

DELAWARE DEPARTMENT OF EDUCATION

CHARTER SCHOOL APPLICATION FORM

OCT 15 2009

Family Foundations Academy Charter School

Name of Proposed School

Mr. Sean Moore

Name of the Head of the Board of Directors

Proposed Opening Date

Grades for School Telephone Number of Contact Person

Tennell Brewington

Name of Contact Person

1101 Delaware Street

Mailing Address of Contact Person

302-324-8901

302-324-8908

Fax Number of Contact Person

tbrewington@ffa.k12.de.us

E-mail Address of Contact Person

First Year Enrollment

420

Total Number

Second Year Enrollment

420

Total Number

Third Year Enrollment

420

Total Number

Fourth Year Enrollment

420

Total Number

1-5

First Year Grade Span

1-5

Second Year Grade Span

1-5

Third Year Grade Span

1-5

Fourth Year Grade Span

Note: If this application is approved by the Department of Education and State Board of Education, with or without amendment, the final approved application and any amendments and conditions will serve as the approved charter for the school. Once granted, a charter cannot be modified without the approval of the Secretary of Education (see 14 Delaware Code, Section 511).

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Introduction

A) As an introduction, describe the proposed charter school in one page or less. Include the specific grades to be served, target population (if any), school size, location (i.e., name of city or county), founding group, school focus or special educational approach, and any other descriptive information (e.g., parental involvement) that will provide a context for the remaining narrative in this application. For renewals and modifications, please update this information if necessary. Otherwise, indicate that this information remains unchanged from your last application. If this is your first renewal or modification using the on line application, please supply this information as it appeared on your last application. Please follow the same process for all of the sections of this application.

Response:

Original application:

Family Foundations Academy (FFA) is a publicly funded charter school, that opened in September 2006. The school opened with 260 students in Grades 1-3 and enrollment is projected to grow to 420 students in Grades 1-4 by our third year of operation. Family Foundations Academy is grounded in four beliefs:

"We care and we share" - Nurture

"We grow as we know" - development

"We believe and we achieve" - strength

"With all our might nothing is out of sight" - excellence

The concept for FFA grew from shared interests among parents, teachers, and community members who saw a need for a school in our area that would actively engage families in their children's academic life. We know that for a variety of reasons, many parents and guardians of school-age children are disengaged in the learning process which in turn, impacts negatively upon their children's academic success. Many parents in our founding group have experienced first-hand the need for alternative choices. Most of our founders are residents of New Castle County which is the area we expect to draw from. Many of our founders have experience as educators, and are particularly familiar with the kinds of issues faced by low and moderate income families who reside in the immediate area of the proposed school location in New Castle, Delaware, off Route 9.

Our market research included extensive outreach to parents, area day-care centers, churches, and community organizations. We found that community members see a need for a school in our area that emanates a more personal, more inviting atmosphere to encourage families to get involved with the educational process. Many low-performing students are from non-conventional family structures. These students lack fundamental literacy skills needed for educational success and are characterized as at-risk with few successful classroom experiences. At-risk is defined here as students who exhibit a variety of academic, socio-economic, and life style factors that impede them from realizing their full potential in traditional public school settings. Children who show persistent rates of failure in traditional classrooms may fare better in educational settings that are designed to remove barriers impeding their success.

The Family Involvement Program will become the core of the school's climate. The goal is to create an intensive and long-term effort to break the cycle of intergenerational illiteracy. By involving students' families in the educational process, we are promoting parental/guardian awareness, continuous parental/teacher interaction and parental support.

Changes:

The school currently serves grades one to five.

1. Applicant Qualifications

- A) Describe the involvement of each of the Delaware certified teachers, parents, and community members who have participated in the preparation of the application and the development of the proposed school. (Renewal/Modifications - provide original documentation and any changes)

Response:

Original application:

The concept and values for the Family Foundations Academy (FFA) grew from shared interests among parents, teachers, and community members who saw a need for a school in our area that would actively engage families in their children's academic life. We know that for a variety of reasons, many parents and guardians of school-age children are disengaged in the learning process which impacts negatively upon their children's academic success. Two of the many Delaware certified teachers who participated in the preparation and development of the proposed school, Tennell Brewington and Candra Sudler, started with research into educational referendum concerns in their district. Their study continued into educational models used at other districts throughout the country. These teachers and the other educators who were motivated to develop the Family Foundations Academy concept share a sense

of personal accountability for the children they educate and a genuine interest in students and their families. We believe that if the students and their families do not succeed, then we as educators have not succeeded.

School choice frees parents and guardians to select the school that best meets the particular needs of their child. The active parents in our founding group were of most importance because they felt first-hand the need for reform and alternative choices. Other community members such as day care providers and church leaders were involved in the formation of the school concept. They were most vocal about the need for a school in our area that emanates a more personal, more inviting atmosphere to encourage families to get involved with the educational process. The parents and community members communicated objective views and constructive criticisms of what they felt was the current status of educational reform and how it has directly and indirectly affected the educational system, their children, grandchildren, and their lives. This input was essential as we developed the particulars of the FFA program such as classroom ratios and specific academic expectations of our community.

Changes:

Candra Sudler and several of the founding members have moved forward to continue to do great things. The operating board has now taken their place. Mr. Sean Moore has been an instrumental part of the school's concept early on. Mr. Moore has not only provided financial guidance but also provided community networking that has allowed the school to speak with leaders and gain knowledge of the community needs, concerns, and/or suggestions.

- B) Describe how the group that participated in the development of the application came together and if there are any partnership arrangements with existing schools, educational programs, business, non-profit organizations, or any other entities or groups. If any consultants or contractors were enlisted to help prepare this application, identify them, describe their qualifications, and indicate the areas where they provided information and assistance. (Renewal/Modifications - provide original documentation and any changes)

Response:

Original application:

FFA's founding group came together out of our sense of the importance of education reform, the need to place a greater focus on students and their families, and the need to provide as Delaware law allows, a wider range of choices for families. We felt that teachers should be given flexibility to be creative in applying exceptional teaching styles that will allow them to meet today's needs of students and their families. In the planning process, we reached out to several area day-care centers and community organizations. Our consultant, Innovative Schools Development

Corporation, has worked with us diligently on the educational model for our school and has guided us in structuring our curriculum to achieve success.

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Changes:

We currently have a partnership with Innovative Schools Development Corporation in the following capacity; loan guarantor and consulting services.

- C) List the names, the places of residence, and the phone numbers of the founding board of directors and indicate which members are teachers currently certified in Delaware, parents, and community members. Describe how the location of the founding group members is related to the proposed location of the charter school. (Renewal/Modifications -- provide original documentation and any changes)

Response:

Original Founding Board Names

Member Name, Address, Position, Background

Dr. Everard Cornwall, Delaware State University, 1200 N. DuPont Highway, Dover, DE 19901. Teacher. Dr. Cornwall is the director of early education programs at DSU. He is also is the director of curriculum instruction and implementation.

Dr. Gholam Kibria, Delaware State University, 1200 N. DuPont Highway, Dover, DE 19901. Teacher/Parent of a physical needs child, Dr. Kibria develops and implements educational school systems in third world countries such as Africa, Russia, etc. He is a professor of educational policy and practices at DSU.

Mr. Edwyn Finley, 611 Fifth Street, Newark, DE 19711. Engineer/Parent, Mr. Finley has four children who are in the public school system and he designs logos for fortune 500 companies.

Mr. Cary Sudler, 112 Sharpless Drive, Elkton, MD 21921. Equal Employment/Affirmative Action Consultant, Mr. Sudler serves as DuPont's Corporate EEO Officer.

He has over 36 years of experience in a variety of human resource positions.

Mrs. Caren Wilson, 19 Tarcote Drive, Newark, DE 19702. Medical/Parent, Mrs. Wilson is a practicing medical imaging supervisor. She has two children in the public school system.

Dr. Aaron Neal, 631 Country Path Drive, New Castle, DE 19720. Counselor, Mr. Neal has served as a interventionist for the public school system for several years. He has worked very close with families and administrators.

Mrs. Eve-Lynn Butts, 45 East Moyer Drive, Bear, DE 19701. Medical/Business

Owner/Parent, Mrs. Butts is a medical practitioner and has two children in the public school system. She owns and operates her own beauty consulting business.

Mrs. Karen Jackson Miller, 3801 Kennett Pike, Bldg D, Suite 100, Wilmington, DE 19807. Real Estate Broker, Mrs. Miller is a current real estate agent for Patter-

Woods. She is also a community leader and activist both in the political arena and education.

Mrs. Courtney Finley, 31 Winterhaven Dr, Apt 5, Newark, DE 19702. Financial

Analyst/Lawyer/Parent, Ms. Finley current works for a fortune 500 company as

a financial analyst for its overseas accounts and advises them on legal issues concerning banking policy and regulations.

Ms. Marsha Sudler, 19 Tarcote Drive, Newark, DE 19702. School Administration, Ms. Sudler works as a senior administrative assistant in a public school system.

