
Katie O'Shaughnessey	1.00	Learning Support	Boys' Latin	20	none
Heather Newton	1.00	Learning Support	Boys' Latin	20	none

Special Education Program Profile - Chart II

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

Special Education Program Profile - Chart III

Title	Location	FTE
Dean of Instructional Support	Boys' Latin	1.00
Social Worker	Boys' Latin	1.00
Learning Support Teacher	Boys' Latin	2.00

Special Education Program Profile - Chart IV

IU, Public Agency, Organization, or Individual	Title/Service	Amount of Time Per Week
Therapy Source, Jennifer Leventhal	Psychologist	.25
Therapy Source, Nicole Tomassini	School Psychologist	.25

SECTION IV. ACCOUNTABILITY

Student Assessment - Primary

Test/Classification	K	1	2	3	4	5
N/A	No	No	No	No	No	No

Student Assessment - Secondary

Test/Classification	6	7	8	9	10	11	12
N/A	No	No	No	No	No	No	No

Student Assessment

N/A

Student Assessment - Attachment

- Student Assessment

Teacher Evaluation

a. The Instructional Leadership team conducts both formal and informal classroom observations. Informal classroom observations are conducted on a rotating basis with teacher receiving feedback a minimum of one time every three weeks. Following each informal observation feedback is provided including any suggestions for improvement as needed. Three times each year, once per trimester, a formal observation is completed. The formal observation cycle includes a pre-observation meeting, an observation of a full class period, and a post-observation meeting. At this time the evaluation rubric is completed and action steps for improvement are discussed.

b. School Leadership Team

David Hardy, CEO

Ruth Gonzalez, Director of Administration

Lamont Browne, Principal

Heather Newton, Dean of Instruction, Student Support, and Assessment

Maurice Watson, Dean of Culture

c. Professional development opportunities will be ongoing for the faculty of Boys' Latin of Philadelphia Charter School. The professional development available to teacher will cover a wide breadth of topics based on student and teacher needs. The needs of teacher will be addressed

using teacher surveys and student achievement data. Key areas of trainings will include differentiated instruction, data collection, using data to drive instruction, questioning strategies, checks for understanding, assessment writing, etc.

Teacher Evaluation - Attachment

- Teacher Evaluation Plan

SECTION V. GOVERNANCE REQUIREMENTS

Leadership Changes

During the 2008-2009 school year Boys' Latin welcomed Dr. Lamont Browne, the new Upper School Principal. Dr. Browne brings great value to the Boys' Latin community. He runs the daily operations of the school, and reports directly to CEO David Hardy.

Dr. Browne is an accomplished leader with an impressive background. He is a certified Principal with seven years experience in education. Dr. Browne was educated at the University of Delaware, earning the degrees of Bachelor of Science in Business Administration, Master of Education, and Doctor of Education in Educational Leadership. Dr. Browne's doctoral concentration was in Administration and Policy, and he developed an Executive Position Paper entitled *A Character Education Approach to Founding a College Preparatory Charter School*.

Dr. Browne began his career teaching math at Penn Wood Senior High School in Lansdowne, Pennsylvania. He spent several years at A.I. duPont Middle School, where he was an Algebra teacher and Department Chair, as well as School Director. Most recently, Dr. Browne served as Principal/Founder of KIPP West Philadelphia Preparatory Charter School, and School Leader Advisor, Dean, and Teacher at KIPP Philadelphia Charter School. Through KIPP, Dr. Browne participated in an eight month school leadership training program that prepared him for founding and leading a charter school for low income minority students.

Board of Trustees

<u>Name of Trustee</u>	<u>Office (if any)</u>
Ann Baruch	Board Member
Dawn Chavous	Secretary
I. Michael Coslov	Treasurer
James Doughan	Board Member
R. Richard Williams	Chairman
Janine Yass	Vice Chair
Joseph Conwell	Board Member
Philip Siegel	Board Member
Isaac Ewell	Board Member
Steven F. Kempf	Board Member
John Nostrant	Board Member
Albert C. Oehrle	Board Member

<u>Sally Randolph</u>	<u>Board Member</u>
<u>Stephen Smith</u>	<u>Board Member</u>

Professional Development (Governance)

Boys' Latin of Philadelphia has selected its board members with an emphasis on prior board experience in charter schools, private schools, or both. Our attorney, Michael Frattone, works with our board to ensure that our board adheres to the laws pertaining to governance - the Sunshine Act, Act 22, and due process. Our accountant also meets regularly with the Board to provide the most updated financial information to all members.

