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# Pennsylvania Department of Education

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

## **Charter Annual Report**

**Tuesday, May 07, 2013**

**(Last Accepted: Tuesday, July 24, 2012)**

**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 2011 - 2012

**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:** 87.50%   **Total Instructional Staff:** 8

**Student/Teacher Ratio:** 19:1   **Student Waiting List:** N/A

**Attendance Rate/Percentage:** 96.47%

## Summary Data Part II

**Enrollment:** 118 **Per Pupil Subsidy:** \$8,773 per regular ed. student, \$19,422 per special ed. student

### Student Profile

|  |     |
|--|-----|
| <b>American Indian/Alaskan Native:</b> | 0   |
| <b>Asian/Pacific Islander:</b>         | 0   |
| <b>Black (Non-Hispanic):</b>           | 114 |
| <b>Hispanic:</b>                       | 3   |
| <b>White (Non-Hispanic):</b>           | 0   |
| <b>Multicultural:</b>                  | 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:** 12

## Instructional Days and Hours

| <b>Number of:</b>   | <b>K (AM)</b> | <b>K (PM)</b> | <b>K (F.Time)</b> | <b>Elem.</b> | <b>Middle.</b> | <b>Sec.</b> | <b>Total</b> |
|---------------------|---------------|---------------|-------------------|--------------|----------------|-------------|--------------|
| Instructional Days  | 0             | 0             | 180               | 0            | 0              | 0           | 180          |
| Instructional Hours | 0             | 0             | 1080              | 0            | 0              | 0           | 1080         |

## 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 eighth 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 1<sup>st</sup>-8<sup>th</sup> grade. BACS currently offers Pre-K and K programming, and serves approximately 120 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, Day Care, 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 are 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 onsite 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 Family Dinner, 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 curriculums align 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, AimsWeb Testing, Dibels, DRA, Peabody Picture Vocabulary Tests, 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

Belmont Academy Charter School has 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 2011-2012 school year, since BACS only serves Pre-K and Kindergarten students.

This table shows the Kindergarten AIMSweb Benchmark Assessment data for the end of the 2011-2012 school year. Our goal for the 2012-2013 school year is to reach at least 75% of students at or above the target on each of these benchmark assessments.

| <b>AIMSWEB Benchmark Assessment</b> | <b>Percentage of Kindergarteners At or Above the target on the Spring 2012 Benchmark</b> |
|-------------------------------------|--|
| Letter Naming Fluency               | 78.7%  |
| Letter Sounding Fluency             | 70.2%  |
| Phonemic Segmentation Fluency       | 70.2%  |
| Number Identification               | 66.3%  |
| Quantity Discrimination             | 67.4%  |
| Missing Number                      | 65.2%  |

## SECTION II. STRATEGIC IMPROVEMENT PLANNING

### Strategic Planning Process

Belmont Academy Charter School strategic planning process for academics is led 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 monthly 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

| <b>Name</b>        | <b>Affiliation</b>                    | <b>Membership Category</b>              | <b>Appointed By</b> |
|--------------------|---------------------------------------|---|---------------------|
| Ayres, Amy         | K teacher                             | Elementary School Teacher               | Claire Cohen        |
| Bleakley, Heather  | Assistant Director of Belmont Academy | Administrator                           | Jennifer Faustman   |
| Claire Cohen       | Chief Academic Officer                | Administrator                           | Jennifer Faustman   |
| Faustman, Jennifer | Executive Director/CEO                | Administrator                           | Michael Karp        |
| Karp, Michael      | Board President                       | Board Member                            | Board of Directors  |
| McGann, Karen      | Special Education                     | Special Education Representative        | Jennifer Faustman   |
| McNamara, Jen      | Head of Head Start                    | Community Representative                | Jennifer Faustman   |
| Patterson, Donna   | School Nurse                          | Ed Specialist - School Nurse            | Jennifer Faustman   |
| Smith, Kelly       | Assistant Charter Director            | Other                                   | Jennifer Faustman   |
| Vandyke, 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: 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. Whole class recognition when classes have perfect attendance.

