
Pennsylvania Department of Education



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

Charter Annual Report
Monday, February 14, 2011
(Last Accepted: Monday, February 14, 2011)

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

CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

Summary Data Part I

Charter School Annual Report Summary Data 2009 - 2010

Name of School: Belmont Academy Charter School

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

Length of Charter: 11 years **Opening Date:** September 1998

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

Percentage of Certified Staff: 85% **Total Instructional Staff:** 13

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

Attendance Rate/Percentage: 90.58%

Summary Data Part II

Enrollment: 124 **Per Pupil Subsidy:** \$8,183.58 per regular ed. student, \$17,788.75 per special ed. student

Student Profile

American Indian/Alaskan Native:	0
Asian/Pacific Islander:	1
Black (Non-Hispanic):	135
Hispanic:	4
White (Non-Hispanic):	0
Multicultural:	1

Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch:
98%

Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December: 8

Instructional Days and Hours

Number of:	K (AM)	K (PM)	K (F.Time)	Elem.	Middle.	Sec.	Total
Instructional Days	0	0	173	0	0	0	173
Instructional Hours	0	0	1052	0	0	0	1052

SECTION I. EXECUTIVE SUMMARY

Educational Community

Belmont Academy Charter School (BACS), formerly called Family Charter School, was founded in 1998 specifically to serve Pre-Kindergarten through Fourth grade students who come from low income, high risk families. Located in Belmont (a subsection of West Philadelphia) the majority of our students live within this Philadelphia School District defined catchment area, and go on to attend our sister school, the district convert, Belmont Charter School for 1st-8th grade. BACS currently offers K4 and K programming, and serves approximately 110 students from the surrounding area.

In addition to our partnership with Belmont Charter School (BCS) for continued, high quality education, we also work directly with the Community Education Alliance of West Philadelphia (CEAWP), which provides BACS with Head Start, full time family support services, and after school programming.

The teachers and staff work collaboratively to enhance the traditional school education by bringing the community and outside world into the classrooms. We have an orchard on the property as well as a student planted and cared for garden. This garden and surrounded orchard is used to enhance the science curriculum and incorporate sustainable healthy eating into our student's lives. This healthy eating is not only encouraged but is also promoted through our on site meal and menu preparation. Students are served a healthy and balanced diet. Teachers are also encouraged to teach students about the importance of healthy eating within their

classrooms. Menus and healthy snack recipes are also sent home to reinforce healthy habits at home.

Healthy eating tips are just one example of the school home connection. Monthly home connection projects are completed at home requiring the child and parent to work collaboratively. These projects are shared with the class upon completion. Family involvement is also encouraged through monthly family events such as the Gingerbread Extravaganza, Math Game Night, and a Breakfast of Bagels and Books. These events help students and families see the connection between school and home. Families are also encouraged to bring their skills into the classroom by volunteering and sharing their skills within the school.

Mission

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

Vision

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

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

Shared Values

Across all of our programs and among all of our stakeholders (students, parents, professionals) we value a nurturing environment, collective responsibility, commitment to professional and academic self-reflection and growth, respect for all at all levels, and a commitment to the community beyond the school boundaries.

Academic Standards

Belmont Academy Charter School's curriculum is aligned with the Pennsylvania Assessment Anchors and Early Learning Content Standards. Students are expected to demonstrate proficiency on all assessment anchors and standards, as reflected in daily observations, Dibels, DRA, Peabody Picture Vocabulary Tests, Terra Nova Testing (Kindergarten), and student performance portfolios. Data from these assessments are used to provide individualized instruction and intervention. Unifying themes across content areas are used to create a context through which skills within a given discipline can be applied to other disciplines.

Strengths and Challenges

We have an attendance rate of 90.58% for the 2009-2010 school year. We have also been recognized by outside agencies for excellence in literacy instruction. Students are making significant gains and teacher retention is constant. The challenges of combating the effects of poverty and neighborhood blight are obvious and continue to challenge our students, though through our family support specialists we have been able to meet the needs of many of our most at risk students.

Belmont Academy Charter School did not serve any students who were required to take the PSSA during the 2009-2010 school year, since BACS only serves K4 and Kindergarten students.

