Pennsylvania Department of Education

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

Charter Annual Report

Thursday, February 10, 2011
(Last Accepted: Thursday, February 10, 2011)

Entity: Belmont Charter School
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CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

Summary Data Part I

Charter School Annual Report
Summary Data
2009 - 2010

Name of School: Belmont Charter School

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

Length of Charter: 7 years **Opening Date:** September 2002

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

Percentage of Certified Staff: 89% **Total Instructional Staff:** 53

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

Attendance Rate/Percentage: 92.91%

Summary Data Part II

Enrollment: 498 **Per Pupil Subsidy:** $8,184 per regular ed. student, $17,789 per special ed. student

Student Profile

American Indian/Alaskan Native:	0
Asian/Pacific Islander:	0
Black (Non-Hispanic):	492
Hispanic:	4
White (Non-Hispanic):	2
Multicultural:	0

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

Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December: 90

Instructional Days and Hours

Number of:	K (AM)	K (PM)	K (F.Time)	Elem.	Middle.	Sec.	Total
Instructional Days	0	0	0	174	174	0	348
Instructional Hours	0	0	0	1157	1157	0	2314

SECTION I. EXECUTIVE SUMMARY

Educational Community

Belmont Charter School is a district converted charter school serving as the local elementary school for the community of Belmont, West Philadelphia. The school currently offers grades 1st through 8, and serves approximately 450 low-income, high-risk, mostly African-American students from the surrounding geographic catchment area. We have a partnership with the Community Education Alliance of West Philadelphia (CEAWP), which provides 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. 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, 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 Charter School's mission, in partnership with the Belmont community, is to promote the academic, social and emotional success of each child.

Vision

Belmont Charter school has a vision of each student reaching his or her personal definiation of success.

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
- A commitment to the community beyond the school boundaries.

Academic Standards

Belmont Charter School is committed to interactive, reflective, and creative teaching and learning. Our academically rigorous and relevant curriculum fosters cognitive growth and social responsibility in students and staff. The Belmont community creates opportunities that cultivate compassionate citizens in local and global contexts. Belmont Charter School's curriculum is aligned with the Pennsylvania Curriculum Standards.

Strengths and Challenges

Belmont Charter School has developed an infrastructure of using diagnostic placement, triangulation of data and data-driven instruction and intervention to improve the delivery of mathematics instruction. The increase in the numeracy skills of BCS students and their ability to interface them with real world problem solving has become an ongoing strength for BCS. Overall there has been a steady increase in mathematics scores as indicated on PSSA data as well as benchmark testing that occurred throughout the school year. In Literacy and Mathematics, vertical and horizontal planning began this year to write a Belmont specific curriculum that not only aligns to state standards but also to implement the core belief values of BCS.

Reading and literacy skills continue to be a weakness at Belmont Charter School. Building on best literacy practices, we will target the areas of inferencing, non-fiction comprehension and interpreting figurative language to increase our students' skills. In addition, placing emphasis on vocabulary development will allow us to increase our rate of growth. During the 08-09 school year, Belmont Charter School did not make AYP due to our PSSA scores in the special education sub-group for reading. Belmont Charter School did not meet any of the performance targets for this subgroup. Moving forward we will be updating our school improvement plan.

SECTION II. STRATEGIC IMPROVEMENT PLANNING

Strategic Planning Process

The Chief Academic Officer along with each Head of School lead the strategic planning process for academics, which involves data-driven decisions based on test results, standards implementation, teacher observations, along with research on best practices.

The Instructional Leadership Team (ILT) meets weekly throughout the calendar year to review data and discuss its implications (e.g., what is/isn't working and why, and what adjustments are necessary.) In the spring, the ILT makes decisions on student placement, programming and professional development for the upcoming year.

Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Cheryl Tansey	Teacher	Middle School Teacher	David Ginsburg
David Cameron	Teacher	Elementary School Teacher	David Ginsburg
Dover, Tony	Business Rep.	Business Representative	Jennifer Faustman
Faustman, Jennifer	Executive Director	Administrator	Michael Karp
Genter, Jennifer	Head of Elementary School	Administrator	Jennifer Faustman
Harris-Scott, Lynnette	Head of Middle School	Administrator	Jennifer Faustman
Jaimee Friedman	Academic Director	Administrator	Jennifer Faustman
Karen McGann	Special Education Director	Special Education Representative	Jennifer Faustman
Karp, Michael	Board President	Board Member	Jennifer Faustman
Maureen Dethloff	School Nurse	Ed Specialist - School Nurse	Jennifer Faustman
McGann, Karen	Special Education Director	Special Education Representative	Jennifer Faustman
Raifa, Mansa	Home Visitor	Ed Specialist - Home and School Visitor	Jennifer Faustman, CEO
Rios, Hector	School Psychologist	Ed Specialist - School Psychologist	Jennifer Faustman
Szybist, Robert	Director of Program Development	Administrator	Jennifer Faustman
Willie, Malaun	School Counselor	Ed Specialist - School Counselor	Jennifer Faustman

