

Annual Report

August 1

2008

Submitted to the New Jersey Commissioner of Education, the
Mercer County Superintendent of Schools and the Superintendent
of the Trenton Board of Education

Foundation
Academy
Charter School

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SCHOOL DESCRIPTION

Foundation Academy Charter School

Startup and Current Year – Foundation Academy Charter School commenced its initial operations in the 2007-2008 school year and thus has just completed its first year of operation.

Address – The school is located at 333 South Broad Street, Trenton, NJ 08608

Facility – The school is located in a three-story, 28,000 square foot building that formerly served Sacred Heart School and then Parker School, a Trenton Board of Education site. The facility is leased by the school for a 2007-2008 cost of \$140,694.

Number of Students, Grades and Classes – The school's charter authorizes a maximum enrollment of 80 students in 2007-2008 in grades 5 and 6. The enrollment throughout the school year was 80 students. There are two classes at each grade level.

Maximum Class Size – Class size is 20 students/class.

School Day – The school day begins at 7:30 a.m. and ends at 4:30 p.m. for a total time of nine hours. Total instructional time is 7 hours and 22 minutes per day.

School Year - School began Monday, August 13, 2007 and ended Friday, June 20, 2008 for a total of 198 school days.

Student/Teacher Ratio – 7:1

Planned Expansion – In the 2008-2009 school year, the school will add two 7th grade classes and expand to 120 students.

Approved District of Residence – The school draws all of its students from Trenton.

Employees – The school employs a Head of School, four classroom teachers, a special education teacher, a music teacher, a nurse, a school factotum, an intern, a part-time school social worker and a part-time network administrator.

Lead Person – The school's lead person is Ronald C. Brady, Tel: 609.920.9200x5, Fax: 609.920.9205, email:rbrady@foundationacademy.org.

Theme/Defining Attributes – The defining attributes of the school are our commitment to preparing all of our students for college and instilling in them our core values of caring, respect, responsibility and honesty.

Organizational Affiliation - We are an independent organization.

1. REVIEW OF STATE AND LOCAL ASSESSMENT AND STUDENT ACHIEVEMENT RESULTS IN THE CONTEXT OF THE SCHOOL'S GOALS AND REQUIRED NCLB ADEQUATE YEARLY PROGRESS

Academic Goals and Objectives: Assessment Results

State Assessment Results

Between May 5 and May 16, 2008, 80 Foundation Academy students participated in the 5th and 6th grade New Jersey Assessment of Knowledge and Skills (NJASK). We have not yet received the results, though at present, we anticipate receiving the results very shortly. When we do, we intend to:

- Assess our performance against our 2007-2008 performance goals;
- Analyze the results to determine areas of relative strength and weakness in our academic program;
- Using this analysis, identify changes in our academic program designed to build on our strengths and improve upon our weaknesses; and
- Identify performance targets for 2008-2009 based on our 2008-2009 performance and our assessment of how effectively we can implement changes in our program.

The 2007-2008 school year was our first year of operation and thus we can make no comparison to past data or to the resident school district, Trenton. In addition, because we have not yet received the results and because our students were with us for less than one full year, we can make no analysis with respect to Annual Yearly Progress under No Child Left Behind. When we receive our data it will serve as a baseline against which to assess longitudinal changes over future years. In addition, we intend to compare our performance against the Trenton School District, against Mercer County-based charter schools with 5th and 6th grades, urban charter schools state-wide with 5th and 6th grades and the state average performance. Our intent is to understand how our students' learning compares with that of their peers in these other schools and districts.

Discussion of Progress

The school's academic goal is to ensure student mastery of the New Jersey Core Curriculum Content Standards Cumulative Progress indicators by the end of eighth grade. Foundation Academy's NJASK performance objectives during 2007-08 associated with this goal were as follows:

Table 1 – 2007-08 Performance Objectives

Subject	Percent Proficient and Advanced Proficient	
	5 th Grade	6 th Grade
Literacy	76%	76%
Mathematics	62%	62%

Given that we've not yet received our results, we cannot describe how we will use this data specifically to impact further initiatives. We can however describe our plans generically.

Foundation Academy uses a set of interim formative assessments in Literacy, Math and Science we call FAIFAs (Foundation Academy Interim Formative Assessments). These assessments are designed to determine the degree of student mastery of our curriculum and of the New Jersey State Core Curriculum Content Standards against which we've attempted to align our curriculum. When we receive the state test results in August, part of what they will reveal to us is the strength of the relationship between our FAIFAs and our understanding of how the NJASK assesses student learning of state curriculum standards. Thus, the state tests results will not only help us adjust instruction as noted above, but will greatly inform our process of formative assessments that are an inherent part of our instructional delivery model.

If there is a strong alignment between our FAIFAs and the NJASK, then our work during the 2007-2008 school year will have some benefit in our students' NJASK 2008 performance. Why? Because over the course of the year, we have assessed our students with our FAIFAs, scored them, identified learning gaps based on where students performed poorly, redesigned the content we've taught and the teaching techniques we've used and, in some instances, retaught skills to be found lacking based on the FAIFA performance. We are comfortable that we are operating an efficient student learning management system. One key goal when we receive the NJASK data is to improve on the effectiveness of our system through improved alignment of our FAIFAs with the state assessment. Furthermore, the specific results will inform our professional development planning as we go forward.

Non-Academic Goals and Objectives: Assessment Results

Assessment Results and Discussion of Progress.

Foundation Academy's non-academic performance goals are:

1. To teach students to be contributing and respectful members of their local and broader community

Objectives

- 95 percent or higher student attendance rate
- 10 hours of documented annual community service per student
- 100 percent documented student involvement in at least one co-curricular activity and/or athletic team/program for all conduct eligible students in all grade levels

2. To create a stable and safe school environment

Objectives

- A student attrition rate of 5 percent or less, not including students who move out of the city

- A teacher attendance rate of 97 percent or higher
- A teacher attrition rate of 5 percent or lower
- Annually decreasing rates of major school disciplinary incidents, including multiple day suspensions and any expulsions

Performance during 2007-08 was as follows:

Table 2 – 2007-08 Non-Academic Performance Objectives

Measure	Objective	Performance	Met Goal?
Student Attendance	95%	96.2%	Yes
Community Service	10 hrs/student	?	?
Co-Curricular Involvement	100%	N/A ¹	N/A
Student Punctuality	90%	95.3%	Yes
Staff Attendance Rate	97%	99.4%	Yes
Staff Punctuality Rate	97%	98.0%	Yes
Staff Attrition Rate	5%	8.3%	No
Student Attrition Rate	5%	13.0%	No

We were very pleased with our performance on our non-academic goals during our first year.