Ms. Candra Sudler, 1209 Greenwich Court, New Castle, DE 19720. DE Certified

Teacher, Ms. Sudler is currently teaching in the public school system. She has undergraduate and graduate degree in regular and special education and curriculum

instruction.

Dr. Tennell Brewington, 36 Luray Road, New Castle, DE 19720. DE Certified

Teacher/Parent, Dr. Brewington is currently a special education teacher

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in the public school system. She has an undergraduate degree in business, graduate and a doctoral degree in education. She also has a child in public school.

The founding members are no longer involved in the school. Dr. Brewington remains involved as the Director of the school.

Operating Board Member Names:

Member Name, Address, Position, Background

Mr. Sean Moore, President, 712 Dora Moors Lane, New Castle, DE 19720. Director of Finance and Operations Accounting/Business Management. Parent of two students who attend the school. Mr. Moore has over thirteen years of business management experience in accounting and auditing.

Ms. Tisa Silver, 1101 Delaware Street, New Castle, DE 19720. Professional accountant. Adjunct professor for University of Delaware teaching business finance. Also, owns a non-profit organization.

Dr. Tennell Brewington, School Director, ex-officio member, 36 Luray Road, New Castle, DE 19720. Parent/Certified Teacher/Certified Administrator. Parent of one child who attends the school. Dr. Brewington was a teacher for seven years before becoming the director of the charter school. She taught grades one through five, regular and special education students.

Mrs. Donna Guretsky, 820 Branch Road Newark, De 19711. Paraprofessional for 14 years, Certified Elementary Teacher 8 years, member of Ebenezer United Methodist church for 38 years.

Mr. Byron Brooks, 1101 Delaware Street, New Castle, DE 19720. Business professional. Owns and operates a staffing agency.

Mrs. Dawn Williams-Ryan, 717 Staghorn Drive, New Castle, DE 19720. Analyst/Parent, has worked as an Analyst at Georgetown University Law Center for 20 years. Also, has worked during the tax season with Jackson Hewitt as a tax preparer. One child attends the school and a step daughter in college. Active both at work and home with volunteer activities.

Mr. Lamar Boyce, 26 Iris Lane, Newark, DE 19702. Mr. Boyce is an insurance broker.

- D) Describe the plans for further recruitment of board members of the school, especially teachers to be employed at the school and parents of students to be enrolled at the school. (Renewal/Modifications – provide original documentation and any changes)**

Response:

Original application:

When it is time for the Founding Board to dissolve and the Operating Board to form, we will have an official transition process where Founding Board members will be asked if they would like to become part of the Operating Board. At the same time, we will analyze the need for new or expanded skills on the board and ask Board members and school staff for recommendations of individuals who meet the criteria. Recruitment of certified teachers and parents will continue to be a major priority. Board training will be provided by ISDC.

Changes:

Founding board members officially resigned during the annual meeting of summer 2006. Dr. Aaron Neal remained Board President until December of that year. Mr. Sean Moore was voted Board President at the February 2007 meeting of the school's board.

New board members are recruited by interest letters being sent to community members and open meetings.

- E) Describe how the background of each member of the founding group makes him or her qualified to operate a charter school and implement the proposed educational program. Describe how the board of directors has and will maintain collective experience, or contractual access to such experience, in the following areas: (Renewal/Modifications – provide original documentation and any changes)**

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- Research-based curriculum and instructional strategies, to particularly include the curriculum and instructional strategies of the proposed educational program.
- Business management, including but not limited to accounting and finance.
- Personnel management.
- Diversity issues, including but not limited to outreach, student recruitment, and instruction.
- At-risk populations and children with disabilities, including but not limited to students eligible for special education and related services.
- School operations, including but not limited to facilities management.

Response:

Original Names:

Research-based curriculum and instructional strategies; Cornwall, Kibria, DeLuz, Waters, Sudler, Brewington

Business management, accounting, and finance; C. Finley, E. Finley, Butts, Anderson, Brewington

Personnel management; M. Sudler

Diversity issues; Wilson, Jackson, C. Sudler, M. Sudler, Brewington

At-risk populations and children with disabilities; Cornwall, Kibria, Wilson, Parker, Bradley, C. Sudler, Brewington

School operations, including facilities management; E. Finley, Jackson

Operating Names:

Research-based curriculum and instructional strategies; T. Brewington and D. Guretsky

Financial Oversight; E. Wilson, T. Silver, and L. Boyce, and B. Brooks

Personnel management; S. Moore, T. Silver, D. Ryan-Williams, and B. Brooks

Diversity issues; T. Brewington, D. Guretsky, and D. Ryan-Williams

At-risk populations and children with disabilities; T. Brewington and D. Guretsky

School operations, including facilities management; S. Moore, L. Boyce, and B. Brooks

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2. Form of Organization

- A) Identify the name of the organizing corporation, date of incorporation, and names of the corporation's officers and the office held by each. Attach a copy of the Certificate of Incorporation and a copy of the bylaws of the corporation. The bylaws must be consistent with the provisions of the Freedom of Information Act, 29 Delaware Code, Chapter 100 (related to public bodies, public records, and open meetings) and provide for representation of the school's teachers and parents of students on the board of directors. The by-laws must demonstrate that the applicant's business is restricted to the opening and operation of charter schools, before school programs, after school programs and educationally related programs offered outside the traditional school year. (Renewal/Modifications -- provide original documentation and any changes)

Response:

Attachments; by-laws, 501(c)3, certificate of incorporation

Original application:

The organization was incorporated as the Family Foundations Academy, Inc., a 501c3 nonprofit organization, on April 30, 2004. The By-Laws are consistent with the Freedom of Information Act and specifically include reference to representation of teachers and parents. The By-Laws also include a statement that the business of the FFA is restricted to the opening and operation of charter schools, before school programs, and after school programs and educationally related programs offered outside the traditional school year.

Changes:

FFA Certificate of Incorporation and by-laws were ammended on May 24, 2006:

Amended Bylaws dated September 15, 2008

3. Mission, Goals and Educational Objectives

A) Describe the purpose, mission, goals, and core philosophy of the proposed school. Indicate how the mission, goals, and educational objectives are consistent with the legislative intent of 14 Delaware Code, Section 501, and the restrictions on charter schools set forth in 14 Delaware Code, Section 506. (Renewal/Modifications – provide original documentation and any changes)

Response:

Original application:

Core Philosophy

We believe that all children can learn and may demonstrate learning abilities in different ways. Driven by this belief, we envision a school where:

- 1) The school family provides a learning environment that fosters excellence in education by challenging each individual to produce his/her best effort and highest quality work in a positive setting.
- 2) Learning is a shared responsibility between student, teachers, parents, and the community.
- 3) Learning is meaningful when coupled with life long and relevant experiences for the learner.
- 4) All members of the school family strive for excellence with high expectations.
- 5) All members of the school family search for ways to provide input to improve the school.

Purpose

The purpose of Family Foundations Academy, Inc. is to prepare students for academic success. The school will enable students to expand upon a broad spectrum of options for their future endeavors. FFA will encourage students to be responsible and to function in a global, pluralistic, technically advanced society. FFA will accomplish this purpose through an early and thorough fundamental mastery in reading, writing, mathematics, history, science, a foreign language, the arts, and a comprehensive health and physical education program all within and meeting the state standards. Grade level projected results will meet or exceed the Delaware Department of Education's expectations, Delaware Curriculum Content Standards, and National standards as defined under the No Child Left Behind Act.

Rigorous early intervention in education crosses all demographic boundaries. FFA will seek a diverse student body and offer those students both excellence and quality in education. The school's strong academic program will reduce achievement gaps by eliminating an important cause; the insufficient mastery of basic knowledge and skills required for further academic achievement. FFA will use a variety of teaching methodologies and strategies. Regardless of race, gender, socioeconomic, and educational background, best practices will be employed to ensure each student's success. Since knowledge and skills are acquired cumulatively and systematically, it is essential to detect learning disabilities early and to provide intervention before proceeding to the next level. The Academy will provide a modified program for children with diagnosed and undiagnosed disabilities.

The Family Foundations Academy, Inc. believes that we must empower students and families. Thus, we will make our school a family-centered place where high and low ability levels are acknowledged, nurtured, and respected. Finally, we will provide teachers the opportunity to be creative in meeting the needs of their students because all students do not fit the "norm" thus teaching techniques will be flexible

and individualized. FFA will be an educational family environment that will be sought after by the highest qualified, assertive, and energetic individuals who are teaching for the daily heartfelt rewards of helping students and families succeed.

Mission

To acknowledge the learning differences of each individual child, nurture the uniqueness of each family structure, and help students achieve academic excellence.

Family Foundations Academy, Inc. is designed to offer alternative routes to excellence for students in first through fifth grade, while providing families with counseling, enrichment, and empowerment toward academic and social success. Through our intensive family-centered initiative, students and families will thrive and succeed beyond the traditional classroom setting. The proposed school will provide a learning environment that builds on strengths and validates the success of the students and their families thus ensuring that our children will be academically and socially ready to further their learning in the middle and secondary schools. They ultimately become lifelong learners within both the school and community.