2009-2010 Kindergarten Terra Nova results by national percentile (NP) quartiles were as follows:

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

2010 Kindergarten Terra Nova results by national percentile

Subject	NP 76+	NP 51-75	NP 26-50	NP 1-25
Math	10.6	23.1	35.6	30.8
Reading	13.0	26.0	31.7	29.3

Efforts to build on these results in 2010-2011 school year will include continued instructional coaching with a focus on early childhood literacy and age appropriate math instruction, remediation support from pullout/push-in teachers, and more comprehensive and strategic support for Special Education students.

SECTION II. STRATEGIC IMPROVEMENT PLANNING

Strategic Planning Process

Belmont Academy Charter School strategic planning process for academics is lead by school administration with a strong emphasis on input from teachers and staff. Our decisions are data-driven based on test results, teacher observation and evaluation, stakeholder input—from teachers to parents to students, and research on best practices.

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

Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Ayres, Amy	K teacher	Elementary School Teacher	Claire Cohen
Bleakley, Heather	K Teacher	Elementary School Teacher	Jennifer Faustman
Claire Cohen	Head Start Director	Administrator	Jennifer Faustman
Dethloff, Maureen	School Nurse	Ed Specialist - School Nurse	Jennifer Faustman
Faustman, Jennifer	Executive Director/CEO	Administrator	Michael Karp
Karen McGann	Special Education Director	Administrator	Jennifer Faustman
Karp, Michael	Board President	Board Member	Board of Directors
McGann, Karen	Special Education	Special Education Representative	Jennifer Faustman
McNamara, Jen	Teacher	Elementary School Teacher	Jennifer Faustman
Rios, Hector	School Psychologist	Ed Specialist - School Psychologist	Karen McGann, Special Education Specialist
Smith, Kelly	Assistant Charter Director	Other	Jennifer Faustman
Vandike, Kristen	School Social Worker	Ed Specialist - Home and School Visitor	Jennifer Faustman

Goals, Strategies and Activities

Goal: Attendance

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

Strategy: Incentive Attendance Program

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

Activity: Bike Raffle, Student Recognition

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

Person Responsible Timeline for Implementation Resources

Claire Cohen	Start: 1/1/2008 Finish: Ongoing	-
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Status: In Progress — Upcoming

Activity: Truancy Outreach Program

Description: Through our partnership with the CEAWP, we have a full time social worker (MSW) responsible for making home visits to students identified with truancy needs. Using both teacher referrals and attendance data families will be visited and encouraged to improve attendance. Social workers will work with the families addressing their concerns and planning for improvement.

Person Responsible Timeline for Implementation Resources

Vandike, Kristen	Start: 1/1/2009	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Goal: Parent Involvement

Description: To increase parent involvement in school

Strategy: Parent Participation and Inclusion

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

Activity: Monthly Calendar, Weekly Parent Notes

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

Person Responsible Timeline for Implementation Resources

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

Status: In Progress — Upcoming

Activity: Parent Participation

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

Person Responsible Timeline for Implementation Resources

Claire Cohen	Start: 1/1/2009	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Goal: Teach Coaching

Description: To provide professional development and coaching for our teaching staff in order to have the most qualified staff.

Strategy: Individualized Literacy Coaching for Teachers

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

Activity: Individualized Literacy Coaching for Teachers

Description: Provide teachers with individualized coaching around literacy components such as guided reading, student writing, and vocabulary enhancement. Use academic directors and mentor teachers to coach teachers towards meeting literacy academic standards. This will be led by the Children's Literacy Initiative or CLI. CLI is a locally based nationally recognized literacy coaching and research foundation. Through this partnership, our teachers will receive individually tailored coaching around literacy best practices. Teachers will also meet as a grade level team with a CLI coach who will assist them in analyzing their students work and reflecting on their own teaching practices. All teachers will receive at least twenty hours of coaching. New hires will receive an additional five.