Goals, Strategies and Activities

Goal: Attendance

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

Strategy: 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
Dover, Tony	Start: 9/1/2010 Finish: Ongoing	-

Status: In Progress — Upcoming

Goal: AYP

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

Strategy: Improving students PSSA scores

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

Activity: After School Literacy Program

Description: Offer After School reading/writing tutoring

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

Person Responsible	Timeline for Implementation	Resources
Szybist, Robert	Start: 9/1/2008 Finish: Ongoing	-

Status: In Progress — Upcoming

Activity: After School Math Tutoring

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

Status: ongoing, started Sep. 2008

Person Responsible	Timeline for Implementation	Resources
Szybist, Robert	Start: 9/1/2008 Finish: 6/1/2009	$5,000.00

Status: In Progress — Overdue

Activity: Benchmark Assessments

Description: Use of 4sight Assessment in reading and mathematics to track student progress over the academic year.

Person Responsible	Timeline for Implementation	Resources
Harris-Scott, Lynnette	Start: 9/1/2008 Finish: Ongoing	-

Status: In Progress — Upcoming

Activity: Math Specialist

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

Person Responsible	Timeline for Implementation	Resources
Cohen, Claire	Start: 9/1/2008 Finish: Ongoing	-

Status: In Progress — Upcoming

Activity: Reading Specialists

Description: Use of reading specialist in middle school and elementary school for assessment and intervention for struggling students.

Person Responsible	Timeline for Implementation	Resources
Harris-Scott, Lynnette	Start: 9/1/2010 Finish: Ongoing	-

Status: In Progress — Upcoming

Goal: Implementation and Support

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

Timeline: Ongoing.

Strategy: Leadership and Coaching for Teachers

Description: Leadership and Coaching for Teachers

Activity: Grade Level Meetings

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

Person Responsible	Timeline for Implementation	Resources
Harris-Scott, Lynnette	Start: 1/1/2009 Finish: Ongoing	-

Status: In Progress — Upcoming

Activity: Professional Learning Communities

Description: Weekly grade level and department meetings for professional study of content, instructional strategies, and pedagogy.

Person Responsible	Timeline for Implementation	Resources
Harris-Scott, Lynnette	Start: 1/1/2009 Finish: Ongoing	-

Status: In Progress — Upcoming

Goal: Parent Involvement

Description: To increase parent participation in their child's academic and social success in school.

Strategy: Increased Parent Participation

Description: Increase parent participation

Activity: Parent Communication

Description: Send out regular monthly newsletters along with parent reminders of events. Post parent events around school and community and offer incentives for attendance to events.

Person Responsible	Timeline for Implementation	Resources
Harris-Scott, Lynnette	Start: 9/1/2007 Finish: Ongoing	-

Status: In Progress — Upcoming

Goal: Professional Development Schedule

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

Timeline: Ongoing.

Strategy: Leadership and Coaching for Teachers

Description: Leadership and Coaching for Teachers

Activity: Grade Level Meetings

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

Person Responsible	Timeline for Implementation	Resources
Harris-Scott, Lynnette	Start: 1/1/2009 Finish: Ongoing	-

Status: In Progress — Upcoming

Activity: Professional Learning Communities

Description: Weekly grade level and department meetings for professional study of content, instructional strategies, and pedagogy.

Person Responsible	Timeline for Implementation	Resources
Harris-Scott, Lynnette	Start: 1/1/2009 Finish: Ongoing	-

Status: In Progress — Upcoming

Goal: Sustainability

Description: The entire staff, led by the administrative team seek to create sustainability through:
•School cluster expectations
•Ongoing professional development sessions
•Ongoing grade level meetings

Timeline: Ongoing.

Strategy: Sustainability

Description: Sustainability

Activity: Grade Level Meetings

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

Person Responsible	Timeline for Implementation	Resources
Harris-Scott, Lynnette	Start: 1/1/2009 Finish: Ongoing	-

Status: In Progress — Upcoming

Activity: Professional Learning Communities

Description: Weekly grade level and department meetings for professional study of content, instructional strategies, and pedagogy.