Accordingly, the school is grounded in four beliefs:

"We care and we share" - Nurture

"We grow as we know" - Development

"We believe and we achieve" - Strength

"With all our might nothing is out of sight" - Excellence

These beliefs are built upon every year and will foster parent and child connectedness thus building The Family Foundation.

Goals

In order to maximize the Academy's potential for success and directly address the need for more effective elementary school options, we first focus on these three overarching goals:

1. Educate students for future success.
2. Promote academic excellence and equity for a diverse population of students within the public education system.
3. Provide a high quality choice of educational opportunities within a public school system for parents, students, and educators.

To attain these goals, it will be necessary to target annual goals around gains needed to bridge the gap between the state DSTP scores and the scores of those students from New Castle County Schools who will be enrolled in the Family Foundations Academy, Inc. These gains can be realized by identifying and providing well-developed solutions to address individual student and family risk factors such as early intervention support, non-traditional family structure, education resources and knowledge, parental illiteracy, socio-economic status, and family involvement. This gradual closing of the academic gap along with the narrowing of direct and indirect risk factors that impede on educational success is the target of FFA's annual goals.

We have identified four primary criteria which provide the overall structure for achieving the Academy's goals. Used together, these criteria will provide a cohesive framework on which all future planning, program development, decision making and continuous improvement processes will be built. They are:

1. Creative challenging curricula with well-defined goals that are aligned with state and national standards.
2. Employ proven teaching methods and strategies that provide children the support and challenges they need to master grade appropriate skills in each discipline.
3. Develop positive relationships and mutual respect among students, parents, community and staff by creating and maintaining a safe, enriched, and challenging educational environment.
4. Conduct integrated formal assessments to confirm student progression in order to promptly identify situations that require intervention, and/or greater challenges, and thereby guaranteeing the accountability of the school.

Thus, the creation of FFA addresses the legislative intent of DE Code Title 14 Section 501 by providing an alternative to traditionally operated public schools by

- Improving student learning
- Encouraging the use of divergent and innovative methods
- Providing parents and students with greater opportunities
- Providing for a well-educated community

Changes:

None

B) Describe the methods of internal evaluation that will be used by the board of directors to ensure that the school is meeting its stated educational mission and objectives. (Renewal/Modifications – provide original documentation and any changes)

Response:

Original application:

ISDC will annually conduct an internal evaluation and present it, along with the Annual Report, for review and discussion at a summer Board of Directors management retreat.

Changes:

The operating board meets monthly. Team teachers are required to report on the grade level progress such as; curriculum pacing, testing data, and team issues or concerns. Through this method, the board is able to ask questions about teacher progress with individual students and the class. The operating board amended the bylaws at its September 2008 meeting to create a financial oversight committee. This committee meets quarterly and is charge with overseeing the financial operations of the school reports to board. The committee is chaired by an independent community member who has expertise in charter school finance. An annual retreat for the board members is used to review and re-establish goals for the school and to chart progress and deficiencies. At this meeting teacher and parent surveys are reviewed.

C) Describe the procedures the school will use to ensure compliance with the requirements of 14 Delaware Code, Section 506, related to enrollment. (Renewal/Modifications – provide original documentation and any changes)

Response:

Original application:

Potential students from the New Castle County community will be initially informed about our school by publication of ads in local newspapers. We will publicize the dates of registration and important school events each year. During our start-up year, we will hold information meetings at public libraries. Since our program focuses on literacy and parent involvement, we will distribute information about the school to various community-based literacy and parent involvement programs. Students will be given an equal opportunity to attend as admission will be based on a lottery system. We will actively recruit students who have at-risk characteristics. Further, we will issue regular report cards to the public via biennial reports, as well as comply with state policies governing charter schools, such as recruiting, providing equitable access, and establishing accountability.

Family Foundations Academy, Inc. will implement a student recruitment strategy that includes, but is not necessarily limited to, the following elements or strategies to ensure fairness and diversity in the Academy's admissions process:

- An enrollment process that is scheduled and adopted to include a timeline that allows for a broad-based recruiting and application process.
- The development of promotional and informational material that appeals to all of the various racial and ethnic groups represented in the area.
- The appropriate development of promotional and information materials in languages other than English to appeal to limited English proficient populations.

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FFA current has open enrollment from November 1 to January 30. If we do not have the required authorized enrollment number we continue to receive applications past the January 30th enrollment date. We accept on-line applications, families may come to the school, and we mail applications to potential families. If we are over subscribed the school with conduct a lottery.

Changes:

None

4. Goals for Student Performance

- A) List the specific student performance goals in math and reading by grade for students disaggregated by grade and ethnicity for the initial four years of operation and describe the assessment instruments that will be used to measure whether students meet or exceed those goals. (Renewals/Modifications – show and discuss the results during the current period as necessary)

Response:

Family Foundations Academy Charter School uses the NWEA (MAPs) assessment program in addition to the DSTP to measure student performance.

Ethnicity of students has not been entered into our NWEA program. We are unable to provide the NWEA data broken down by ethnicity.

Targets from current performance agreement:

Objective 1

1.2 Achievement Target - Each year of school operation, average performance of FFA students in math and reading will demonstrate yearly growth through the MAPs standards-based assessment. We will monitor performance data and document the growth achieved at each grade level.

See attached MAPs data chart.

Objective 2

2.1 Achievement Target - 75% of students in grade 1-2 will meet mastery skill requirements with a score of 151 or higher as evidenced by MAP results. 75% of students in grades 3-5 will meet mastery skill requirements with a score of 181 or higher. See attached MAPs data by grade

Utilizing MAPs results, those students in grades 1-2 who score below 150 and students in grades 3-5 who score below 180, will be considered At-Risk. The data will then drive the implementation of individualized plans to address the MAP areas of weaknesses and thru these plans we should see a year's worth of growth. The school will use RTI strategies to help close the achievement gap.

FFA uses the state required intervention program RTI for early intervention. Further intervention is implemented by the classroom teacher through small group instruction. Additional tutoring is provided to students after school. RTI uses progress monitoring to assess growth and achievement of the interventions. Tutoring program provides progress reports. Teachers use planning time and teacher planning days to analysis the MAPs data for their students. Teachers complete goal sheets for individual students and for their whole class.

See attachment MAPs Goal Sheets

- B) List the specific measurable performance targets for each student performance goal for each year of the Delaware Student Testing Program (DSTP) for the initial four years of the charter. (Renewals/Modifications – Update this section to make it current)

Response:

See Disaggregated Report of DSTP scores for years 2006 to present.

Narratives are included that indicate corrective actions the school is taking to improve scores.

Objective 1

Family Foundations Academy students will demonstrate increasing student Academic achievement as measured by the DSTP targets listed below.

1.1 Achievement Target - Each year of school operation, FFA students will meet or exceed the state test averages in Reading, Writing, Mathematics, Science, and Social Studies.

- C)** List the assessment tools that will be used including the DSTP, standardized, formative, benchmarks, or performance assessments. Describe why these particular assessment instruments have been selected and provide the timetable indicating when those instruments will be used. (Renewals/Modifications – Provide original documentation, the results of these assessment tools and discuss the results)

Response:

Original application:

FFA will use, as appropriate, from the following standardized diagnostic assessment instruments and informal assessment techniques to identify student needs and adjust the instructional program. Not all instruments will be used.

- * Diagnostic Assessments of Reading with Trial Teaching Strategies (DARTTS).
- * Multiple Assessments for Primary Grades (MAPG).
- * Gates-McGinitie Reading Test.
- * Individual Portfolio Assessment.
- * Benchmarking.
- * Integrated Curriculum Theme Unit Test.
- * Theme/Core Content Skills Test.

Changes:

FFA uses the DSTP. The DSTP is administered in the fall and spring. FFA uses NWEA (MAPs). The MAPs is administered in the fall and spring. Integrated curriculum theme unit, theme/core content skill tests, and benchmark assessments are used throughout the school year.

- D) Renewals/Modifications Only** - Include a copy of the current signed Performance Agreement between the school and the Secretary of Education. Describe in detail the performance of the school on each of the objectives in the Performance Agreement. Place particular focus on the school's academic performance, including evaluation results from the DSTP and other measures. Discuss highlights and concerns.

Response:

See attached Performance Agreement September 23, 2008

- E) Renewals/Modifications Only** - Provide the charter Performance Agreement for the renewal period. Include a list of proposed measurable performance objectives with specific measurable targets for each year of the charter renewal period

Response:

Current Performance Agreement dated September 23, 2008 will be used.

5. Evaluating Student Performance

- A) Describe the process how student evaluation information will be used to improve student performance. (Renewal/Modifications – provide original documentation and any changes)

Response:

Original Application:

The Family Foundations Academy will annually conduct a management audit that will focus upon an in-depth review of all student evaluation information (i.e., DSTP scores, student grades, attendance and discipline data, etc.). The Academy management team assisted by ISDC consultant staff will review and analyze data that will be presented to the faculty and Academy Board during a summer retreat. Based on this analysis, the Academy will annually establish and/or update school goals that will directly impact student achievement. The Board will direct and approve the development of a School Improvement Plan. After the data has been collected, an evaluation of the results will be incorporated into a meaningful diagnostic curriculum updating based on FFA's strength and needs. The Curriculum Coordinating Specialist will be responsible for implementing the Improvement Plan with the support of staff members, and delegated parents in order to improve both the academic and behavioral atmosphere of the Academy.