Person Responsible Timeline for Implementation Resources

Claire Cohen	Start: 1/1/2009	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Strategy: Leveled Libraries

Description: Leveled Libraries for each classroom

Activity: Classroom and School Wide Leveled Libraries

Description: Supply classrooms with leveled libraries to provide students with more resources to practice reading skills in the classroom, as well as at home. Currently we have a leveled library in each classroom, but the library needs improvement for both the highest and lowest readers as for the past few years, we have focused on the average readers in the grades. Home lending libraries will also be addressed by increasing the number of leveled books in each room that can be checked out and brought home by our students. The ordering of more leveled books has begun and classrooms will have organized beginning libraries by September 2010. Teachers will also have additional resources in a school book room. Teachers will be supported in this process by both an Academic Director and the Children's Literacy Initiative, school based coaches.

Person Responsible Timeline for Implementation Resources

Claire Cohen	Start: 1/1/2009	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Activity: Teacher Coaches and Mentors

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

Person Responsible Timeline for Implementation Resources

None Selected	Start: 1/1/2009	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Strategy: SDP Core Curriculum

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

Activity: Classroom and School Wide Leveled Libraries

Description: Supply classrooms with leveled libraries to provide students with more resources to practice reading skills in the classroom, as well as at home. Currently we have a leveled library in each classroom, but the library needs improvement for both the highest and lowest readers as for the past few years, we have focused on the average readers in the grades. Home lending libraries will also be addressed by increasing the number of leveled books in each room that can be checked out and brought home by our students. The ordering of more leveled books has begun and classrooms will have organized beginning libraries by September 2010. Teachers will also have additional resources in a school book room. Teachers will be supported in this process by both an Academic Director and the Children's Literacy Initiative, school based coaches.

Person Responsible Timeline for Implementation Resources

Claire Cohen	Start: 1/1/2009	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Statement of Quality Assurance

Charter school has met AYP.

There are currently no supporting documents selected for this section.

SECTION III. QUALITY OF SCHOOL DESIGN

Rigorous Instructional Program

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

1. Tri-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
 - b. general instructional strategies in areas such as collaborative grouping, differentiation, and questioning
5. Coaching for all teachers from outside consultants specializing in early literacy
 6. Peer observation

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

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

By the time they leave Belmont Academy Charter School, students are expected to:

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

Both our Professional Development Plan and Teacher Induction Plan were completed before the Sep. 30, 2008 deadline and are up to date.

Rigorous Instructional Program - Attachments

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

English Language Learners

Belmont Academy Charter School does not currently have any ELL students.

English Language Learners - Attachments

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

Graduation Requirements

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

Special Education

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

Special Education - Attachments

- BACS ELL Plan Letter
- SDP ELL Plan
- CSAP
- Special Education Plan

Special Education Program Profile - Chart I

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

Special Education Program Profile - Chart II

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 Academy Charter School	.20

Special Education Program Profile - Chart IV

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

SECTION IV. ACCOUNTABILITY

Student Assessment - Primary

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

Student Assessment - Secondary

There is currently no data saved for this section.

Student Assessment

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

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

2010 Kindergarten Terra Nova results by national percentile (NP) quartiles were as follows:

Subject	NP 76+	NP 51-75	NP 26-50	NP 1-25
Math	10.6	23.1	35.6	30.8
Reading	13.0	26.0	31.7	29.3

Efforts to build on these results in 2010-2011 school year will include continued instructional coaching with a focus on early childhood literacy, remediation support from pullout/push-in teachers, and more comprehensive and strategic support for Special Education students.

Student Assessment - Attachment

- K Terra Nova Results 2010

Teacher Evaluation

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

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

Teacher evaluation is designed to serve the following purposes:

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

The evaluation process involves the following steps:

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

Teacher Evaluation - Attachments

- Teacher Evaluation
- Teacher Evaluation Plan

SECTION V. GOVERNANCE REQUIREMENTS

Leadership Changes

During the 2009-2010 school year, Claire Cohen has been nominated and promoted by the Board of Directors to Chief Academic Officer and Chief Operations Officer. Jennifer Faustman remains

Chief Executive Officer. In addition, Kristen Koiensbauer was appointed to the Board of Directors as the Treasurer at the June 2010 board meeting.