Person Responsible	Timeline for Implementation	Resources
Harris-Scott, Lynnette	Start: 1/1/2009 Finish: Ongoing	-

Status: In Progress — Upcoming

Goal: Training development

Description: The administrative team, educational specialists, teachers, social services staff and outside consultants will develop training for the entire staff on differentiated instruction, content-specific pedagogy, technology integration, and SEL.

Timeline: Ongoing

Strategy: Leadership and Coaching for Teachers

Description: Leadership and Coaching for Teachers

Activity: Professional Learning Communities

Description: Weekly grade level and department meetings for professional study of content, instructional strategies, and pedagogy.

Person Responsible	Timeline for Implementation	Resources
Harris-Scott, Lynnette	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

Balanced Instructional Program

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

1. Weekly grade-level / department meetings where activities include:

    a. Examining student work

    b. Sharing best practices

    c. Developing common assignments (cross curricular / multi-disciplinary) and assessments

    d. Analyzing test results and other data

    e. Professional Learning Communities

2. Vertical team meetings where teachers across grade levels troubleshoot common challenges and develop curriculum.

3. Coaching from the academic leadership team regarding:

    a. Content-specific pedagogy

    b. General instructional strategies in areas such as collaborative grouping, differentiation, and questioning

    c. Best practices on developmentally appropriate classroom management strategies

5. Coaching for grades 1 and 2 teachers from outside consultants specializing in early literacy

6. Peer observation

This commitment to academic success also drives our overarching goals for students within a given academic discipline. With respect to mathematics, those goals are twofold: skill mastery and conceptual understanding. Resources, activities, and strategies targeting skill mastery include curriculum aligned to the Pennsylvania standards; daily computation practice; daily spiraled assessment that identifies students' needs; daily spiraled practice that addresses students' needs; and academic support from various sources including peer tutoring, small group instruction from teachers certified in mathematics.

A key, meanwhile, to improving students' conceptual grasp of mathematics is improving teachers' conceptual grasp of mathematics. The primary means for doing this is ongoing training and coaching of mathematics best practices that gives teachers a deeper understanding of

mathematics than what compulsory teacher training typically provides. In turn, teachers can anticipate and alleviate common student misconceptions that would otherwise preclude conceptual understanding and often prevent skill mastery. It also provides an opportunity for teachers to increase their instructional repertoire to accommodate students who have mastered grade level content.

With respect to literacy, the challenge is to not just teach and reinforce basic reading and writing skills, but also to develop comprehension skills that empower students as problem solvers and critical thinkers. They need to be able to not only recognize the use of literary devices in others' writing, but integrate them into their own writing. Resources, activities, and strategies targeting this blend of skill mastery and higher order thinking include read-alouds using authentic literature; independent reading; daily language practice focusing on grammar, editing, and spelling; writing rubrics; and assorted activities targeting structural analysis, vocabulary expansion and word study. Among the resources and strategies used to identify and meet literacy needs are: readers and writers workshop; benchmark tests; weekly guided reading groups that serve diagnostic as well as instructional purposes; and small group support from a certified reading specialist.

A major goal of our science program is to facilitate knowledge through collecting and processing information as it applies to the real world. The science curriculum is aligned with the Pennsylvania state standards, and is tiered by grade level to ensure layering of content. Teachers specializing in science teach all grades in a lab environment with an emphasis on inquiry. Activities such as science fair projects and "Outside Classroom" ensure students get hands-on experience.

In social studies the curriculum, currently being aligned with the Pennsylvania state standards, exposes students to the "big ideas" of geography, history, government, and economics. Then, through inquiry, experience, and research, students apply those ideas on local, national and global levels. Additionally, several grades have implemented the We Are the People instructional series which places an emphasis on the students' understanding of their rights and responsibilities as citizens.

Rigorous Instructional Program - Attachments

- Professional Education Plan
- Teacher Induction Plan 0809
- Teacher Induction Approval
- Professional Education Plan approval

English Language Learners

Belmont Charter School currently does not have any ELL students.

English Language Learners - Attachments

- ELL LETTER
- School District of Philadelphia ELL plan

Graduation Requirements

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

Special Education

Attached is a copy of all Special Education policies and procedures for Belmont Charter School. This includes those policies and procedures that deal with identification and provision of services to special needs students as well as instructional strategies for educating special education students.