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

|               |                 |   |
|---------------|-----------------|---|
| None Selected | Start: 1/1/2008 | - |
|               | Finish: Ongoing |   |

**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. Visits are not regularly scheduled but are used for students identified to have issues with truancy. Follow up visits and meetings continue the process. Research shows that students who attend school regularly do better.

| Person Responsible | Timeline for Implementation          | Resources |
|--------------------|--------------------------------------|-----------|
| Vandyke, Kristen   | Start: 1/1/2009<br>Finish: 6/30/2016 | -         |

### Professional Development Activity Information

| Number of Hours Per Session | Total Number of Sessions Per School Year | Estimated Number of Participants Per Year |
|-----------------------------|--|---|
|-----------------------------|--|---|

|      |   |    |
|------|---|----|
| 1.00 | 2 | 30 |
|------|---|----|

| Organization or Institution Name | Type of Provider | Provider's Department of Education Approval Status |
|----------------------------------|------------------|--|
|----------------------------------|------------------|--|

|                                |   |              |
|--------------------------------|---|--------------|
| Belmont Academy Charter School | <ul style="list-style-type: none"> <li>School Entity</li> </ul> | Not approved |
|--------------------------------|---|--------------|

| Knowledge and Skills | Research and Best Practices | Designed to Accomplish |
|----------------------|-----------------------------|------------------------|
|----------------------|-----------------------------|------------------------|

|  |   |   |
|--|---|---|
| Educators gain a knowledge of the family's home situation which can explain more about why a student is having issues with truancy | Research from the Department of Justice, Juvenile Justice division shows that addressing the root cause of truancy - which is often in the home - prevents truancy. It also shows that holding parents accountable for truancy and helping them with solutions/parenting skills prevents truancy. | <p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>Empowers educators to work effectively with <u>parents and community partners</u>.</li> </ul> |
|--|---|---|

*For school and district administrators, and other educators seeking leadership roles:*

- Provides the knowledge and skills to think and plan 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.
- Provides leaders with the

ability to access and use appropriate data to inform decision-making.

**Educator Groups Which Will Participate in this Activity**

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| <b>Role</b>   | <b>Grade Level</b>   |
|---|--|
| <ul style="list-style-type: none"><li>• School counselors</li><li>• Other educational specialists</li></ul> | <ul style="list-style-type: none"><li>• Early childhood (preK-grade 3)</li></ul> |

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

**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 to improve the quality and effectiveness of our libraries. Teachers 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

## **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. 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, 2011 deadline and are up to date.

## **Rigorous Instructional Program - Attachments**

- Teacher Induction Plan
- Teacher Inductions PDE approval
- BACS Professional Development Plan 11-12
- 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
- RTII
- Special Education Plan

### Special Education Program Profile - Chart I

| Teacher           | FTE | Type of class or support | Location                       | # of Students | Other Information |
|-------------------|-----|--------------------------|--------------------------------|---------------|-------------------|
| Addie Christopher | 20  | Resource Room Teacher    | Belmont Academy Charter School | 5             | 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 Individual | Title/Service                 | Amount of Time Per Week |
|--|-------------------------------|-------------------------|
| Rachel Zervas - Therapy Source                 | Speech & Language Pathologist | 13 hrs per week         |
| Linda Mason - Cumberland Therapy Services      | Occupational Therapist        | 2.5 hrs per week        |

## SECTION IV. ACCOUNTABILITY

### Student Assessment - Primary

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

### Student Assessment - Secondary

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

## Student Assessment

The Terra Nova assessment was not used during the 2011-2012 school year. In order to monitor the development of our students, the AIMSweb benchmark assessment was given.

Efforts to build on the AIMSweb results in 2012-2013 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.

Our goal for the 2012-2013 year is to reach at least 75% of students at or above target on each of the AIMSweb benchmark assessments.

## Student Assessment - Attachment

- AIMSweb student assessment data 11-12

## 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
- Teacher eval for pde 2011-BACS

## SECTION V. GOVERNANCE REQUIREMENTS

### Leadership Changes

During the 2011-2012 school year Claire Cohen completed her second full school year as Chief Academic Officer & Chief Operations Officer. Kristen Koenigsbauer also completed her second full fiscal year as Treasurer of the Board. Jennifer Faustman remained as CEO.

### Board of Trustees

| Name of Trustee      | Office (if any) |
|----------------------|-----------------|
| Michael Karp         | President       |
| Leslie Convey        | Secretary       |
| Kristen Koenigsbauer | Treasurer       |
| Herb Vederman        |                 |
| Donna Gentile        |                 |
| Lisa Kaminsky        |                 |
| Athena Karp          |                 |
| Kristin Johnson      |                 |

### 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. The Board does not participate in 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 2011-2012 school year, our Board met quarterly on the following dates: Oct. 5, 2011, January 18, 2012, April 18, 2012 and June 20, 2012.