On a bi-monthly basis, we track all of the above performance variables, sharing this information with the staff, students and Board of Trustees. Based on the communications and discussions among these parties, we make adjustments to our procedures and approaches to improve our performance. For example, we attempt to provide our faculty and staff with a whole range of supports in the areas of salary and benefits and opportunities for professional growth. We see our Staff Attendance and Staff Attrition rates as measures of the quality of these supports. Were our Staff Attendance or Attrition rates to begin to fall, we would see that as a reason to consider at both an administrative level (the Head of School) and a policy level (the Board of Trustees) changes to our policies and procedures to ensure that we have an invested and professionally rewarded staff.

During 2007-2008, we did not successfully track our students' community service hours. While the students did perform some, most notably a half day of city-wide clean-up, we did not track this data. We plan to track the community service hours during the 2008-2009 school year.

Over the course of 2007-08 we did not make any modifications to our non-academic programs as we wanted to implement them according to their original designs for one full year to determine their effectiveness.

We do not envision any significant program modifications in the non-academic areas at the present time. Our Staff Attrition rate was a function of one person being terminated from our 12-person staff. Our Student Attrition Rate is one that, at present, we are comfortable with.

¹ We did not offer co-curricular activities or athletics during the 2007-2008 school year.

That said, we have begun to more carefully monitor the Student Attrition Rate and will analyze it in comparison to the rates of peer schools (New Jersey urban charter middle schools) to determine if additional programmatic changes are needed.

2. REVIEW OF PROGRESS: INCORPORATING THE NJCCS, DELIVERING AN EDUCATIONAL PROGRAM LEADING TO HIGH ACHIEVEMENT FOR ALL STUDENTS

Incorporation of the New Jersey Core Curriculum Content Standards

Summary of Curriculum Development Progress

Prior to the start of the 2007-2008 school year, Foundation Academy engaged in an eighteen-month planning process funded by a federal charter schools start up grant. As part of this process, a team of professional curriculum writers wrote the school's curriculum in English/Language Arts, Mathematics, Science, History and Geography, Music, Spanish, Foundations of Citizenship, Health and Physical Education under the direction of the Head of School. Curriculum Writers for each subject were recruited by the Head of School through New Jersey Hire, NewJerseySchoolJobs.com and word of mouth among the network of the school's founders, Trustees and friends. Candidates were selected by the Head of School based on experience as middle school teachers and subject matter expertise in the identified subjects. The entire group met as a team under the direction of the Head of School and identified standards and content based on the New Jersey Core Content Curriculum Standards, international assessments (*i.e.* PISA and TIMMS), and the standards and expectations of New Jersey and nationally-recognized urban charter middle schools.

During the 2007-2008 school year, implementation of the curriculum was monitored by the Head of School through classroom observations, review of curriculum binders and weekly one-on-one meetings with each teaching staff member. The extent and reach of this monitoring and supervision was more limited during 2007-2008 than we determined to be optimal and thus during the 2008-2009 school year, with the expansion of support staff, the Head of School will significantly increase the time spent on curriculum supervision and implementation. Specifically, more time for observations, reviewing assessments, reviewing planned lessons and meeting with teachers to discuss teaching and learning in the classroom has been planned for the 2008-2009 school year. The Head of School plans to delegate more non-instructional duties to other support staff members. During 2008-09, all curricular areas will be evaluated and additional curriculum written or revised for growth in our student enrollment as needed.

Delivery of an Educational Program Leading to High Achievement for All Students

Delivery of Services to At-Risk Students

During 2007-2008, over 80 percent of the student body at Foundation Academy are eligible for free or reduced priced lunch and over 95 percent were persons of color. By many typical definitions of at-risk, the majority of our population would qualify. Because of this, our basic school program is designed to meet the needs of an at-risk population (*i.e.* extended school day, extended school year, significant amounts of structure and support, etc.) Within this population, we define a more acute at-risk population to include those students who may potentially fail more than one subject at the end of any marking period. During the 2007-2008 school year, this population totaled ten students. These students were referred to the

Intervention and Referral Services Committee, provided with modified homework and assessments, provided with tutoring one or two days per week by students from Princeton University in our after-school tutoring program and monitored carefully by their assigned academic advisor. All staff members participated in providing supplemental services to at-risk students and the coordination of this effort was lead by our School Social Worker.

Innovative/Exemplary Programs and Practices

During 2007-2008 we implemented several innovative and/or exemplary programs. Foremost among these was our **School-wide String Orchestra**. Students had two marking periods of a general music course, after which they were eligible to learn/play a string instrument and receive small group instruction. From this base, students prepared for and participated in the school-wide orchestra. We held our debut concert in May with 60 student performers and a packed house of family and friends in attendance. We believe that we are the only school-wide string orchestra in the City of Trenton and among a very small group of urban schools nationwide that offers this type program school-wide and at no cost to the student or his/her family.

At Foundation, every student had an **Academic Advisor**. The Advisor, a faculty member, met with up to ten students in one-on-one meetings for 10 minutes at least once every two weeks. The Advisor monitored the student's progress in school, communicated with the student's parent(s) about key needs and the student's progress in school and helped keep each student on track to college.

In our Physical Education curriculum we featured a number of relatively unique elements, including instruction in juggling and yoga. These however were warm-ups for the main focus of our physical education program—**Ballroom Dancing**. Through a contract with an accomplished professional ballroom dancing school, all students received 32 lessons in ballroom dancing, learning the foxtrot, waltz, tango and other dances.

Another area of innovation was the role that students played in the operations of the school through a myriad of "paid" **School Jobs**. At six- to eight-week intervals throughout the school year, students were offered jobs for which they received pay on their student paychecks which were part of a school-wide token economy. Jobs included hallway monitor, office assistant, homework collector, morning work corrector, lunch clean-up crew and, of course, paycheck monitor. To be hired, students needed to submit an application, including references, and be interviewed for the job. All students were able to apply for jobs.

All of these initiatives are designed to increase student investment, be different than other schools and expand new skills. Many students excelled in the orchestral program who were not performing so well in other areas of the curriculum, indicating to us a positive benefit of the program. We are unable to assess the direct impact of these initiatives on state test scores.