Changes:

Family Foundations Academy Charter School conducts a quarterly review of all assessments, NWEA and curriculum assessments. DSTP is reviewed twice a year. The Curriculum Director along with a school assessment team meets with teams to go over their student data. The review is presented to the board for action. Teachers will use data to design classroom instruction and to meet individual needs through small group instruction within the classroom. Parental support is emphasized through at home strategies that will reinforce student needs.

- B) Describe the corrective action that will be taken when students do not meet performance expectations. (Renewals/Modifications Only - Describe how analysis of student evaluation information on the DSTP and other measures is used to guide instruction and improve student performance. Give examples from the current charter period of instructional change which has led to improved student performance.)

Response:

Original Application:

Areas of need identified for students who do not meet performance expectations will be addressed through Individual Program Plans (IPP). The IPP will be written in a diagnostic format that will allow the student, staff, and parents to identify academic weaknesses to be addressed, and then to target necessary resources for remediation during the school year and summer both at school and at home. See Appendix E - Sample IPP. The Academy is planning to have a means for providing summer programming for students that need supplemental, and possibly differential, instruction to make adequate progress in meeting the Delaware Content Standards as measured by the DSTP.

The requirements for annual promotion will be stringent enough so that 'social promotion' will NOT be part of the school culture. Students not meeting course requirements or making progress on the DSTP will not be promoted to the next grade.

Changes:

Family Foundations Academy provides intervention needs through RTI (Response To Intervention) and supplemental classroom materials. RTI provides progress monitoring on individual needs and achievement. IPP's are provided at the end of DSTP testing. This information provides details of individual student weaknesses. MAP's provides individualized needs reporting based on weaknesses. The curriculum director will work directly with teams and individual teachers to analyze student assessments to develop better instruction to meet the needs of struggling students. FFA partners with a tutoring program that provides services on-site to our families and at a discounted rate. FFA provides after school care where homework is completed. FFA has teacher and parent volunteers who provide after school tutoring services for special needs students. All programs provide progress monitoring information except for after care.

- C) If the proposed school requests and receives a waiver for an enrollment preference for students at risk of academic failure, then describe the expected performance of each student on the Delaware Student Testing Program in each grade during the initial four year charter period. (Renewal/Modifications – provide original documentation and any changes)

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NOTE: The applicant must agree and certify in the application that it will comply with the requirements of the State Public Education and Accountability System pursuant to 14 Delaware Code, Sections 151, 152, 153, 154, and 157 and Department rules and regulations implementing Accountability, to specifically include the Delaware Student Testing Program (Regulation 275, Subsection 4.2.1.1).

Further, the application must include certification that the proposed school's mean student performance on the Delaware Student Testing Program assessments in each content area will meet or exceed the statewide average student performance of students in the same grades for each year of test administration. Applicants with enrollment preferences for students at risk of academic failure may request a waiver of this requirement in the application (Regulation 275, Subsection 4.2.2).

Response:

Original application:

This was not applicable in the original application.

Changes:

This is not applicable.

6. Educational Program

- A) Provide a scope and sequence document for required content areas for proposed grades to be served over the first four years of the school charter. Click here to view a sample Scope and Sequence document.

For new applicants, this is a Phase I requirement. Renewal and modification applicants only, please include the following: Units required in (i) below with duration of instruction and alignment of instructional strategies to formative and summative assessment measures for required content areas for grades to be served by the school. Alignment of instruction to state content standards for required content areas for grades served by the charter school. Alignment of instructional strategies to formative and summative assessment measures for required content areas for grades to be served by the school.

Response:

The education program goals of the FFA are directed toward reversing the cycle of failure that many students are experiencing in traditional classrooms. The indicator of our success will be improved student performance on the DSTP exams. Central to this success is the delivery of the content. Therefore, we will use the content standards of the State as a baseline from which to identify content that will be emphasized in the special goals and vision of the school. This decision led us to a rigorous search for instructional materials that were best aligned with our instructional framework and the state mandated content standards. The curriculum of FFA is represented by the State defined Content Standards and Performance Indicators, and will best be achieved through the utilization of the Houghton-Mifflin Educational Series that was selected for use in the program. The alignment between the HM and State Standards comes largely from the fact that both the State and the HM program have drawn on the same research-based information for development.

See attachments of scope and sequence for grades one through five.

- B) Provide a statement defining likely curriculum basis in each of the following areas (for new applicants this is a Phase I requirement, renewal and modification applicants must complete all sections):

- Mathematics
- English Language Arts
- Science
- Social Studies
- World Languages (Renewals Only)
- Visual & Performing Arts (Renewals Only)
- Health Education (Renewals Only)
- Physical Education (Renewals Only)

Response:

Family Foundations Academy provides the following:

World Languages - we provide a Spanish class as a special at FFA. This course is taught daily by a certified spanish teacher. All grades attend Spanish class.

Visual and performing arts - our curriculum is very unique as it provides daily lessons in art and incorporates it into the daily lessons.

One of the philosophies of HM is that learning does not only happen through text, but through touch, imagination, and play. Art, as

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with visual and performing art is provided to students at a minimum of 45 minutes per week through integrated lessons. FFA has been and continues to aggressively look for a certified art education teacher so it may be offered as a specials class. At this time the state regulation does not state that a "physical person" has to be in a LEA to provide visual and performing arts.

Health education - this is provided to students through the gym teacher and nurse. The physical education teacher provides health education regarding body, motor skills, and athletics. Our nurse conducts classroom lessons on hygiene, proper body care, and tips on staying germ free.

Physical education - this is provided through our certified physical education teacher. Using the state standards a program is delivered to meet the physical education needs of our students. This course is taught daily to all students in grades one through five.

- C) Provide a signed memorandum of understanding with the Science coalition the Mathematics coalition and a letter of intent with the Social Studies pilot if chosen. For new applicants this is a Phase I requirement. Renewal and modification applicants attach the updated information as it has changed from your last renewal or original application.

Response:

See attached MOU with the science coalition.

See attached letter of intent with the social studies pilot.

- D) Provide a statement of plans for additional academic support for at risk students. For new applicants, this is a Phase I requirement. For renewal and modification applicants, please provide updated information as it may vary from your last renewal or original application.

Response:

Students who need additional academic support will be provided several resources. FFA partners with a tutoring agency that provides on-site tutoring for our families at a discounted rate. If families are unable to pay for the services, FFA provides scholarship assistance along with the partnering agency. The tutoring agency provides progress monitoring. Teachers and parents volunteer after school to provide additional academic support for special needs students at no charge and the volunteers provide progress monitoring.

FFA also provides an after care program that provides homework assistance to students at the end of the day. The after care program is not operating with state and local funds, it is self sustaining.

- E) Provide a list of courses at grades 9-12 with sufficient detail to meet the state requirements for graduation and any and all Career and Technical Education (CTE) pathways courses. (secondary only) For new applicants this is a Phase I requirement. For renewal and modification applicants, please provide updated information as it may vary from your last renewal or original application.

Response:

This is not applicable.

- F) Provide the Teacher to student ratio for the school. For new applicants this is a Phase I requirement. For renewal and modification applicants, please provide updated information as it may vary from your last renewal or original application.

Response:

Original application:

It is the goal of FFA to fully commit all classroom generated units to instructional activities and thus our average teacher/student ratio should be approximately 1:18.

Changes:

FFA wishes to maintain high academic standards while providing a quality education for as many students as possible. Our classroom ration at this time is 1:25.

- G) Provide a description of the unique features of the school's educational plan including differentiated instruction, special materials and use of technology to serve the intended population of the school. For new applicants this is a Phase I requirement. For renewal and modification applicants, please provide updated information as it may vary from your last renewal or original application.

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Response:

Original application:

Family Involvement Program

FFA Family Involvement Program will become the core of the school's climate and focus for success of students and families. The roles families play in educating their children is paramount to their success. By involving students' families in their daily educational process, we are promoting parental/guardian awareness, continuous parental/teacher interaction and parental support. Family counseling will be used as a support mechanism to encourage the growth of strong family based support systems which will stabilize the academic foundation.

The roles families can play in educating their children have been thrust into the spotlight by national policy statements and the media. Schools have been raising expectations for the levels of family involvement in education. The challenge to schools is to create a two-way bridge between homes and schools (Scott & Marcus, 1999). Research suggests that there are a variety of ways that families can become more actively involved with schools, notably through plans for a) reaching out to families, b) involving families, and c) supporting families.

H) For new applicants, provide plans for professional development that outlines the initial three year approval span for the school with one year benchmarks. This is a Phase I requirement. For renewal and modification applicants provide plans for ongoing, high quality professional development for staff for the duration of the charter renewal as it varies from your last renewal or original application.