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

- 2011-2012 Board Meetings

## **Community and Parent Engagement**

The Board believes that encouraging family involvement in ongoing programs and providing support for family needs are vital to the school's success. Parents are required to participate during parent-teacher conferences and get involved with various school programs such as open house, back to school night and parent coalition meetings. The Board also seeks 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 2011-2012, 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 an 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 - Attachment**

- Revenues, Expenditures & Funds 2012

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

Belmont Academy Charter School selected Siegal and Drossner to perform the 2011-2012 audit report. They have been engaged to conduct the 2011-2012 audit, with an anticipated completion date around September 30, 2012. The 2010-2011 audit is attached.

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

- BACS 2010-2011 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**

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 1<sup>st</sup> and 2<sup>nd</sup> 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.

## **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 11-12 under the supervision of its Head of School, Kelly Smith. During these, our administrative staff: closes all doors and windows; maintains silence; helps primary grade teachers evacuate; assigns staff to each floor to ensure all students have been evacuated; requires all teachers to carry roll books; gives all staff members a copy of evacuation routes; and posts specific routes in each room in the school. Additionally, the school's administrative staff logs in all fire drill information (time of day, time taken to evacuate building, number of adults and children participating) at the end of each drill.

Our fulltime certified school nurse diligently oversees all school health operations within the charter school. The nurse, working closely with the charter director, personally monitors and provides appropriate evidence of maintaining health and immunizations records for students. Our nurse worked throughout the school year to ensure that our records are correct and up to date. She works throughout the year, including summer, to provide support for our students. During the 2011-2012 school year we had a contract with Education-Plus, Inc. and operated a school-based Wellness Center program located at Belmont Charter in order to provide all state-required school nurse services.

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

- Wellness Policy
- SHARRS 10-11

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

Our current school insurance coverage policies are maintained under Hub International. Our coverage altered slightly from the 2009-2010 school year to become more comprehensive. 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, AXA Equitable, Payflex and Prudential.

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

- BACS 1112 Insurance

## **SECTION IX. ADMINISTRATIVE NEEDS**

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

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

All the data required for the Elementary and Secondary Professional Personnel Report was collected in our 2011-2012 PDE PIMS Staff reports.

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

- PDE-414 BACS

### **Student Enrollment**

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

At the start of the 2011-2012 school year, 116 students were enrolled. Over the course of the year, no students were expelled.

Enrollment Trends: We have very few school-to-school transfers and are happy to retain a high percentage of students for several sequential years. That being said, due to the fact that we have a large family homeless shelter within our catchment area, a percentage of our students 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 from outside our neighborhood boundaries based on a lottery system. Additionally, we have found via exit interviews that most families are very happy with our school and the personal support we offer each family.

## **Student Enrollment - Attachment**

- Student/Parent Handbook 11-12

## **Transportation**

Student transportation for both regular and special education students is governed by the guidelines of the Philadelphia School District. Pre-K 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. We are in the process, however, of transitioning to a contracted food service provider to make this program more cost efficient. Belmont Academy serves its students out of an in-house kitchen whose staff is hired by and are employees of Belmont Academy. Additionally, Belmont Academy Charter School participates in the Fresh Fruits & Vegetables 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 its various details including the student code of conduct. Parents sign a form stating they will support the student code of conduct, which includes all infraction consequences, and adhere to it. The school makes every effort to work with students and their families to ensure their educational rights when misconduct situations occur.

Total External Suspension Days (Pk-K) = 2 kindergarten students were involved in 7 total suspensions for the 2011-2012 school year. No expulsions.

## **Student Conduct - Attachment**

- BACS Student Parent Handbook Updated August 2011

## **Signature Page**

## Assurance for the Operation of Charter School Services and Programs

School Year: 2012

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  
2011 - 2012 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:** 2157901294x3   **Fax:** 2157901475  
**E-mail:** jennifer.faustman@cea-philly.org

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*Signature of the Chief Executive Officer and Date*

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

**Name:** Michael Karp   **Title:** Board President  
**Phone:** 2157901294   **Fax:** 2157901475  
**E-mail:** N/A

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

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

**Name:** Karen McGann   **Title:** Special Education Director  
**Phone:** 2158238208   **Fax:** 2158238209  
**E-mail:** Karen.McGann@cea-philly.org

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*Signature of the Special Education Contact Person and Date*

### **Signature Page - Attachment**

- BACS Signature Page 2012