3. REVIEW OF SCHOOL GOVERNANCE AND MANAGEMENT ACCOMPLISHMENTS

Board of Trustees

During the 2007-2008 school year the board’s major accomplishments were that it oversaw the opening of the school, met regularly, revised/adopted critical policies in the areas of Student Conduct/Discipline and Travel Expenses, hired an auditor to review the school’s finances from the beginning of our planning year through our first year of operations, replaced our School Business Administrator, evaluated the Head of School and conducted a retreat under the facilitation of the New Jersey School Boards Association to identify board priorities for the year.

During 2007-2008, the Board was comprised of eight members, two of whom were *ex officio* non-voting members. The board had one vacancy. The 2007-2008 board members were:

Table 3 – 2007-08 Board of Trustee Membership

Name	Role	Affiliation	Voting Status
Mr. Earl Kim	Board President	Montgomery Twp. Superintendent of Schools	Voting
Ms. M. Nicole Sistrunk-Lewis	Secretary/Treasurer	Parent	Voting
Ms. Dolores Ijames-Bryant	Member	Children’s Home Society of New Jersey	Voting
Ms. Octavia Gurley	Member	Parent	Voting
Ms. Meghan Mackay	Member	Education Consultant and Artist	Voting
Dr. John Webb	Member	Princeton University	Voting
Mr. Ronald C. Brady	Head of School	Administration	Non-Voting
Mr. Christopher Lessard	SBA	Administration	Non-Voting

None of the board members were newly appointed in 2007-08 and thus none had to undergo NJSBA training.

Brief biographies of the board’s voting members are as follows:

Earl Kim, the Board President, is also the recently-appointed Superintendent of the Montgomery Township Board of Education. Mr. Kim served as the Superintendent of the Verona, New Jersey Public Schools, from 2003 to 2008. For seven years prior to that, Mr. Kim served as the Principal of Emerson Junior-Senior High School, in Emerson, NJ. In this post, he was named a 2002 New Jersey Principal of the Year. Mr. Kim worked for three years as a Math Teacher at Trenton Central High School, where he served as a *Geraldine R. Dodge Foundation Teaching Fellow*. He has also served as a vice principal in Cherry Hill, New Jersey. From 1984 to 1988, Mr. Kim was a commissioned officer in the United States Marine Corps. Mr. Kim is a graduate of Cornell University, and he possesses a Masters in Public Affairs from the Woodrow Wilson School of Public and International Affairs at Princeton University. Kim is a member of numerous education and public service boards and associations throughout the state of New Jersey.

Mary Nicole Sistrunk-Lewis is the Secretary/Treasurer of the Board of Trustees, a co-founder of Foundation Academy, and a parent of Foundation Academy student. Ms. Sistrunk-Lewis has been a resident of the City of Trenton since 1999, having relocated here from her hometown of Piscataway, New Jersey. Over the past eight years, Ms. Sistrunk-Lewis has worked in education and social services throughout Mercer County, including service as a Care Manager at Capitol County Children’s Collaborative (CCCC), where she managed the cases of children with behavioral and mental health needs, work as a Family Support Worker at the Children’s Futures’ West Ward Center and the Union Industrial Home for Children. Ms. Sistrunk-Lewis has also worked as the Project Coordinator for the NJ EnvironMentors Project (NJEP) and Administrative Assistant at New Jersey Redevelopment Authority. Ms. Sistrunk-Lewis attended the Piscataway Public Schools and is a graduate of Piscataway High School. She possesses a B.A. in Fine Arts and Afrikan Studies from Rutgers College.

Dolores Ijames-Bryant, board member, is the Director of Operations, Early Childhood and Community Based Services for the Children’s Home Society of New Jersey. In this role, she supervises a series of community programs aimed at bettering opportunities for parents and their young children in the City of Trenton. Prior to her current role with the Children’s Home Society, Ms. Bryant served as the FACES Project Manager for the agency, and prior to that as the Director of the Industrial Home for Children/Operation Fatherhood. Ms. Bryant has also served as a Probation/Parole Officer in Bucks County, Pennsylvania and as an Investigator for the New Jersey Violent Crimes Compensation Board. Ms. Bryant has a B.A. from Douglass College, Rutgers University and a M.S.W. from the Rutgers University School of Social Work. Ms. Bryant has been the recipient of numerous awards for her leadership and scholarship, and has served in many volunteer and leadership capacities with many non-profit organizations throughout the state of New Jersey.

Octavia Gurley-LaGrier, board member and parent of a Foundation Academy student, and her husband own and operate a small business that provides professional cleaning services for commercial buildings and new construction projects. Prior to this, Ms. Gurley has held various administrative and management positions. Ms. Gurley’s involvement with education began in 1997 when she undertook the challenge of home schooling her oldest son and her nephew. Since that time, Ms. Gurley has taught a total of nine children, all of whom have been honored for outstanding academic performance and personal achievement. She also served as a parent Board Member for a local charter school during the 2004-05 school year. In addition to her commitment to education, Ms. Gurley is passionate about serving her community. She is presently the Board Treasurer for the Neighborhood Improvement Association, a local non-profit organization that is dedicated to improving the quality of life for Trenton area residents, with a special focus on teens.

Meghan Mackay, board member, served as the English/Language Arts Curriculum Writer for Foundation Academy Charter School. She is currently an artist and the owner of Mad Platter Creations/Meghan Mackay Art and Design. From 2003 until 2004, Ms. Mackay served as the president of Southern Marin Mothers’ Club, a non-profit organization aimed at providing education, friendship, and community for new mothers in Southern Marin County, California.

Ms. Mackay has worked in various fields, including public relations and marketing as well as education. Within the field of education, Ms. Mackay has extensive experience in teaching, curriculum writing, and research. Specifically, Ms. Mackay has taught high school literature in Massachusetts and middle school literature, writing, religion and art in California. Ms. Mackay also has experience teaching urban elementary students in California. Ms. Mackay helped to write the curriculum for a new charter school in Boston, Massachusetts, as well as develop technology curriculum for graduate students at the University of San Francisco. Finally, Ms. Mackay has participated in various research projects in both California and Argentina. Ms. Mackay received her B.A. in Art History from Stanford University, and she received her M.A. in Education from the University of San Francisco.