Response:

Original application:

Family Foundations Academy will provide professional development initiatives that yield gains in teacher effectiveness. The professional development program is informed by current views on best practices in professional development. McLaughlin and Yee (1988) found five characteristics of importance for effective professional development:

1. Adequate rather than deprived resources.
2. An integrated rather than segmented vision of purposes and goals of the school.
3. Collegiality versus isolation from peers.

4. Problem solving rather than a problem finding orientation.

5. Investment centered rather than payoff focused attitude toward improvement.

Based on research from Linda Darling-Hammond (1996), the most effective professional development activities include three critical features of effective professional development:

1. Focus on critical activities of teaching and learning.
2. Investigation of personal and local practices.
3. Substantial and sustained discussion of personal and local practices.

Also of importance to a professional development plan is meeting the differentiated needs of teachers. As described by Leithwood (1990), teachers' instructional expertise can be described in terms of developmental phases, consisting of survival skills, competence in the basic skills of teaching, expanding instructional flexibility, acquiring instructional expertise, and contributing to colleagues' instructional expertise. These developmental phases suggest the need for professional development to be organized for both the whole group and for smaller groups based on teachers' individual stages of development.

To guide the professional development program, a Professional Development Council will be appointed to include representatives of the staff and parents with the clear charge to 1) Identify staff training needs, 2) Ensure changing curriculum is reflected in the professional development program, and 3) To schedule high quality training programs that will ensure staff have needed skills and are aware of the most current research-based pedagogical techniques.

Our plan for professional development takes into consideration the tone, the nature of activities, and the organizational structure for effective professional development. During the summer, intensive workshops for all school personnel will be conducted, using external consultants who will focus on the major aspects of the academic program; classroom environment, integrated approaches to instructional delivery, curriculum content, assessment, and parent involvement.

Throughout the year, professional development will be tailored to the needs of individuals, carried out internally to include such areas as teacher inquiry/research groups, development of professional portfolios, teachers and administrators as readers of

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professional literature, observing in other teachers' classrooms, lesson plan development groups, and participating in local professional organizations.

In order to accommodate the varied types of formats for professional development, the school will develop flexible scheduling, combined with the allocation of resources for substitutes and for other mechanisms that support the tone for effective professional development. In short, the professional development program is geared toward making educational excellence and the commitment to creating family foundations a reality for the school.

Changes:

Ongoing professional development is conducted at least one month prior to the opening of the academic year and regularly thereafter. This occurs via in-service meetings, attendance of professional development workshops offered through the state department of education, on-site planning, and contracted for the school through outside resources. Teachers and staff are also encouraged to engage in continuing education as manifested by specific training or the acquisition of advanced degrees. The issue of "burnout" will be addressed periodically in order to insure that all personnel feel supported and that an ongoing effort of retention is in place.

Teachers will gain further professional development through peer mentoring. All new teachers must go through the State New Teacher Mentor Cycle. This program is a requirement and further extends the professional experience through peer collaboration, reviews, and observations.

- I) Provide three approved (Submitted units are scored "3" or "4" on the Charter School Unit Review Rubric. Click here to view the Charter School Unit Review Rubric) units of instruction for Mathematics, English Language Arts, Science, Social Studies, Visual & Performing Arts, World Languages, Health Education & Physical Education at each grade cluster in which the school intends to serve students. For new applicants, this is a Phase II requirement. For renewals and modifications provide updated information as it may differ from your last renewal or original application. Include plans for the modification of approved Delaware Model Units (from the DOE website) to meet the specific needs of the student population of students you serve. Click here to view the Model Unit Modification document.

Response:

See attached unit reviews.

- J) Provide a description of major curricular resource adoptions for Mathematics, English Language Arts, Science and Social Studies. For new applicants this is a Phase II requirement. For renewal and modification applicants provide updated information as it may vary from your last renewal or original application.

Response:

FFA started its educational career using Houghton Mifflin. We continue to use Houghton Mifflin at this time. We are members of the science coalition and social studies pilot.

- K) A detailed chart showing alignment of instruction to standards. This is a Phase II requirement and for new applicants only

Response:

This is not applicable.

- L) Provide a detailed description of how instructional strategies and formative and summative assessment strategies will be aligned. This is a Phase II requirement and for new applicants only.

Response:

This is not applicable.

- M) Provide a detailed description of how the alignment will enhance student learning. For new applicants this is a Phase II requirement. For renewal and modification applicants provide updated information as it may vary from your last renewal or original application.

Response:

Providing an aligned curriculum to state standards will ensure that the approved skills are being mastered and applied. FFA has a custom designed assessment program to ensure that teachers are teaching the standards. Students are expected to demonstrate

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mastery of the standards through various assessment tools and daily activities.

- N) Provide a copy of the school calendar and master instructional schedule. For new applicants this is a Phase II requirement. For renewal and modification applicants provide updated information as it may vary from your last renewal or original application.**

Response:

See calendar and schedule attachment.

- O) Provide a copy of Career and Technical Education pathway and course approval documents. (secondary only) This is a Phase II requirement and for new applicants only**

Response:

This is not applicable.

7. Students with Special Needs

- A) Describe how the school will be in full compliance with current federal and state statutes relating to the education of students with disabilities, including but not limited to: evaluation, re-evaluation, accommodations, and employment of certified special education teachers prior to the admission of students. The plan must provide for a free appropriate public education to students with disabilities and include a continuum of educational placements for students with disabilities.

Response:

Family Foundations Academy will have an open enrollment process. Procedures for reviewing student applications will not discriminate on the basis of disability. FFA currently has 6.4% of its student population as special education/exceptional students. Once admitted, Academy staff will obtain parent permission for release of the student's IEP, Evaluation Summary Report, etc. from the current school of enrollment. Academy staff will review the materials to ensure completeness of documentation, and determine within 30 days if a new IEP team meeting is needed to either update information or to better insure that services will be available. The Academy will be employing staff that are certified in special education. Thus a Free Appropriate Public Education (FAPE) will be available based upon students being appropriately evaluated, and services being provided by qualified staff according to student IEPs.

Students with disabilities will be educated in an inclusion setting with accommodations according to their Individual Education Program (IEP) and in accordance with the Individual's with Disabilities Education Act (IDEA). Special education teachers along with the educational diagnostician will maintain special education records and conduct meetings accordingly. A part-time or contracted school psychologist will be employed for psychological evaluations.

FFA teachers will be exposed to a variety of teaching and learning strategies that employ the use of multiple models to encompass differing learning styles. This approach ensures that each student's individualized learning needs are addressed. Five barriers to equitable participation in schools have been identified. Listed below are the barriers and strategies for addressing them.

- Cultural, linguistic, or economic diversity
- *Provide program information/materials in simple language.
- *Increase access to important information by providing oral communications (phone, recorded messages).
- * Demonstrate awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, and instructional accommodations.
- * Develop and maintain community involvement/participation in program activities.
- *Provide staff development on effective teaching strategies and techniques for parental involvement for diverse student populations.

In essence, the intent of the FFA is to remove barriers that impede the success of children and provide instruction to enhance the success of all children, regardless of their special needs.

- B) Renewals/Modifications Only - Discuss how the school has resolved any administrative complaints.

Response:

Family Foundations Academy provides parents with an appeal process if they are not satisfied with an administrative decision. Families have the option to make a request in writing to the President of the Board of Directors for a meeting with board to discuss the administrative concern.

Upon notification to the board, the administrator is met with and questioned about any allegations. The family is invited to meeting with the President of the Board and administrator. If resolution is not made, then the Board of Directors will hear the issue and make a final decision about the allegation.

- C) Complying with Section 504 of the Rehabilitation Act of 1973 and with the Americans with Disabilities Act of 1990.

Response:

As a result of evaluations completed as part of either the pre-referral process and/or IEP process, students with a defined disability will have, as appropriate, either a 504 Plan or IEP written and monitored in accordance with state and federal guidelines.

- D) Complying with Title VI and VII of the Civil Rights Act of 1964.

Response:

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Family Foundations Academy has established a non-discrimination policy that no person shall be subjected to discrimination in educational programs, services or activities based on race, national origin, gender, age, or disability in accordance with state and federal laws. This policy is contained in the Student Code of Conduct.

E) Complying with Title IX of the Education amendments of 1972.

Response:

Family Foundations Academy has established a non-discrimination policy that no person shall be subjected to discrimination in educational programs, services or activities based on race, national origin, gender, age, or disability in accordance with state and federal laws. This policy is contained in the Student Handbook.

F) Having certified special education teacher(s) providing services for students with disabilities.

Response:

It is the intent of the Academy to employ Delaware certified special education teachers. This staff will be involved in all areas of the student identification, evaluation, and placement process including the writing and delivering of services per student IEP's. The Director, special education coordinator, and resource teacher are all Delaware Special Education Certified teachers.