Special Education - Attachment

- BCS Special Education Plan

Special Education Program Profile - Chart I

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
Alyssa Sprovieri	100	5-8 Resource Room	Belmont Charter School	20	N/A
Christine Stickney	100	Middle School Learning Support- Full time	Belmont Charter School	8	N/A
Jaclyn Palumbo	100	Learning Support- full time, self-contained	Belmont Charter School	3	N/A
Julie Welch	100	Middle School Learning Support- full time, self contained	Belmont Charter School	8	N/A
Alexander Petti	100	K-3 Resource Room Support	Belmont Charter School	20	N/A
Adrienne Young	100	5-8 Resource Room Support	Belmont Charter School	20	N/A

Special Education Program Profile - Chart II

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

Special Education Program Profile - Chart III

Title	Location	FTE
Director of Special Education	Belmont Charter School	80

Special Education Program Profile - Chart IV

IU, Public Agency, Organization, or Individual	Title/Service	Amount of Time Per Week
Rachel Zervas- Therapy Solutions	Speech and Language Pathologist	40 hours per week
Leah Finlay- Therapy Source	Physical Therapy	2 hours per week
Denise Gordon-Weisman- Therapy	Occupational Therapy	2 hours per week

Source		
Kristen Labin	Occupational Therapy	8 hours per week

SECTION IV. ACCOUNTABILITY

Student Assessment - Primary

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

Student Assessment - Secondary

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

Student Assessment

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

1. Developmental Reading Assessment (DRA)
2. 4Sight
3. Daily formative assessment
4. Daily spiraled assessment
5. Homework
6. Standardized summative assessments (TerraNova for grades 1-2, and PSSA for grades 3-8)
7. DIBELS — (Grades 1 & 2)

The academic leadership team and teachers use this data on an ongoing basis to inform instruction and ensure each student is provided with the most appropriate level of intervention or enrichment/extension based on current academic needs. Individualized instruction is further facilitated by small class-size (average for 08-09 was 17:1, student teacher ratio); small group instruction teachers specializing in math or reading; resources conducive to differentiating instruction; and summer school classes offering remediation, skill maintenance, and enrichment.

Student Assessment - Attachment

- PSSA Scores 2009-2010

Teacher Evaluation

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

Teacher evaluation is designed to serve the following purposes:

1. Promote self-evaluation and self-reflection in teachers.

2. Recognize and reinforce teachers' individual strengths.

3. Identify and target teachers' individual professional growth priorities.

4. Provide benchmarks for assessing teachers' past and future growth.

The evaluation process involves the following steps:

1. Teacher Self-Evaluation: Teachers perform self-evaluation using the CEAWP Teacher Evaluation Form.

2. Supervisor Walkthrough*:* Supervisor (two academic directors, and two Heads of schools) conducts unannounced classroom visits (one or more per teacher) for the primary purpose of assessing the consistency and fidelity with which teachers have implemented feedback from coaching sessions to date, including:

a. Effective practices: those practices supervisors identified as effective and worthy of teachers including in their instruction on an ongoing basis

b. *Enhancements:* strategies for enhancing teachers' effectiveness

3. Supervisor Evaluation: Supervisor completes CEAWP Teacher Evaluation Form for each teacher

4. Performance Conference: Supervisor(s) meets one-on-one with teachers for the primary purposes of:

a. comparing their evaluations of teachers with teachers' self-evaluations, and addressing any conflicting perceptions
b. sharing conclusions from walkthroughs
c. setting professional growth priorities

Please note: We used the same plan and evaluation form in 2009-2010, as well did during the 2008-2009 school year.

Teacher Evaluation - Attachments

- Teacher Evaluation Plan
- Teacher Evaluation

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

Name of Trustee	Office (if any)
Michael Karp	President
Leslie Convey	Secretary
Kristen Johnson	N/A
Vincent Hughes	N/A
Frances Fattah	N/A
Athena Karp	N/A
Kristen Koisensbauer	Treasurer

Professional Development (Governance)

Belmont Charter School feels it is important to have an informed board of trustees. Accordingly, dissemination of updated information regarding local and 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. The Board Members did not receive professional development.

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 2008-2010 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 - Attachment

- Board Meeting Dates 2009-2010

Community and Parent Engagement

The school will involve families in ongoing programs and seek to support family needs as a key to school success. Parents are required to participate at parent-teacher conferences and involvement in various school programs such as open house, back to school night and parent

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

SECTION VI. FINANCIAL RESPONSIBILITIES

Major fund-raising activities

During the 2009-2010 fiscal year, Belmont Charter School received a School Demonstration Grant from the Commonwealth of Pennsylvania. This grant was in the amount of $191,500.00.

Fiscal Solvency Policies

Belmont Charter School's board adopts an annual budget in June prior to the upcoming fiscal year. All purchasing and expense allocation throughout the fiscal year must align with the budget. The administration and board monitors fiscal activity, as related to the annual budget, on a monthly basis. Monthly reviews include accounts payable.