John Webb, EdD, board member, is the Director of the Program in Teacher Preparation at Princeton University. Together with a colleague, he also conceptualized and founded the Princeton University Preparatory Program to prepare high potential students from working class families from Trenton, Ewing, and Princeton high schools for admission to highly selective colleges and universities. From 1986 until 2000, Dr. Webb worked at Hunter College of the City University of New York. While there, he served as the chairperson of the Foreign Language Department at Hunter College High School and was responsible for the preparation of foreign language teachers at Hunter College. Dr. Webb has served as an adjunct professor at Hunter College, Manhattanville College, and Manhattan College. Dr. Webb is also an eighteen year veteran middle school educator, beginning his career in education at Pomona Junior High School in East Ramapo, NY, where he served as a teacher and the chairperson of Foreign Languages and English as a Second Language. Dr. Webb earned his B.A. from the State University of New York at Albany, his M.A. from the French School of Middlebury College, and his doctorate from New York University. Dr. Webb has made numerous professional presentations, written many publications, and served as a member and officer of various professional organizations. He is a recipient of a number of awards including the title of Chevalier in the Order of the Academic Palms from the French government, the German-American Friendship Award, and the National Distinguished Leadership Award from the New York State Association of Foreign Language Teachers. He has been listed numerous times in both Who's Who in American Education and Who's Who Among America's Teachers, and he is listed in the London-based International Biographical Centre's compendium of Outstanding People of the 20th Century.

For the 2008-2009 school year, the Board has formed a set of committees designed to provide leadership for the school in key areas of need. These committees are Curriculum, Facilities, Finance, Nominations, Personnel and Strategic Planning. A topic of critical concern for the board will be whether and how to grow the size of the school after the 2009-2010 school year when our eight graders are scheduled to graduate.

School Administrators

After a successful planning year, the school's growth into an operating entity proved to be very challenging operationally. In order to improve the quality and cost-effectiveness of our

business operations, during the 2007-2008 school year we changed school business administrators. Christopher Lessard, the business administrator of the Central Jersey Arts Charter School and the Frankford Township Board of Education, joined our team in May 2008. Since his arrival, we have purchased and implemented a GAAP compliant accounting software program, revised all of our financial statements for the year, hired a school auditor, created a budget for the 2008-2009 school year, created the part-time position of Director of Operations in charge of day-to-day financial operations, applied for a line of credit and made more accurate and transparent our running financial position. In a very short period of time, the efficiency and effectiveness of our financial operations has improved significantly and has put the school in a much stronger position to fully focus staff time and energy on student mastery of core content standards in the classroom.

4. DESCRIPTION OF ACTIVITIES TO INVOLVE PARENTS AND COMMUNITY MEMBERS AND PUBLIC RELATIONS AND OUTREACH ACTIVITIES

Parent and Community Involvement Activities and Outcomes

Outreach Procedures

Because this was our initial year of operation, we proved unable to invest many resources in parental and community involvement. Rather, we attempted to focus our attention on performing the myriad of large and small tasks that are required to successfully open and operate a start-up school for 80 students. Furthermore, we focused our energies on establishing an instructional program that would attract more parents to enroll their students in our school in the future and would create a strong draw for future community support and engagement. Said differently, at Foundation Academy in 2007-2008, because of limited resources, we saw parental and community support as a *result* of a strong school program.

The School Factotum is responsible for parent and community outreach. During 2007-2008, she assisted in helping parent leadership with the first year of the school's parent council, the Foundation Academy County Team (FACT). FACT met monthly during the 2007-2008 school year and meeting participation ranged from 5-40 parents per meeting. FACT conducted a fundraiser on behalf of the school and provided regular feedback to administration on key parental concerns.

Our community activities included implementing a tutoring program with Nassau Christian Center in Princeton, where Princeton University college students tutored approximately ten identified at-risk students and school-wide participation in Trenton's Community Clean-Up Day.

Parent Satisfaction

In October 2007, we conducted a survey of our parents. The results of the survey are as follows:

Table 4 – Parent Satisfaction Survey Results

Are you satisfied with:	Very Dissatisfied	Dissatisfied	Satisfied	Very Satisfied	Blank
1. The curriculum your child is being taught?	0%	3.5%	33.3%	63.2%	0%
2. The amount of help and support provided to your child by the teachers?	0%	5.3%	33.3%	61.4%	0%
3. Your child is being challenged to do his or her best?	0%	1.8%	22.8%	75.4%	0%
4. The amount of homework your child has?	0%	8.9%	48.2%	42.9%	1.8%
5. Your child's academic achievement?	0%	5.3%	47.4%	47.4%	0%
6. Your child is learning to take responsibility for his or her own actions?	1.8%	3.6%	45.5%	49.1%	3.6%
7. The discipline in the school?	0%	7.0%	36.8%	56.1%	0%
8. The safety of your child at school?	0%	3.5%	29.8%	66.7%	0%
9. The leadership and direction provided by the administrator?	0%	0%	35.7%	64.3%	1.8%
10. The appearance of the school and its grounds?	0%	3.6%	42.9%	53.6%	1.8%
11. The home visit gave you a clear picture of what to expect?	0%	1.8%	38.6%	59.6%	0%
12. The access to and quality of information you receive from the school about the educational progress and achievement of your child?	1.8%	1.8%	31.6%	64.9%	0%
13. Your child's school experience overall?	0%	1.8%	36.4%	61.8%	3.6%

Would you recommend Foundation Academy to a friend?

Yes 91.5% No 1.7% Undecided 6.8%

In conjunction with our data on student attrition as described above, we use this information to help us modify our programs to maximize both learning and parent satisfaction.

Parent Information

Parents were notified of school information in a number of ways. First, two members of our staff conducted a home-visit with every family as part of their enrollment in Foundation Academy. During this home visit, parents were provided with the Parent-Student Handbook, completed all required enrollment forms and discussed the school’s expectations of its faculty and staff, of parents and of students. During this home visit each party also reviewed and signed (voluntarily) a School-Parent-Student contract representing a commitment by all to agree to our collective expectations.

A second way that parents were notified of school information was via mid-quarter student progress reports and quarterly student report cards. These reports provided parents with

regular information on their student's academic performance and what the parent could do to help improve that performance. When report cards were published, we scheduled and conducted in-person conferences with the parents of all students who were identified as at risk of potentially failing a class for the year and other students of concern.

A third way parents were notified was via packets sent home with their children on a regular basis. These packets contained monthly calendars, lunch menus, updates on various student activities and notices of modifications and/or updates to the Parent-Student Handbook.

A fourth way that parents were notified was through our weekly student paychecks. Parents were required to "endorse" the student paychecks in order for them to be used for prizes. Accordingly, parents received a weekly update of their student's effort and work at school.

Another parent notification tool was a voice call system that we used to notify parents of school closures, students detentions and other important events. Every parent provided a phone number that we programmed into the system and thus we were able to reach our entire parent body within a matter of minutes with one automated telephone call.

Parents will be notified about this Annual Report in one of the packets to be sent home with students early in the 2008-2009 school year and will be informed that they may request a hard copy of the report by calling the school.