8. Economic Viability

A) List the staff positions and indicate the full-time equivalence for each position for the first four years of school operation. Include position descriptions for each job title. (Renewals/Modifications – Update this section to make it current)

Response:

Original Application

FTE's for the First Four Years of Operation

Position	Year 1	Year 2	Year 3	Year 4
Director	1	1		
Teachers (including Curriculum Specialist)	15.0	23.0	26.0	26.0

Reading Specialist		1	1	1	
Counselor	0	0	0	0	
Administrative Assistant		0	0	0	0
Clerical	1.0	15	0	0	
Nurse	0	0	0	0	
Custodians	0	0	0	0	

TOTAL	3.0	2.5	6.0	6.0	
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Director

The Director reports to the Board of the school. The Director is the instructional leader of the school and is responsible for all academic outcomes. With the approval of the Board, the Director shall staff the school and plan and carry out staff development. In conjunction with the staff, the Director will plan the development of and implementation of all academic programs, review educational outcomes and adjust instruction in accordance with those outcomes. The Director will deal with personnel issues, advise, and make recommendations to the Board concerning these issues. The Director will work with the staff to ensure that the established discipline policy is maintained as written. He/She will work with the faculty to determine a budget for the expense of grant money that will provide the greatest benefit for the students. The Director will review the expense of operations and grant funds, approve all expenditures under \$5,000 and make recommendations to the Board for any expense over the referenced amount. The Director will meet with and counsel parents and students on issues that have been referred to him/her by the faculty. He/She will provide a monthly expense report to be given to the Treasurer. The Director will perform any other duties that are requested and approved by the Board. The Director shall have, at a minimum a Master's Degree in Education, and should be a Delaware certified teacher, and should have or be eligible for an administrator certification. Responsibilities include overseeing and enforcing the vision and mission of the Family Foundations Academy, Inc. including the development of skills and empowering FFA success for students and staff, while incorporating the students' families and community.

Teachers for Grades 1 - 5

Teachers will be responsible for implementing the curriculum, coordinating with classroom aides, maintaining current attainment level information, assigning additional studies to students not meeting or exceeding attainment, referring students with special needs to the appropriate team for immediate review and resolution procedures, keeping accurate and concise records, monthly reporting to parents (written or verbal), establishing personal classroom procedures, ordering teaching materials, and adjusting teaching strategies to meet the needs of all students, and using professional judgment to provide the best possible remediation for optimal student success. Teachers will also be responsible for requesting parent volunteers and reporting all education related activities and/or incidents to the Director and Director of Curriculum & Instruction. All teachers will be required to work a 40.0 hour work week. Occasionally, after hours work may be required for participation in parent/teacher conferences, school open houses, and school fundraising events. Teachers will be required to assist with extra-curricular programs on a rotating basis. Each teacher employed by the school shall have a minimum of a Bachelor's degree from an accredited college or university. In addition, each

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teacher will be certified by the State of Delaware or eligible for state certification at the time of hiring. All teachers should have the desire to work within an innovative educational program and be willing to use creativity to produce exciting and interesting lessons.

Special Education Coordinator

The Special Education Coordinator will work with children one-on-one or in small groups, for all grade levels. The special education coordinator must update IEPs, attend IEP meetings with the educational diagnostician, and keep accurate accounts of communications with parents concerning progress. The Special Education Coordinator shall at a minimum have a four year degree in education and experience with special populations. In addition, this candidate should be state certified or eligible for state certification at the time of hiring. The candidate should be familiar with IEPs, rules, policies, and regulations of IDEA.

Nurse

The nurse must be certified according to the regulations and policies of school nursing professionals. He/She must ensure all students have current immunizations, appropriate testing, schedule vision and dental screenings, and must document appropriate incidents according to state standards. She/He must have a minimum of a bachelor's degree in nursing.

Administrative Assistant

The Administrative Assistant will report to the Director and be responsible for maintaining enrollment applications submitted to the school and refer them for the student selection process and maintain appropriate school records. The Administrative Assistant will receive attendance information from the faculty and input information in the state data service system. The Administrative Assistant performs any other duties as assigned by the Director. The Administrative Assistant shall at a minimum, have a High School Diploma. He/She should be able to work under pressure and deadlines, and should have interpersonal skills to interact with a variety of personalities due to the large cultural scope of our school families.

Clerical/Receptionist

Primary responsibility is the operation of the main office and monitoring student records. This will include receptionist duties, mail distribution, copy of materials, and scheduling assistance.

Changes:

Current

Position Y10FY11FY2FY13FY14

School Director 001.00 1.001 001 00

Director of Finance & Operations 1.001.00 1.001 00100

Director of Curriculum & Instruction 1.001.00 1.001 00100

Dean of Students 001.00 1.001 00100

Special Education Coordinator 001.00 1.001 00100

Elementary Teachers 4.0025.0025.0025.0025.00

School Nurse 001.00 1.001 00100

Administrative Assistant 002.002.002.002 00

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Clerical/Receptionist	001.00	1.001	001	00
Custodians	003.003	003	00300	
Cafeteria Workers	50	1.50	1.50150150	
Student Services	001.00	1.001	00100	
Total FTE	7.50	9.50	9.50	9.50

Director of Finance and Operations

The Director of Finance and Operations will be responsible for the financial management of the charter school. He will report directly to the board and to the Financial Oversight Committee. The Director will use best accounting practices and follow the guidelines and set forth by the Office of Management and Budget. He will negotiate contracts and report to the board for approval.

Director of Curriculum and Instruction

The Director of Curriculum and Instruction will be talented, motivated, and committed to advancing excellence in teaching, improving teacher quality, and assisting teachers, administrators in delivery and implementation of Family Foundations Academy Charter School Curriculum in the following areas: English/Language Arts, Mathematics, Science, and Social Studies

- B) List all positions NOT employed by the board of directors. Where there is intent to hold a contract, provide a contract or template of intended contractual relationships. (Renewal/Modifications – provide original documentation and any changes)**

Response:

Current

Family Foundations Academy has contracted with Innovative Schools Development Corporation (ISDC) to provide business and IT support services.

- C) Identify the amount and source of funds that will be needed to acquire (purchase or lease) the facilities and ready them for school opening. Describe the plan for obtaining these funds. Describe the financial plan for facilities to accommodate all the students for the total enrollment for the initial four years of the charter. Indicate whether the site will be purchased or leased. Identify the date by which the school's board of directors will have direct control of the site either through a signed lease agreement or a signed purchase agreement. (Renewal/Modifications – provide original documentation and any changes)**

Response:

Please see attached documentation.

- D) Identify who will own the school facilities. In the event that the school closes or (if applicable) the management agreement with any contractor terminates, describe what will become of the facilities and any debt owed on those facilities. (Renewal/Modifications – provide original documentation and any changes)**

Response:

Original Application:

The site is owned by Charles D. Cantera & Associates. The building will be leased by Family Foundations Academy.

Changes:

The school facilities are owned and operated by Family Foundations Academy, Inc. The school facilities are financed by Wilmington Savings Fund Society (WSFS). In the school is forced to close, the board of directors will make every effort to sell the building at fair market value in order to satisfy the mortgage debt owed to WSFS.

E) List each contract necessary for the school to open and the specific dates on which those contracts will be finalized and signed.

Contracts may include: equipment, bus and food services, related services such as speech therapy or occupational therapy for special education, financial operations, leases of real and personal property, the purchase of real property, the construction and/or renovation to real property, and insurance. THESE CONTRACT AMOUNTS MUST ALSO BE ITEMIZED IN THE BUDGET SHEETS. (Renewal/Modifications – provide original documentation and any changes)

NOTE: Contracts for bus and food services are required by Regulation 275, Subsection 4.4.4 to be in place by August 1st of the year in which the school proposes to open and by August 1st of each year thereafter. Contracts for the lease or purchase of real property, and/or the construction and/or the renovation of improvements to real property must be in place sufficiently far in advance so that the applicant might obtain any necessary certificate of occupancy for the school premises no later than June 15th of the year in which the school proposes to open.

The application must include a complete and balanced budget for the proposed school in the approved format for the planning year and the first four years of school operation. THE METHOD BY WHICH AMOUNTS ARE CALCULATED MUST ALSO BE DESCRIBED. Click here to view and obtain a blank Budget Sheet.

NOTE: All State and Local revenue estimates can be done by accessing the on line spreadsheet for New Charter School State and Local Fund Estimates.

Click here to view and obtain a blank Revenue Estimates Sheet.

Should you have questions in accessing, completing or understanding this spreadsheet please contact the Education Associate for Charter School Finance at (302) 735-4040. These revenue estimates will be used to assist in the completion of the Budget Sheet. Estimates for federal program revenues may be obtained from the Education Associate for Federal Accounts, who can be reached at (302) 735-4040. Information about the Federal Charter School Support Program startup funds may be obtained from the Charter Schools Office, (302) 735-4020. Estimates for state, local and federal program revenues will be based on the assumptions which the applicant makes regarding the numbers of students anticipated at each grade, the numbers of students anticipated from various districts, the anticipated special education classifications of enrolling students, and the qualifications of teachers hired by the school. These revenue estimates must be viewed with caution since the assumptions upon which the applicant may have based them may change as students actually enroll and staff is hired.

Response:

Please see attached contracts and budget sheets.