Accounting System

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

Preliminary Statements of Revenues, Expenditures & Fund Balances

Preliminary Statements of Revenues, Expenditures & Fund Balances - Attachments

- Belmont Expenditures
- Belmont Revenues

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

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

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

- 2008-2009 Audit

Citations and follow-up actions for any State Audit Report

N/A

SECTION VII. FACILITY RESPONSIBILITIES

Acquisition of Facilities, Furniture, Fixtures, and Equipment During the Last Fiscal Year

Furniture, fixtures and equipment that are necessary are acquired through a comparative pricing process. Several companies were requested to provide pricing and servicing worksheet. This is in accordance with eh Charter Procedure for acquisition of purchases above $10,000. Facilities are negotiated on an as-needed basis.

Future Facility Plans and Other Capital Needs

Belmont Charter currently is leasing its building from the School District of Philadelphia, and plans to continue to lease this building as it is an ideal space to run our programs, . The Belmont Charter board had been in discussion with PSD regarding altering the parameters of its lease for several years. In December of 2009, a new agreement was created and BCS took over the responsibility for managing the building directly. This has allowed us to have moreautonomy with regards to much needed building repairs and improvements as related the Belmont building.

SECTION VIII. HEALTH AND SAFETY RESPONSIBILITIES

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

The school's fire prevention and suppression systems are in full compliance with the City of Philadelphia standards. These systems receive semi-annual maintenance and are certified annually. Belmont Charter held 10 fire drills in 09-10 under the supervision of its Charter Administrator, Thomas Dufraine. 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 will be returning to Belmont Charter School in the Fall 2010.

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

- Wellness Plan
- SHARRS 09-10

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 and AFLAC.

Current School Insurance Coverage Policies and Programs - Attachment

- BCS Accord Statement

SECTION IX. ADMINISTRATIVE NEEDS

Quality of Teaching and Other Staff

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

Keeping in line with our executive summary and our charter school mission, we feel it is imperative to focus our enrollment efforts exclusively on our surrounding community. Belmont Charter does not use an admissions lottery; instead, our school holds a contract with the School District of Philadelphia that

defines its enrollment strategy as targeting only those children living within the Belmont geographic catchment area. The school's enrollment procedure is the same as it was before the school came under charter (when it was a public school under district control). The school notifies parents of children eligible to enroll under these parameters, and schedules an individual orientation session with them upon request. Our enrollment packet is based on a template from the school district that complies with PA state law. To this we have attached additional requirements to best provide us with relevant pupil information and enhance our internal organizational system.

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

In September of the 2009-2010 school year, 399 students were initially enrolled in Belmont Charter School.

Student Enrollment - Attachment

- BCS Student Policy Manual

Transportation

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

Food Service Program

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

Student Conduct

Expectations for student behavior and discipline are summarized in the Belmont Charter School Student Handbook. During our fall open house, parents are presented with this handbook and walked through the various details regarding the student code of conduct. Parents sign a form stating they will support and adhere to the rules in the handbook, and that they will support consequences for infractions of the code. The school makes every effort to work with students and their families to ensure their educational rights.

External Suspension Data Grades 1-5
School Year: 2009-2010

1 Day External = 93
2 Day External = 34

3 Day External = 18
4 Day External = 4
5 Day External = 1

Total External Suspension Days (Gr 1-5) = 150

External Suspension Data Grades 6-8
School Year: 2009-2010

1 Day External = 26
2 Day External = 13
3 Day External = 18
4 Day External = 0
5 Day External = 5

Total External Suspension Days (Gr 6-8) = 62

Student Conduct - Attachment

- BCS Student Policy Manual

Signature Page

Assurance for the Operation of Charter School Services and Programs

School Year: 2010

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

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

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

_____ _____

Board President **Date**

_____ _____

Chief Executive Officer **Date**

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Verify that all DATA reports to PDE are complete **YES** _____ **NO** _____

Assurance for Compliance with the Public Official & Employee Ethics Act

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

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

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

Identify the charter school's Chief Executive Officer.
Name: Jennifer Faustman **Title:** Chief Executive Officer
Phone: 215-790-1294 **Fax:** 215-790-1475
E-mail: jennifer.faustman@cea-philly.org

_____ _____
Signature of the Chief Executive Officer and Date

Identify the charter school's President of the Board of Trustees.
Name: Michael Karp **Title:** Board President
Phone: 215-790-1294 **Fax:** 215-790-1475
E-mail: N/A

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

Identify the charter school's Special Education Contact Person.
Name: Karen McGann **Title:** Special Education Director
Phone: 215-823-8208 **Fax:** 215-823-8209
E-mail: Karen.McGann@cea-philly.org

_____ _____
Signature of the Special Education Contact Person and Date

Signature Page - Attachment

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