Training/Support

During the 2007-2008 school year, we did not make available any training/support programs for our parents and/or community entities.

Plans

During the 2008-2009 school year, we plan to increase the amount and specificity of our communications with parents regarding how their students are performing academically.

First, we plan to provide parents with access to a parent page in our new automated student information system, MMS for Schools. This parent page will allow parents to see the current grades and attendance record of their son/daughter if they have internet access. We plan to provide training to parents on how to access this system during at least one FACT meeting early in the school year and we plan to provide parent access to the school's computers to log in and review this data if they wish.

Second, we plan to make more extensive use of our automated calling system to better inform parents of how students are performing academically. During 2007-2008, a student who failed to complete his/her homework was given a detention. Parents were notified that their student had this detention via our automated calling system. During 2008-2009, we intend to have this system further inform parents of the teacher who gave the detention and the nature of the

shortcoming in the student's homework (e.g. sloppy, incomplete or unsubmitted). In so doing, we intend for technology to give the parent more complete feedback on how their student is doing, allowing for more targeted follow up.

Public Relations and Outreach Activities and Outcomes

Public Relations/Engagement and Partnerships

During the 2007-2008 school year, the school was featured in two front-page articles in the Trenton Times. The first highlighted the opening of the school year. The second profiled the launch of our string orchestral program. Both of these articles were prompted by school press releases.

The School Factotum coordinated all of our public relations activities and during the 2007-2008 school year.

We also hosted several visits. Based on an offer from the Office of Charter Schools, we hosted a visit from representatives of the Korean Consulate in New York. Through a translator we shared information with over 30 members of the consular delegation, discussing our various programs and sharing what it means to be a charter school in New Jersey. We also hosted visitors from The Pennington School, TEAM Academy Charter School, Princeton-Blairstown Center, the Mercer County Office of Education, the New Jersey Charter Public Schools Association and Sacred Heart Church.

During 2007-2008, we developed a relationship with El Centro (Catholic Charities) to host in our cafegymatorium El Centro events that serve to the local Spanish-speaking population. In exchange, El Centro has begun to share information about our school, translated into Spanish, with their clients. It is our expectation that this outreach will increase our school's population of students whose parents are Spanish-speaking.

During 2008-2009, it is our hope and intention to increase our public relations and outreach. The nature and scope of our plans in this area however, are not yet fully developed.

5. DESCRIPTION OF STUDENT AND STAFF RECRUITMENT ACTIVITIES

Admissions Policies

Admissions Timeline and Recruitment Activities

We conducted six admissions fairs during 2007-2008, designed to recruit students for the 2008-2009 school year. The process began with our first admissions fair in November 2007, at which time we also conducted our first admissions lottery. Thereafter, over the ensuing eight months we conducted outreach leading up to a subsequent admissions fair and lottery roughly every six to eight weeks all the way through June 2008. The day we conducted the fairs varied, with two taking place on a Saturday morning and the remainder taking place on various different week nights.

We advertised for the fairs using a variety of methods including sharing flyers with after school programs throughout the city, asking current students and their families to recruit among their families and friends, sharing flyers with local athletic leagues and programs, and posting an oversized banner advertising on the front gate of the school. We also advertised on our website, www.foundationacademy.org. As noted above, our flyers were translated into Spanish and at all admissions events, someone was available translate into Spanish. Finally, we recruited students from The International Charter School of Trenton which ends in 4th grade.

Admissions Results

Recruitment during 2007-2008, resulted in the following 2008-2009 enrollment projections as of August 1, 2008:

Table 5 – Projected Enrollment Figures 2008-09

Grade	Enrollment	Wait List
5 th	40	0
6 th	40	20
7 th	40	8

Among the 80 students enrolled in the school for the 2007-08 school year as a June 30, 2008, five have subsequently indicated that they will not return in 2008-09. Four plan to transfer to another local public school and one was admitted to and will transfer to a private school in Princeton.

Our projections indicate that 92 percent of the school's projected 2008-2009 population will be African American and that the remaining 8 percent will be primarily Latino. This is under-representative of the reported 25 percent of the Trenton school-aged population that is Latino. Above we describe our outreach efforts with El Centro which are designed, in part, to help increase the likelihood that our population will be more representative of the racial and ethnic

diversity of Trenton. We project that 90 percent of the school's population will be eligible for free or reduced priced lunch, which we understand to be representative of the broader Trenton school-age population.

Student Withdrawals and Exit Interviews

Over the course of the 2007-2008 school year, not including those described above who decided to attend another school after school year ended, 13 students transferred out of Foundation Academy. Whenever a parent sought to withdraw a student from the school, our School Factotum conducted an exit interview with the parent to identify the reason for the decision. During the 2007-2008 school year, the three stated reasons we were given for transfers were, in declining order of frequency:

- The school is too strict/structured for the parent
- Transferring the student to a private school
- Moving to another jurisdiction

The first of these, that we were too strict/structured, was given as the primary reason more than 50 percent of the time. As noted above, we were comfortable with our student attrition rate during 2007-2008, but that we are carefully monitoring it along with this last rationale for departure to ensure that we are keeping a keen ear out for parent concerns. If need be, we are very prepared to modify some elements of how we implement our program to make sure that we are maintaining an appropriate balance between our need to create a strong relationship with our parents and our wish to strictly implement our program design.

During the 2008-2009 school year, we will maintain a database of departures and the reasons for them to more carefully and precisely track this data.

Staff Recruitment

Recruitment Results

For the 2008-2009 school year, we had three faculty openings. We recruited staff via njhire.com, newjerseyschooljobs.com, the New Jersey Charter Public Schools Admissions Fair and a few other small job fairs and job boards.

We received and reviewed over 300 paper applications from which we interviewed over 60 candidates by telephone during a first round of interviews. Based on this first round, we then interviewed over 20 candidates in person during a second round of interviews. We made offers to four candidates (see below).

We successfully hired all of our 2008-2009 school staff as of mid-July 2008. This was later than originally anticipated, a function of a late decision to add a third teacher to our 2008-2009 staffing plan and a decision by one candidate to initially accept our job offer and then four weeks later renege on that acceptance.

All faculty members from 2007-2008 were invited to return for the 2008-2009 school year and all chose to do so. Accordingly, we have strong staff continuity going into our second full year of operation.

Exit Interview Procedures and Data

All teaching staff from 2007-2008 returned for 2008-2009.