Coordination of the Governance and Management of the School

The bylaws make provisions for at least a seven-member Board of Trustees. The Board includes educators, business persons, social service providers, and philanthropists. The CEO serves as a full member of the Board (ex-officio).

The Board sets policy for the school and works with the CEO, who is responsible for the day-to-day operation of the school, to develop and use analytical tools that help to regularly measure the academic and non-academic performance of the school. At each Board meeting the CEO presents a statistical snapshot of the school, reporting on student progress, school programs and school financial data. With the addition of a School Principal, more detailed information about academics will be discussed at future meetings.

The Board meets at least four times each year (see schedule below) to address both long-term and short-term issues affecting the school.

The CEO and the Board Chairperson meet regularly to discuss matters of importance regarding the operation of the school. In addition, each Board Member is assigned to a particular topic area (ex: Academics, Community, Athletics, etc.) and works with a staff member to provide advice and assistance to the school.

The CEO and/or assigned school representatives attend all called meetings of the School District of Philadelphia (SDP) for charter schools. We have been in contact with various offices of the SDP to assist us in providing answers and suggestions in addressing various issues that arise during the course of the year. All required reports have been submitted.

Coordination of the Governance and Management of the School - Attachment

- Board Meeting Schedule 2008-2009

Community and Parent Engagement

Boys' Latin of Philadelphia Charter School has gained the support of several key leaders of the community. The CEO has developed relationships with local legislators, including Senator Anthony Hardy Williams, State Representative Ron Waters, State Representative Dwight Evans, Councilpersons Jannie Blackwell, Frank Rizzo, Blondelle Reynolds-Brown, and others. Mayor Michael Nutter also attended the school's Opening Celebration and spoke in support of the school.

Boys' Latin of Philadelphia Charter School has also developed a substantial relationship with the neighboring community, parent body and the staff. With the combined efforts of the Extended Family Network, Board of Directors, and staff, Boys' Latin has sponsored events such as:

1. An Opening Celebration to commemorate the new facility — attended by nearly 300 people
2. The annual Mother/Son Luncheon
3. Career Day, featuring 22 career speakers and a student job fair
4. An Induction Ceremony for new students at The Kimmel Center
5. A Prostate Cancer Information Forum attended by neighbors and parents
6. A production of the play "Our Town" at the historic Freedom Theater in partnership with Girls High
7. A Staff Appreciation luncheon (organized and funded by parents)
8. Outward Bound experiences for students and staff

Parent participation in all events has been overwhelming. The ability to develop community within the school has allowed us to avoid most of the problems that are all too common with schools in the Southwestern section of Philadelphia.

Boys' Latin has instituted a "Safe Corridors" program that has eliminated the attacks on students by local thugs. The demerit system has reduced class disruptions and other conduct violations. We work in partnership with our local police district. The student-focused interventions have enabled us to concentrate on individual students' specific needs.

Boys' Latin of Philadelphia Charter School has developed a parent organization known as the **Extended Family Network**. The Extended Family Network's model confronts and tries to correct a systemic social problem, which is the breakdown of the family structure.

The Extended Family Network strengthens the family by developing a structure of "core" family members that provide support, values, and nurturing of the student. The "core" family members can be mothers, fathers, aunts, uncles, cousins or friends. The "core" family members will be positive role models and mentors and will be accountable to the school and students.

The Extended Family Network goals:

- Â· To bring families into a close trusting relationship where they can share in the care, nurture and support of their children's (short and long-term) academic, emotional, physical, social and spiritual growth
- Â· To provide opportunities for learning inside a functioning family model
- Â· To introduce and teach children, youth and families consistent values
- Â· Instill and rekindle a strong sense of value and purpose within the family as an integrated unit within communities

- Â· Teach mutual support and interdependency within/between the family unit(s)
- Â· Empower parents to influence the academic environment and key settings of the child's life
- Â· Create supportive communities

Boys' Latin has been recognized in several local media outlets, including *The Philadelphia Inquirer*, *The Philadelphia Tribune*, *The Daily News*, *Philadelphia Magazine (Best of Schools recognition)*, *Philadelphia Magazine*, *Westside Weekly*, *Scoop USA*, *University City Review*, and on *KYW News 3* and the show *Visions*.

SECTION VI. FINANCIAL RESPONSIBILITIES

Major fund-raising activities

Boys' Latin of Philadelphia Charter School solicits donations from government entities, businesses, foundations, and individual donors to support its academic and extra-curricular programs.