Board of Trustees

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

Professional Development (Governance)

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

Coordination of the Governance and Management of the School

The Board of Trustees coordinate the governance and management of the school by overseeing all operations of the school and delegating day-to-day management to school's administrators. The Board holds the responsibility of ensuring that the school is run in compliance with its charter application and all applicable laws and regulations. The school's CEO maintains a relationship with members of the School District's staff and regularly attends meetings and conferences held at the District office. Additionally, the Belmont Academy Charter School has sent appropriate administrators to attend and interact with district and state education department representatives on several occasions for a variety of meetings and training. During the 2009-2010 school year, our board met quarterly on the following dates: Oct. 14, 2009, Dec. 16, 2009, March 17, 2010 and June 23, 2010.

Coordination of the Governance and Management of the School - Attachments

- 2009-2010 Board Meetings
- BACS 2010-2011 Board of Directors Meeting Schedule

Community and Parent Engagement

Belmont Academy Charter School will continue to involve families in ongoing programs and seek to support family needs as a key to school success. Parents are required to participate at parent-

student-teacher conferences and involvement in various school programs such as open house, back to school night and parent council meetings. This year we have added a parent intake meeting as part of the enrollment process which parents are required to participate in. The Board also continues to seek out collaborative projects with community organizations, agencies, non-profits and businesses in order to provide a greater range of services to the community as well as parents.

SECTION VI. FINANCIAL RESPONSIBILITIES

Major fund-raising activities

During the 2009-2010, Belmont Academy Charter School did not receive any private donations, grants or other forms of major fundraising funding.

Fiscal Solvency Policies

Belmont Academy Charter School's board adopts an annual budget in June prior to the upcoming fiscal year. All purchasing and expense allocation throughout the fiscal year must align with the budget. The administration and board monitors fiscal activity, as related to the annual budget, on a quarterly basis. Monthly reviews are conducted by the Executive Director and outside hired CPA firm and include all accounts payable.

Accounting System

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

Preliminary Statements of Revenues, Expenditures & Fund Balances

Preliminary Statements of Revenues, Expenditures & Fund Balances - Attachments

- BACS Revenue 09-10
- BACS Expenditures 09-10
- BACS Financial Documents

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

Belmont Charter School selected Siegal and Drossner to perform the 2008-2009 audit report. They have been engaged to conduct the 2009-2010 audit, with an anticipated completion date around Oct. 31, 2010. The 2008-2009 audit is attached.

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

- BACS Audit 2008-2009

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

Belmont Academy Charter School has the benefit of occupying a donated space provided to us through our Board Chair, Michael Karp and his company the University City Housing Company. No rent has been exchanged (with the exception of a \$1 a year rent fee) since inhabitation. BACS shares the use of its space with CEAWP and is responsible for the management of the building and any non-structural repairs, renovations and utilities. Furniture, fixtures, repairs and equipment that are necessary are acquired through a comparative pricing process. Several companies are 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 Academy Charter in partnership with the Belmont Charter School is in the planning stages of renovating its basement to provide additional classroom space and a gymnasium. These renovations play an integral role in our strategic planning of the Charter in that we would like for BCS 1st and 2nd graders to be able to continue their education in the small, cozy learning environment that our building provides. With the addition of added classrooms we would have the opportunity to serve more students and expand upon our existing program. This project was put on hold for the 2009-2010 school year.

SECTION VIII. HEALTH AND SAFETY RESPONSIBILITIES

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

The school's fire prevention and suppression systems are in full compliance with the City of Philadelphia standards. These systems receive semi-annual maintenance and are certified annually. Belmont Academy Charter held 10 fire drills in 09-10 under the supervision of its Head Administrator, Claire Cohen. During these, our administrative staff: closes all doors and windows; maintains silence; helps primary grade teachers evacuate; assigns staff to each floor to ensure all students have been evacuated; requires all teachers to carry roll books; gives all staff members a copy of evacuation routes; and posts specific routes in each room in the school. Additionally, the school's administrative staff logs in all fire drill information (time of day, time taken to evacuate building, number of adults and children participating) at the end of each drill.

Our fulltime certified school nurse diligently oversees all school health operations within the charter school. The nurse, working closely with the charter director, personally monitors and

provides appropriate evidence of maintaining health and immunizations records for students. We hired a new nurse in the summer of 2009, who has worked throughout the entire school year to ensure that our records are correct and up to date. She is working throughout the year, including summer, to provide support for our students. She will continue with us in the Fall 2010.