6. REVIEW OF THE SCHOOL'S SELF-EVALUATION AND ACCOUNTABILITY PLAN (SEAP)

Self-Evaluation and Accountability Plan

Description of Major Areas of Self-Evaluation

The school's self-evaluation metrics during 2007-2008 were:

- Foundation Academy Interim Formative Assessment (FAIFA) performance in English/Language Arts, Mathematics and Science (4x/year)
- Honor roll rate
- Homework completion rates
- Student attendance
- Student punctuality
- Student paycheck average
- Student community service hours
- Detention rate
- % students suspended
- Staff attendance rate
- Staff punctuality rate
- Staff attrition rate
- Student attrition rate

As described above, school-wide performance against each of these metrics was reviewed and discussed at the school's regular Board of Trustees meetings. This discussion included a presentation by the Head of School of the updates in performance since the previous Board meeting, a description of the Head of School's assessment of why performance moved in any given direction and questions from the Board of Trustees. The board considered this data and the trends in the data in its evaluation of the Head of School during the 2007-2008 school year.

When the data was transmitted to the Board for its regular review, it was also added to the monthly staff meeting between the Head of School and staff. During these meetings, the Head of School lead discussions of what faculty and staff needed to do more or less of to lead to performance improvements. The data, and the contribution of every individual staff member to the performance, was considered by the Head of School in the evaluations of each staff member.

One setback during the 2007-2008 school year was that we proved unable to efficiently gather and track baseline data in the areas of homework completion rates and detention rates. One goal for 2008-2009 is to secure and track appropriate data for these metrics.

Current and/or Proposed Changes to the SEAP

There were no major changes to the metrics/plan during the 2007-2008 school year. During the 2008-2009 school year, as noted above, we intend to identify an efficient way to effectively track student homework completion rates and student detention rates.

Summary of Progress in Achieving Strategic Improvement Plans and Milestone Goals

The school is satisfied that our first year of operation went well in the area of establishing a strong and positive school culture for students and staff. Our performance data indicate to us that students, parents and staff find our school generally appealing.

When we receive our results of the 2008 NJASK, it is our intent to review that data and then develop and implement a plan for the year that builds on this initial performance during 2008-2009 and increases our focus on teaching and learning in the classroom.

9. APPENDICES

A. Copy of Board Resolution Approving the 2007-2008 Annual Report

Attached

B. Copy of Board Resolution Naming the Lead Person of the Charter School

Attached

C. Copy of Academic and Non-Academic Goals and Objectives

Goals and Objectives

Academic Goal

To ensure student mastery of the New Jersey Core Curriculum Content Standards Cumulative Progress indicators as follows.

Objectives

- 76 percent or more of the students scoring at the proficient or highly proficient level on the Spring 2008 administration of the NJASK Language Arts assessments
- 62 percent or more of the students scoring at the proficient or highly proficient level on the Spring 2008 administration of the NJASK Math assessment

Non Academic Goals

1. To teach students to be contributing and respectful members of their local and broader community

Objectives

- 95 percent or higher student attendance rate
- 10 hours of documented annual community service per student

3. To create a stable and safe school environment

Objectives

- A student attrition rate of 5 percent or less, not including students who move out of the city
- A teacher attendance rate of 97 percent or higher
- A teacher attrition rate of 5 percent or lower
- Annually decreasing rates of major school disciplinary incidents, including multiple day suspensions and any expulsions

D. Copy of Admissions Policy and School Application Forms

FOUNDATION ACADEMY CHARTER SCHOOL

STUDENTS

FILE CODE: 5111

ADMISSION

Foundation Academy Charter School is a free public school that is open to all residents of New Jersey, regardless of race, religion, gender, national origin or disability of the students or the parents/guardians. No evaluation will be used to gain admission to Foundation Academy.

Admission to the Foundation Academy Charter School is available to students seeking enrollment in grades five and six in the 2007-08 school year, five through seven in the 2008-09 school year, and grades five through eight in the 2009-10 school year and each year thereafter, and meeting the following requirements:

1. Students residing within the Trenton Public School District are given preference.
2. Students not previously enrolled in a public school (i.e. parochial, home-schooled and private school students) must enroll in their local district in order to be eligible to enroll in a charter school.
3. Parents will be informed of and should agree to the parameters defined by the charter such as parental involvement and the academic focus of the school.
4. Students enrolled and admitted in the prior year and successfully maintaining the contract will be given preference in enrollment unless the appropriate grade level is not offered.
5. Siblings of students enrolled in Foundation Academy will be given preference in enrollment. Siblings will be admitted prior to the open lottery for a given class provided that there is space available. If there are more applying siblings than spaces available, a sibling lottery will be conducted and a waitlist created.
6. If there are more applicants than available space at any grade level, a public random lottery will be held to determine the students to be enrolled at the school.
7. To the maximum extent possible, Foundation Academy will seek the enrollment of a cross section of the community's school age population.

Proof of Age

A certificate of the child's birth will be required as evidence of age. The legal evidences of age, in order of preference, will be as follows:

1. certificate of birth;
2. baptismal certificate;
3. passport; or
4. immigration certificate.

Guidelines for Admissions Lottery

If there are more applicants than available space at any grade level, the Foundation Academy Charter School shall select students to attend using the public random lottery process outlined below:

1. A public random lottery for admission will be used no later than the third week of March of each year for each grade level in which more students are seeking admission than spaces are available.
2. To ensure fairness and not give any advantage to any applicant, each applicant will be identified by an identification code. These codes will be placed on cards and the cards will be placed in a sealed container.
3. Parents/guardians with multiple children seeking admission may choose to enter the lottery as a family or as individuals. If entering as a family, the names of all siblings will be placed on a single card to be chosen from the lottery for a given grade. If selected, all of the siblings would be admitted to spaces in their grades or moved to the top of the waiting list for any grade for which

space is no longer available. If entering as individuals, siblings' names will be listed on separate cards and no sibling preference for admission or priority on the waiting list will be given.

4. The official list of applicants, their identification codes, and the cards will be available for viewing 30 minutes prior to the lottery.

5. The lottery drawing process will be conducted by an impartial official.

4. The lottery drawing will be held at a public meeting where parents, community members and citizens may observe the process.

5. After all available spaces are filled, a "waiting list" will be developed and filled in the order that identification codes are drawn until all codes are drawn.

6. Parents/guardians of students will be notified of the outcome of the lottery.

Homeless Pupils

The school will determine the educational placement of homeless students in each child's best interest and respond to appeals concerning them made by parents/guardians or other parties in accordance with New Jersey statutes and administrative code, as well as, pertinent federal law.