F) List all start-up costs projected for the twelve-month period prior to school opening. List the source(s) of funds to cover these costs and include details on amounts provided by each source. (Renewals/Modifications – Not Applicable)

Response:

N/A

G) List other intended sources of revenue in addition to the state and local funds. Should loans be included, list the source and terms of the intended loan(s) as well as projected payment schedules for the life of the loan. Should fundraising be included, explain activities in detail to also include collection and deposit methods. Describe the process by which funds will be deposited into the school's state account. If a state account is not used, describe where the funds will be deposited to ensure that all school funds are available for audit by the State Auditor's Office upon request. (Renewal/Modifications – provide original documentation and any changes)

Response:

Original Application:

The budgetary projections contained in the FFA application demonstrate the cash and liquid asset requisite for the full operation of the Family Foundations Academy, Inc. on an ongoing sound financial basis. The balanced budget is based on the funding resources from the Delaware Department of Education on a per-pupil basis.

Additional funding sources through grants will be used for the benefit of students and their families. Family Foundations, Inc. has

completed and is awaiting a declaration of determination for federal non-profit incorporation status, thus enabling the school to continuously seek grant and federal funding sources outside of the state of Delaware and receive tax credits. The budget's conservative projections will also reveal the required contingency fund to guard against operation disruptions that could result from a period of negative cash flow. Therefore, it is not expected, nor proposed herein, that there will be a requirement for additional financing commitments from equity investors, debt sources or other sources of public revenues. The Family Foundations Academy, Inc. governing board will seek start-up funds from the funds made available by the Delaware Department of Education for new public charter schools. The availability of these funds, coupled with the anticipated enrollment will enable FFA to operate in a fiscally sound manner.

Any fund-raising efforts that the school embarks upon will be outside the regular operating budget. We will operate from a financially self-sufficient standpoint, and will not depend on fundraising for the operational budget. If fundraising is pursued, it will be in the context of educational enhancements. Upon receipt, all school funds will be deposited immediately into the school's State account.

Changes:

None.

- H) Describe the school's intended contingency finance plan if enrollment falls below the projections as presented in this application. Include details of cost determination. List the minimum number of students the school can enroll each year to remain economically viable. (Renewals/Modifications – Update this section to make it current)

Response:

Original Application:

The minimum number of students the school may enroll each year to maintain financial viability 243.

If the enrollment for Family Foundations Academy should fall below the minimum number of students needed to sustain operations, then the board of FFA will adjust staffing levels to the number of teaching units as determined by the Department of Education revenue estimate model.

9. Administrative and Financial Operations

- A) Provide the plan for managing the financial operations of the school in accordance with the State Budget and Accounting Manual and Title 29, Chapter 69 (in the areas of accounting, payroll, purchasing, compensation, retirement, and benefits management). Specify which individuals will have direct responsibility in each of these operations to also include internal controls for budgeting and financial management. Additional website references: <http://budget.delaware.gov/accounting-manual/account-manual.shtml>. (Renewal/Modifications – provide original documentation and any changes)

Response:

Original application:

The Board will meet its responsibility of assuring fiscal integrity by; 1) requiring Board approval of all expenditures; 2) requiring that all expenditures be authorized by the annual budget adopted by the Board, 3) requiring detailed monthly financial statements showing budget of actual fund balances, and 4) requiring the board's treasurer to review the bank statement each month and include a report on transactions at each monthly meeting. In addition to these steps, the Board will adopt policies as recommended by the Delaware State Department of Education and procedures recommended for purchasing, tracking, and recording financial transactions. The Board will employ the services of a professional accounting firm to handle yearly auditing.

The Director is responsible for generating revenues, managing all revenues, including revenues based on enrollment, Title 1, and other federal/state funds. The Director also develops and manages the annual budget, disburses all funds or expenses, including

payroll for employees, and meets generally accepted standards of fiscal management as an attempt to ensure the successful operation of the school and to ensure the proper use of public and private funds.

The officers of the Board consist of a President (hereinafter "Chair"), Vice President (hereinafter "Vice Chair"), a Secretary, and a Chief Financial Officer (hereinafter "Treasurer"). The Academy also may have such other officers as the Board deems available. In providing for the knowledgeable financial oversight of FFA by the Board, The Treasurer shall:

- Keep or cause to be kept adequate and correct accounts of the Academy's properties, receipts, and disbursements.

- o Make the books of account available at all times for inspection by any Member.

- o Deposit or cause to be deposited the Academy's monies and other valuables in the Academy's name and to its credit, with the depositories the Board designates.

- o Disburse or cause to be disbursed the Academy's funds as the Board directs.

- o Render to the Chair and the Board, a requested but no less frequently than once every fiscal year, an account of the Academy's financial transactions and financial condition.

- o Prepare any reports on financial issues required by an agreement on loans.

- o Have such other powers and perform other duties as the Board prescribes.

The fiscal year of the Academy begins on July 1 of each year and ends on June 30 of the following year. Except as otherwise specifically provided by Board resolution, checks, drafts, promissory notes, orders for the payment of money, and other evidence of indebtedness of the Academy may be signed by the Chair, Vice Chair, Treasurer, or FFA's Director.

In investing and dealing with all assets held by the Academy for investment, the Board shall exercise the standard of care described previously and avoid speculation, looking instead at the permanent disposition of the funds, considering the probable income, as well as the probable safety of the Academy's capital. The Board may delegate its investment powers to others, provided that those powers are exercised within the ultimate direction of the Board. No investment violates this section where it conforms to provisions authorizing such investment contained in an instrument or agreement pursuant to which the assets were contributed to the Academy.

Changes:

The Board of Directors has hired a Director of Finance and Operations. The Director of Finance and Operations is responsible for managing the accounting and human resources functions for the school.

FFA also contracts with ISDC (Innovative Schools Development Corporation) for additional business management and IT services.

The Board of Directors has put a financial oversight committee in place to review the practices of the Director of Finance and Operations. The Financial Oversight Committee will review the following listed matters and other such matters as may warrant its attention. It may, with approval of the Board, engage additional assistance to undertake such reviews of financial management performance as it deems necessary.

- * Meet at least once per quarter.

- * Review the annual operating budget as prepared by the Director of Finance & Operations.

- * Review Family Foundations' quarterly and annual financial statements and reports as compared to the budget approved by the board.

- * Review projects for funding consideration after development of the appropriate business cases and make recommendations to the Board.

- * Periodically review the FFAs system of internal controls, including its risk management policy and any accompanying insurance coverage, and make recommendations to the Board for changes it considers desirable.

- * Make recommendations to the Board regarding an external audit firm who will review FFAs annual financial statements and reports as required by the Bylaws, including the compliance of FFA's accounting and financial management systems and reports with generally accepted accounting principles for non-profit organizations.

- * Review the work of the audit firm and recommend actions on the audit, if needed, to the Board.

- * Make recommendations to the Board regarding an investment strategy. This may include recommending an external investment firm who will manage the organizations financial assets according to goals and principles approved by the Board.

B) Describe the roles and responsibilities of the board of directors including how the board of directors will ensure oversight of the school. The board is ultimately responsible for the administrative and financial operations of the school. (Renewal/Modifications – provide original documentation and any changes)

Response:

Original application:

The Board is responsible to oversee and govern the school and its administration. Among the duties of the board is to establish the mission, goals and governing principles for the school and ensure they are followed and updated as needed. The Board is responsible for:

- Hiring the director
- Approving operating budgets
- Reviewing financial reports and providing direction to the school's administration
- Creating performance indicators
- Measuring school performance
- Reviewing the performance of the school director
- Ensuring compliance to all state and federal regulations
- Ensuring that all reports are accurate and comply with appropriate procedures

Family Foundations Academy, Inc., herein referred to as "FFA" or the "Academy" will be governed by Board Members, as constituted in the relevant Bylaws of the Academy. The key policy which will guide the governing body in its work and in meeting its responsibility to provide governance for the school, will be a commitment of strict adherence to the Open Meetings Act in the conduct of its business, and strict compliance with all statutes applicable to the operation of the school. Board members will be given policy and procedure guidelines in the key areas of overseeing and guiding the operations of a public charter school, prior to the school's opening.

Recognizing that policy-making is one of the most important responsibilities a board has, the Family Foundations Academy, Inc. Board will consider the adoption of new policies at each regular board meeting. The process it will use will begin with proposed policies being brought to the attention of the board from various sources including the school principal, from individual board members, from school board associations, and similar organizations which have experience in providing their members with policy information for the cooperation of schools and school districts.

Once a proposed policy or policy modification is brought to the Board's attention for consideration, it will be transmitted to the Board's legal counsel and the School Director for review and recommendation. After review and comment by the Board's attorney and the School Director, the Board will then provide a copy of the proposed policy or policy modification language to the president of the school's parent organization, and have the Director post it in the office as well as notify all staff. The reason for such a wide distribution of proposed policy changes is to assure that maximum opportunity exists for comment and input by the stakeholders. Except in emergency situations where the immediate adoption of a policy is necessary because of health, safety or financial reasons, proposed policies will not be considered for action by the governing board until at least one month has passed from the time when the proposed policy was disseminated to parents, staff and other interested parties. At any meeting where a proposed policy will be considered for adoption, members of the audience will be allowed ample time to comment on the proposed policy.