The following is a summary of the contributions received this year:

Government:	\$21,666.00
Businesses:	\$56,800.00
Foundations:	\$270,524.00
Individuals:	<u>\$812,015.00</u>
Total:	\$1,161.005.00

For next year, Boys' Latin will continue to solicit funds from new sources, and will request second or third-year donations from prior donors. An Annual Appeal (in partnership with the Extended Family Network) is planned for the Fall of 2009 to request donations by mail.

Fiscal Solvency Policies

The Board of Trustees has adopted financial policies and procedures which include; budgeting, accounting practices, procurement, contracts, internal control, cash management, grants management, time and attendance, contracted services, etc. The Board received advice from the school's accountant regarding changes to the Form 990 requirements that may require revisions to policies. The school's budget, adopted in accordance with the timetable prescribed by the Commonwealth, serves as a blueprint for financial decision making during the fiscal year.

The budget provides for the educational, building and administrative needs of the school community and also includes a reserve for contingencies. All purchases and personnel decisions are reviewed for budgetary funds available prior to the issuance of a contract or purchase order.

Boys' Latin of Philadelphia Charter School employs the services of Charter School Choice (CSC). CSC provides accounting services and interim financial reporting for the Board of

Directors and CEO on a monthly basis. The CSC accountant meets with the CEO regularly and attends all board and finance committee meetings. Through careful monitoring of expenditures and revenues the school is able to assure that all expenditure and revenue categories remain within budget.

Accounting System

The school currently uses QuickBooks accounting software which utilizes the PDE chart of accounts.

Preliminary Statements of Revenues, Expenditures & Fund Balances

Preliminary Statements of Revenues, Expenditures & Fund Balances - Attachment

- Preliminary Statement of Revenues, Expenditures & Fund Balances

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

Our audit for school year 2008-2009 has not been conducted yet. The audit will be conducted by Siegal and Drossner, PC.

There are currently no supporting documents selected for this section.

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

Boys' Latin did not acquire additional facilities during the 2008-2009 school year. All buildings on the campus had been purchased in 2007.

Equipment purchased during the year include laptop and desktop computers, printers, electronic white boards, and audio/visual equipment. Since a new class of students was added, furniture and supplies were purchased to support the growing student and staff numbers.

Future Facility Plans and Other Capital Needs

In 2007, Boys' Latin purchased four buildings housed on a three acre property formerly belonging to the Archdiocese of Philadelphia at 55th and Cedar Avenues in Southwest Philadelphia. Renovation on the former Catholic school building was complete in July of 2008, and is now home to Boys' Latin of Philadelphia Charter school students. The facility features spacious, well-

equipped classrooms with natural light, a state-of-the-art library and media center, large group meeting and presentation space, modern science laboratories, a music room, a modern computer laboratory, and a large dining hall.

Plans for the additional buildings and open space on the property include a full-sized gymnasium, parking space, and a middle school building. Boys' Latin's leadership will begin the process of requesting an extension of its charter to include grades 6 through 8 during the 2009-2010 school year.

Financial resources are needed to make the transformation of this former abandoned city block into a learning center complete. The school's Board and development staff will take on a leadership role to make this vision a reality.

SECTION VIII. HEALTH AND SAFETY RESPONSIBILITIES

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

Boys' Latin of Philadelphia Charter School has complied with all health and safety requirements. The City of Philadelphia Department of Licenses and Inspection has issued a Certificate of Occupancy for the school building. Fire drills and other safety drills are conducted throughout the year. Staff training regarding how to respond to emergency situations is a part of the school's comprehensive Emergency Management Plan which addresses various types of emergencies including inclement weather, community emergencies (e.g., gas leak, chemical spill, etc.), national/state emergency (e.g., September 11th), bomb threat, fire/explosion, and an intruder in the building. This plan was developed to familiarize staff and students with different situations that may occur and to provide guidelines for responding to a crisis situation. Such preparation and practice can minimize problems arising during a crisis. The major objectives of the plan are to save lives, give aid to victims, and protect property. As part of the Emergency Management Plan, building evacuation routes were identified and modified, resulting in a quicker and more effective evacuation of the school during fire drills.

All exterior doors are kept locked during the school day and visitors are received through the front door only. A buzzer system for the front door enables the security and administrative offices, which are located at the front of the school and have an unobstructed view of the door, to easily control entry to the building. Two way handheld receivers are used for communication purposes as necessary. Video cameras in common areas record images from various locations within and outside of the building.

Boys' Latin of Philadelphia Charter School has a full-time school nurse. Student health records are reviewed and every effort is made to keep them up-to-date. Written guidelines for administering medication to students are published in the Student/Parent Handbook. Emergency contact information is maintained for all students.