The Board shall make this policy available to parents and the public.

Date Approved: November 29, 2006

Legal References:	<u>N.J.S.A.</u> 18A:7B-12	District of residence; determination
	<u>N.J.S.A.</u> 18A:7B-12.1	Homeless child; responsibility for education; determination of placement; payment of costs
	<u>N.J.S.A.</u> 18A:36-19a	Newly enrolled students; records and identification
	<u>N.J.S.A.</u> 18A:36-25.1	Proof of child's identity required for enrollment; transfer of record between districts
	<u>N.J.S.A.</u> 18A:36A-7	Student admission to charter school
	<u>N.J.S.A.</u> 18A:36A-8	Enrollment preference
	<u>N.J.S.A.</u> 18A:38-1	Attendance at school free of charge
	<u>N.J.S.A.</u> 18A:38-3	Attendance at school by nonresidents
	<u>N.J.S.A.</u> 18A:38-5.1	No child to be excluded from school because of race, etc.
	<u>N.J.S.A.</u> 18A:38-25	Attendance required of children between six and 16; exceptions
	<u>N.J.A.C.</u> 6A:11-4.4	Initial recruitment period
	<u>N.J.A.C.</u> 6A:11-4.5	Waiting list

Cross References:	5118	Nonresidents
	5141	Health
	5141.2	Illness
	5141.3	Health examinations and immunizations
	6164.4	Child study team
	6171.4	Special education

Student Application 2008-2009

333 South Broad Street
Trenton, NJ 08608

ph: 609.920.9200
fax: 609.920.9205

www.foundationacademy.org



Student's Full Name: _____

Parent's Full Name: _____

Mailing Address: _____
Street and Apt. # or P.O. Box

City or Town

State

Zip Code

Email Address: _____

Daytime telephone number: _____

Evening telephone number: (_____)

Date of Birth: ____/____/____
(month/day/year)

Student's Grade for 2008-2009 School Year: _____

SIBLINGS Please list all siblings **from the same household** that you would like to attend Foundation Academy Charter School in 2008-2009 (use other side of this form to list names that do not fit in the spaces provided below.)

_____ First Name	_____ Last Name	_____ Grade for 2008-2009 School Year	____/____/____ Date of Birth (month/day/year)
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_____ First Name	_____ Last Name	_____ Grade for 2008-2009 School Year	____/____/____ Date of Birth (month/day/year)
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As mandated by our charter, we are able to give preference to siblings in the event that a lottery is required. Please indicate which method you would like us to use when entering children in your household into the lottery if this situation arises.

Please enter each child individually. I know that *not all* are guaranteed acceptance *if one or more* is chosen through the random selection process.

Please enter all children in my household under one name. I know that *either all or none of them* will be chosen through the random selection process.

Acceptance Procedure - Lottery Notice

Due to limited space at Foundation Academy Charter School, all applications are placed into a lottery. DEPENDING on the number of seats that MAY or MAY NOT be available in any particular grade, your child may or may not be placed. For example: if your child has applied for a seat in the 5th grade and he/she is selected number 1 in the drawing, IF there is a seat available in 5th grade, then he/she will be placed. If a seat is NOT available and he/she is selected number 1 in the drawing, he/she will NOT be placed until and if a seat becomes available. Your child will remain on a waiting list until the following year, at which time the waiting list DOES NOT rollover. You MUST complete another application the following year.

Signed _____

Date: _____
Month/Day/Year

E. Copy of Board Resolution Naming the Affirmative Action Officer, the Section 504 Office and the Title IX Coordinator

Attached

F. Copy of the School Student Recruitment Plan

At the present time the school does not have a written student recruitment plan.

G. Copy of the School Staff Recruitment and Retention Plan

Staffing Philosophy

We seek to attract, retain and reward teachers who buy into and reflect our mission of providing students with the knowledge and skills to prepare students for the nation's finest high schools and colleges and instilling in them the values of caring, respect, respect and honesty. Accordingly, we will seek to recruit and select teachers who:

- Embrace our mission and embody our core values;
- Have a track record of success and achievement;
- Are eager to be evaluated based on how much our students learn;
- Provide structure at all times through clear and consistent implementation of our rules;
- Desire to make a profound difference in the lives of each student;
- Possess certification and Highly Qualified Teacher status in the subject they will teach; and
- Have a minimum 3.0 undergraduate grade point average.

Recruitment

Teachers in their first two years of the profession generally add significantly lower value to student learning than teachers with more experience. Accordingly, it is our intention to make our primary recruitment targets individuals who possess at least two years experience successfully teaching urban students. We will recruit via:

1. Word of Mouth
 1. Current staff
 2. Board of Trustees
 3. Friends of Foundation Academy
2. Free Electronic Advertising:
 1. [Foundation Academy Website](#)
 2. [New Jersey Hire](#)
 3. [Teach for America Job and Opportunity Board \(JOB\)](#)
 4. [Center for Education Reform](#)
 5. [US Charter Schools](#)
1. Paid Electronic Advertising
 1. [NJSchoolJobs.com](#)

Unfortunately, we cannot be confident that we can fully staff our growing school from a pool of experienced teachers alone. Accordingly, we will also recruit high potential novice teachers from among the best colleges and universities in the region with teacher preparation programs and we will consider candidates who are pursuing the Alternate Route to Certification.

To this end, we will use the recruitment tool of a *Novice Teacher Program*. The program is designed to attract novice teachers to our school with the promise of additional training and support as the novice teacher begins the profession. The only difference in the application process for the *Novice Teacher Program* is that novice candidates must submit an essay outlining their reasons for wanting to teach at Foundation and participate in the *Novice Teacher Program*.