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

- Wellness Policy
- 2008-2009 Sharrs
- BACS SHARRS

Current School Insurance Coverage Policies and Programs

Our current school insurance coverage policies are maintained under Hub International. Our coverage has remained the same. This coverage includes but is not limited to:

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

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

Current School Insurance Coverage Policies and Programs - Attachment

- BACS accord

SECTION IX. ADMINISTRATIVE NEEDS

Quality of Teaching and Other Staff

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

All of the Belmont Academy Charter School staff who were extended a contract, will be returning for the 10-11 school year.

All the data required for the Elementary and Secondary Professional Personnel Report was collected in our 2009-2010 PDE PIMS Staff reports.

Quality of Teaching and Other Staff - Attachment

- PDE 414

Student Enrollment

Belmont Academy Charter has an open enrollment for students in K4-K and requires that any student enrolling in K4-k be at least, 4.5 or 5 years old by September 1 of that enrollment year.

In September of the 2009-2010 school year, we enrolled 19 Pre-Kindergarten students and 94 Kindergarten students. In June of the 2009-2010 school year, there were 17 Pre-Kindergarten students and 99 Kindergarten students. 3 Pre-K students and 5 K students dropped while 1 PK student and 10 K students were added. 84 of the Pre-K and K students are returning for the fall of 2010-2011. None of the students that either dropped or are not returning is because they were expelled.

Enrollment Trends: We have very few school to school transfers and are happy to retain a very high percentage of students for several sequential years. That being said, due to the fact that we have a very large family homeless shelter within our neighborhood, we do have a percentage of students who are rather transient and move frequently. We are committed to serving every Kindergarten age student in our neighborhood and we keep ourselves from becoming under-enrolled by filling any open spots with students who are outside our neighborhood boundaries based on a lottery system. Additionally, we find in exit interviews that most families are very happy with our school and the personal support we like to offer each family.

Student Enrollment - Attachment

- BACS Student Parent Handbook 20092010

Transportation

Student transportation for both regular and special education students is governed by the guidelines of the Philadelphia School District. K4 and Kindergarten parents provide transportation. Most of our students live within the Belmont Community in West Philadelphia and walk to school escorted by their parents or an older sibling.

Food Service Program

Belmont Academy Charter runs the National School Lunch Program, providing severe need breakfast and lunch to all students. Approximately 98 percent of Belmont Academy students qualify for free or reduced-price lunch; therefore, the school does participate in the Free and Reduced Lunch program.

Student Conduct

Expectations for student behavior and discipline are summarized in the Belmont Academy Charter School Student Handbook. During enrollment and the fall open house, parents are presented with this handbook and walked through the various details included regarding his/her child's code of conduct. Parents sign a form stating they will support this and adhere to it. Parents

support consequences for infractions of the code and the school makes every effort to work with students and their families to ensure their educational rights.

Student Conduct - Attachment

- BACS Student Parent Handbook 20092010

Signature Page

Assurance for the Operation of Charter School Services and Programs

School Year: 2010

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

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

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

Board President

Date

Chief Executive Officer
2009 - 2010 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 Academy Charter School assures that it will comply with the requirements of the Public Official and Employee Ethics Act (the "Ethics Act") and with the policies, regulations and procedures of the Pennsylvania State Ethics Commission. Additional information about the "Ethics Act" is available on the Ethics Commission's website at: <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: 2157901294x1 **Fax:** 2157901475
E-mail: jennifer.faustman@cea-philly.org

Signature of the Chief Executive Officer and Date

Identify the charter school's President of the Board of Trustees.
Name: Michael Karp **Title:** Board President
Phone: 2157901294 **Fax:** 2157901475
E-mail: N/A

Signature of the President of the Board of Trustees and Date

Identify the charter school's Special Education Contact Person.
Name: Karen McGann **Title:** Special Education Director
Phone: 2158238208 **Fax:** 2158238209
E-mail: Karen.McGann@cea-philly.org

Signature of the Special Education Contact Person and Date

Signature Page - Attachment

- BACS Signature Pages