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

- Request for Reimbursement and Report of School Health Services

Current School Insurance Coverage Policies and Programs

Health Insurance Coverage provided by the school includes the following:

Keystone Health Plan East Select

Keystone Health Plan East Point of Service

Personal Choice

Delta Dental

Current School Insurance Coverage Policies and Programs - Attachment

- Insurance Policies

SECTION IX. ADMINISTRATIVE NEEDS

Quality of Teaching and Other Staff

For the 2008-2009 school year, there were a total of 24 professional employees (as defined by the Pennsylvania Department of Education). Of that number, 20 employees were in certified positions and 4 in non-certified positions.

Staff retention has been high. During the 2008-09 school year; one teacher contract was not renewed.

Quality of Teaching and Other Staff - Attachment

- PDE-414 Verification Form

Student Enrollment

A total of 242 students completed the 2008-09 school year and 220 are currently enrolled to return September of 2009. Our retention rate for this school year is 89%. Some students left Boys' Latin because their families decided that the school was not a good fit for their child, others left because of the travel time to school. There were 2 students who moved out-of-state after the school year was over.

ENROLLMENT HISTORY 2008-09

Grade	Number of Students Initially Enrolled	Number of Students Dropped	Number of Students Added	Number of Students Who Completed 2008-09 Who Are Enrolled to Return in September
	9147	30	0	117
10	124	21	0	103
11				
12				

Admissions Policies and Procedures

The Boys' Latin of Philadelphia Charter School's Admissions Policy states:

The Parents/Guardian of a prospective student must attend a Parent Information Session prior to the school year the student will enter his freshmen year. These sessions are held weekly during October through January and bi-weekly during February through April. After attending a Parent Information Session, all interested parents may complete a Notification of Interest form. An admissions representative will contact the parent to schedule an appointment for an enrollment interview. The prospective student will be interviewed and given an enrollment packet. The Parent/Guardian must complete the enrollment packet and submit with a copy of the following:

- Proof of age (i.e. birth certificate, baptismal certificate or passport)
- Social Security card
- Proof of residency (i.e. utility bill, vehicle registration, rental lease or mortgage statement)

There are currently no supporting documents selected for this section.

Transportation

At this time, we do not have a transportation program. Students arrive by public transportation, with their parents, or are dropped off by carpool. Also, like all other charter schools in Philadelphia, students either buy subsidized bus tokens or the Philadelphia School District provides Septa Trans-passes to students who live more than 1.5 miles from the school.

Food Service Program

The Boys Latin of Philadelphia Charter School has a contract with CC Caterers to provide affordable hot and cold nutritional lunches to the students. CC Caterers has met the requirements of the Food Establishment Personnel Food Safety Certificate (certificate on file).

Student Conduct

In 2008-2009, 27 students were suspended and 1 student expelled.

Student Conduct - Attachment

- Code of Conduct - Student Handbook

Signature Page

Assurance for the Operation of Charter School Services and Programs

School Year: 2008

The Boys Latin of Philadelphia CS within Philadelphia IU 26 assures that the charter school will comply with the requirements of 22 Pa. Code Chapter 711 and with the policies and procedures of Pennsylvania Department of Education (PDE). PDE will specify, in writing, policies and procedures to be followed. Requests for any deviations from these regulations, policies, and procedures must be made in writing to PDE. The charter school assures:

1. There are a full range of services, programs and alternative placements available for placement and implementation of the special education programs in the charter school.
2. The charter school has adopted a "child find" system to locate, identify and evaluate children who are thought to be a child with a disability eligible for special education residing within the charter school's jurisdiction. "Child find" data is collected, maintained, and used in decision-making. Child find process and procedures are evaluated for effectiveness. The charter school implements mechanisms to disseminate child find information to the public, organizations, agencies, and individuals on at least an annual basis.
3. The charter school has adopted policies and procedures that assure that students with disabilities are included in general education programs and extracurricular and non-academic programs and activities to the maximum extent appropriate in accordance with an Individualized Education Program.
4. The charter school will comply with the PA Department of Education annual report requirements including special education information.
5. The charter school follows the state and federal guidelines for participation of students with disabilities in state and charter school-wide assessments including the determination of participation, the need for accommodations, and the methods of assessing students for whom regular assessment is not appropriate.
6. The charter school assures the Pennsylvania Department of Education that funds received through participation in the medical assistance reimbursement program, ACCESS, will be used to enhance or expand the current level of services and programs provided to students with disabilities in this local education agency.

This assurance must be signed by the Board President and the Chief Executive Officer for the charter school to operate services and programs.

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 Boys Latin of Philadelphia CS 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.

There is currently no contact information saved.

Signature Page - Attachment

- Annual Report Signature Page