We will recruit this candidate pool through posting job notices at colleges and universities in the region, print and electronic advertising, recruitment visits to a small number of nearby teacher preparation programs and participation in local and regional job fairs. Specifically:

- Electronic Job Notices at target colleges and universities
 - Bowdoin College

- Bryn Mawr College
 - The College of New Jersey
 - Columbia University-Teachers College
 - Dickinson College
 - Harvard University - Grad Sch. Ed.
 - Haverford College
 - Princeton University
 - Rutgers-Camden
 - Rutgers-New Brunswick
 - Swarthmore College
 - Univ. Pennsylvania - Grad Sch. Ed.
3. Recruitment Visits and Job Fairs
- Teach for America Mid-Atlantic Summit
 - College of New Jersey Education Interview Day
 - New Jersey Charter School Job Fair
 - UPENN GSE Education Career Day

Marketing Materials

Electronic marketing will be done via our website, www.foundationacademy.org. On it we will:

- Post all current openings
- Advertise all postings on the homepage “Important Announcements” line.
- Present a fresh, updated and professional face to our potential employees

Print materials include:

- Foundation Academy student brochure
- Foundation Academy faculty recruitment brochure
- Printed [postings](#)
- Printed [job descriptions](#)

Job Fair materials include:

- Tablecloths
- Foundation Academy cloth table banner
- Foundation Academy vinyl banner
- Foundation Academy post-its
- Foundation Academy stickers
- Printed [postings](#)
- Cards labeling postings
- Business cards of school representative
- Printed name tag of school representative

Selection

The selection process has the following steps:

Step 1 – Recruitment Coordinator advertises positions and collects:

- Cover letter
- Resume

Step 2 – Recruitment Coordinator reviews applications and resumes of all candidates and (1) verifies candidate meets the minimum qualifications (e.g. 3.0 GPA, certification-eligible, etc.), and (2) identifies the 10-12 most qualified candidates for each opening. All candidates should be kept on a spreadsheet stored in “[active searches](#)” on the shared drive.

Step 3 – Recruitment Coordinator conducts telephone interviews of 10-12 most qualified candidates. Recruitment Coordinator identifies 6-8 candidates from this pool as semi-finalists, and sends this list to Head of School.

Step 4 - Head of School contacts semi-finalists by telephone and via e-mail to:

- Schedule in-person interviews
- Request the candidate submit a video lesson and accompanying lesson plan
- Request the candidate complete the employment application, as well as submit three references, copy of teaching certificate(s), Praxis test scores and undergraduate/graduate institution transcripts

Step 5 - Selection Committee, made up of a teacher and two other staff members meets with semi-finalists and:

- Conducts three 25-minute interviews
- Reviews candidate's teacher or student teacher evaluations
- Reviews candidate's 30-minute videotaped model lesson with lesson plan
- Receives candidates' three references
- Gives all semi-finalists a detailed job description
- Fills out evaluation form and recommends which candidates should be a finalist

Step 6 – Recruitment Coordinator meets with the Head of School to identify finalists.

Step 7 – Finalists are scheduled for visit where they will:

- Visit Circle
- Participate in a 60-90 minute interview with the Head of School

Step 8 – Recruitment Coordinator conducts complete set of reference checks on finalists and reports results of reference checks to Head of School. Head of School reviews complete set of materials for the three recommended finalists and:

- Selects candidate to recommend to the Board of Trustees
- Contacts candidate to share the tentative offer, provide the candidate with a starting salary and outline the benefits package
- Secures a response to the tentative offer within four days

Step 9 – Board of Trustees formally votes to hire candidate

Upon final appointment through a vote of the Board of Trustees, the Head of School will ensure that the candidate undergoes the mandated criminal background check and fingerprinting through the New Jersey Commissioner of Education. In addition, all candidates will be required to produce documents for U.S. employment authorization and have medical clearance including proof of medical examination and a Mantoux tuberculosis (TB) test. All Board of Trustee offers are contingent upon successful and timely candidate completion of these reviews.

After approval by the Board, each new staff member will meet with the Recruitment Coordinator and will:

- Sign an employment contract
- Be provided a detailed school year calendar
- Complete and submit state criminal background check paperwork
- Be given pre-employment physical examination records forms
- Review his/her biography for the school website and parent handbook
- Have his/her picture taken for the school website

Prior to Boot Camp, each new teacher will be provided with the Foundation Academy Field Manual, a document that includes an overview of the entire Foundation Academy curriculum, a detailed curriculum of the subject the teacher will teach, the Teacher Handbook and the policies and procedures the teacher will be expected to know and implement. The Field Manual will be reviewed in detail during "Boot Camp",

nine days of professional development and teacher community-building prior to the start of the school year.

Recruitment and Selection Timeline

The teacher recruitment and selection timeline is:

Step	Action	Timeline/Deadline	Responsible Party
1	Communicate openings and accept cover letters, and resumes	1/15 - 3/15	Recruitment Coordinator
2	Review cover letters and resumes and select 10-12 telephone interview candidates	1/23 - 3/30	Recruitment Coordinator
3	Conduct telephone interviews and identify 6-8 semi-finalists	1/30 - 3/30	Recruitment Coordinator
4	Contact semi-finalists to schedule interview and request video lesson, lesson plan, teaching certificates, Praxis scores, transcripts and three references	1/30 – 3/30	Head of School
5	Conduct interviews, observe video lessons, review candidate essays, review candidate evaluations, provide candidate with job description	2/7 - 3/30	Selection Committee
6	Identify finalists	2/15 - 4/1	Recruitment Coordinator
7	Head of School conducts finalists interviews	2/23 - 4/7	Head of School
8	Conduct reference checks	2/23 – 4/7	Recruitment Coordinator
9	Board review and vote on recommended candidates	March, April & May FABOT Meetings	Board of Trustees

It is the policy of Foundation Academy Charter School to assure that applicants are employed and that employees are treated during employment, without regard to their race, religion, sex (including pregnancy), color, age, national origin, or physical or mental disability. Such action shall include: employment, upgrading, demotion or transfer; recruitment or recruitment advertising; layoff or termination; wages or other compensation, selection for training, including apprenticeship, pre-apprenticeship, and/or on the job training; and ensuring and maintaining a work environment free of harassment, intimidation, and coercion at all sites and in all facilities at which employees are assigned to work.

H. Copy of Self-Evaluation and Accountability Plan

At each meeting, the Head of School shall report to the Foundation Academy Charter School Board of Trustees on the school's Performance Metrics. For the 2007-2008 school year, these metrics shall be:

- Foundation Academy Interim Formative Assessment (FAIFA) performance in English/Language Arts, Mathematics and Science (4x/year)
- Honor roll rate
- Homework completion rates
- Student attendance
- Student punctuality
- Student paycheck average
- Student community service hours
- Detention rate
- % students suspended
- Staff attendance rate
- Staff punctuality rate
- Staff attrition rate
- Student attrition rate

In each report, the Head of School shall identify the performance goal for the year or reporting period, the performance during the reporting period and any change in performance since the most recent report to the Board of Trustees, and all actions he/she will take and will direct staff to take to improve the school's performance.

The school's annual performance on the metrics and the Head of School's management of this performance management process will be considered in the annual evaluation of the Head of School. In addition, the Head of School shall include the contributions of individual staff members to improved performance on these identified metrics in the performance evaluation of each staff member of the school.

I. Receipts from the District of Residence

Attached