The Board shall conduct or direct the affairs of the Academy and exercise its powers, subject to the limitations of the Delaware Nonprofit Corporation Law, the Articles of Incorporation, and the Bylaws. The Board may delegate the management of the activities of the Academy to others, so long as the affairs of the Academy are managed, and its powers are exercised, under the Board's ultimate jurisdiction.

Without limiting the generality of the powers here granted to the Board, but subject to the same limitations, the Board shall have all the powers enumerated in its Bylaws and the following specific powers:

1. To review working ethics of all staff and administrators.
2. To select and remove officers, agents, and employees of the Academy; to prescribe powers and duties for them; and to fix their compensation.
3. To conduct, manage, and control the affairs and activities of the Academy, and to make rules and regulations.

4. To enter into contracts, leases, and other arrangements which are, in the Board's judgment, necessary or desirable in obtaining the purposes of promoting the interests of the Academy.
5. To carry on a business to generate revenue over expenses and to apply any such excess revenue that results to advance the mission of the Academy.
6. To act a Director under any trust incidental to the Academy's purposes, and to receive, hold, administer, exchange, and expend funds and property subject to such a trust.
7. To acquire real or personal property, by purchase, exchange, lease, gift, devise, bequest, or otherwise, and to hold, improve, lease, sublease, mortgage, transfer in trust, encumber, convey, or otherwise dispose of such property.
- ff. To borrow money, incur debt, and to execute and deliver promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, and other evidences of debt and securities.
9. To lend money and accept conditional or unconditional promissory notes therefore, whether interest or non-interest bearing, or secured or unsecured.
10. To indemnify and maintain insurance on behalf of any of its Directors, officers, employees, or agents for liability asserted against or incurred by such person in such capacity or arising out of such person's status as such, subject to the provisions of The Delaware Nonprofit Law and the limitations noted in these Bylaws.

Policies and procedures are established and approved by the Board of Directors and implemented under the guidance of the administrative team. Policies and procedures are presented under the rubrics of compliance with state and federal laws, state regulations, state charter school legislation, and school operations.

Sample Policies and Procedures for Board Adherence:

Compliance with State and Federal Laws Policies

Individuals with Disabilities Educational Act of 1997 (IDEA); Americans with Disabilities Act; the Civil Rights Act; the Education Amendments of 1972; the Rehabilitations Act; the Age

Discrimination Act; the Family Educational Rights and Privacy Act; 2000 Educate America Act; the Elementary and Secondary Education Act; the General Education Provisions Act; and School/Classroom Policies and Procedures

Scheduling Consistent with

- State Designated School Year
- Designated School Day Allowing for Flexible Daily Scheduling

The Board may appoint one or more Board Committees by vote of the majority of members. The Board may delegate to a Board Committee any of the authority of the Board, except as specified in the Bylaws. A Board Standing Committee will consist of no fewer than two members, who shall serve at the pleasure of the Board. Standing Committees shall be:

- * Executive Committee, comprised of the Officers of the Board, and the chairpersons of Standing Committees,
- * Policy and Procedures Committee
- * Finance Committee
- * Facilities Committee
- * Fundraising and Sponsorship Committee

C) Describe the internal form of management to be implemented at the school, including any plans to contract with an outside group to manage any portion of the educational, administrative, and/or financial operations of the school. (Renewal/Modifications – provide original documentation and any changes)

Response:

Original application:

The Board does not anticipate contracts with outside groups for overall educational, administrative or financial operations of the school, but may contract with ISDC for specific professional, educational or financial services. Management issues will be the responsibility of the Director. The Organizational Structure of FFA shall involve the Board and an administrative team that is supported by the staff.

The Board is responsible for ensuring that the Academy executes its mission, and for making policy and overseeing the implementation of procedures. All hiring and firing recommendations must be approved by the Board. The Board plays a lead role in assessing program quality, student achievement, and staff effectiveness. Quarterly meetings allow the Board to conduct program reviews, evaluate policy and procedures, and review the overall operations of the school and student achievement. Board members will collectively represent expertise in the areas of curriculum and instruction, assessment, school management, and community needs and resources.

A team of two administrators will work together to ensure the implementation of policies and procedures: the Director, the Curriculum Coordinator, and the Administrative Assistant. The Director of the school reports directly to the Board. As the chief director of school operations, the Director is responsible for hiring staff, implementing policies and procedures, and establishing practices that ensure the attainment of the school's goals. The Director is supported by the Curriculum Coordinator and the Administrative Assistant.

The Curriculum Coordinator reports to the Director and is responsible for all dimensions of the instructional program: the day school, after-school, and summer-school programs. All personnel working in these programs report to the Curriculum Coordinator. The Curriculum Coordinator is responsible for recruiting teachers and students, ensuring effective implementation of the curriculum, coaching and evaluating the instructional staff, building a supportive learning environment, and creating a professional culture.

Changes:

The Director of Finance and Operations manages the business affairs for the school. Reports and budgets are viewed by the Director and board, as well as the board's financial oversight committee. The Curriculum Director was hired in the 09-10 school year. The Dean of Students is responsible for school climate and enforcing the school's student code of conduct.

- D) Describe how teachers and parents will be involved in decision-making at the school. Provide details and not just a restatement of the question indicating that teachers and parents will be involved. (Renewal/Modifications -- provide original documentation and any changes)**

Response:

Original application:

Teachers and parents will be involved in the decision-making process at the school and Board levels. Programs, curricula, funding, and staff will be discussed with teachers at monthly staff meetings, this information will be discussed with parents at bi-monthly meetings and in newsletters, and this information will be discussed with board members at monthly meetings. All teachers and parents will be given ample opportunity both directly and indirectly to express opinions, concerns, and recommendations for the school's well-being. Individual communications will be gathered and presented to the group as a whole.

- E) List the criteria and timeline to be used in the hiring of teachers, administrators, and other school staff. (Renewal/Modifications -- provide original documentation and any changes)**

Response:

Original application:

The school Director will be hired shortly after the charter application has been approved. That individual will then hire 2-3 key leadership staff in April and May 2006, who will then participate in the interviewing and hiring during May or June for the full faculty. Faculty orientation will occur in July and August.

Changes:

Teachers and administrators are hired as needed.

- F) Describe how the school will recruit Delaware certified teachers. If the school hires any non-certified teachers describe how the school will meet the teacher certification requirements of the Delaware charter law. Describe the procedures that will be used to ensure that any non-certified teachers that are hired are participating in an alternative certification program, if available.**

Family Foundations Academy Charter School Charter School Application

(Renewal/Modifications – provide original documentation and any changes)

Response:

Original application:

The school will recruit certified teachers from the surrounding colleges during Career Workshops and postings in educational offices. Recruitment will also take place by running ads in the local newspaper. Non-certified teachers will be hired who can qualify for limited certification and alternative certification program procedures. The procedures to ensure they are meeting the guidelines set forth by the DOE will be yearly monitoring of the applicant's progress (every spring before summer hiring). Individual interviews with applications will also be conducted to discuss any issues or concerns regarding their requirements and progress.

Changes:

The school will advertise for jobs through website, teacher sites, and newspaper. When FFA has hired non-certified teachers, a plan for acquiring certification status is discussed and put in writing to go into the teachers personnel file. The plan is reviewed yearly. An emergency certification is requested for the non-certified teacher. FFA will continue to work with the teacher through their testing and course work. FFA pays for one certification tests per year. FFA matches non-certified teachers with certified peers for guidance and collaboration.

- G) Describe the human resource policies governing: salaries, contracts, hiring, and dismissal that will be in place for all positions at the school. Please provide a copy of your proposed employee handbook. (Renewal/Modifications – provide original documentation and any changes)

Response:

Original application:

See Administrative Procedures Manual

Changes:

- H) Describe how the school will incorporate the Delaware Performance Appraisal System into its teacher and staff evaluations. Provide detailed descriptions and not just a restatement of the question stating that you will comply. (Renewal/Modifications – provide original documentation and any changes)

Response:

Original application:

The Director and Coordinating Curriculum Specialist will be responsible for the evaluation of all staff utilizing procedures adopted by the Academy's Operating Board in compliance with the Delaware Performance Appraisal System. These procedures will be in place prior to the open of school.

Changes:

These procedures are currently in place.

- I) Describe how the school will be held accountable to the parents of children at the school. Provide detailed descriptions and not just a restatement of the question stating that the school will be held accountable to the parents of children at the school.

Response:

Original application:

The school will be held accountable through the monitoring of the performance agreement with the state and through parent satisfaction surveys.

- J) If the board of directors is contracting a portion of the operation of the school to an outside group, identify the group, describe the relationship between the group and the board of directors, and list the services the outside group will be providing. A copy of the management agreement between the board of directors and that group must be included with the application. The management agreement must be consistent with the requirements of 14 Delaware Code, Chapter 5.

Response:

Original application:

The Board does not anticipate contracts with outside groups for overall educational, administrative or financial operations of the school, but may contract with ISDC for specific professional, educational or financial services. Management issues will be the responsibility of the Director. The Organizational Structure of FFA shall involve the Board and an administrative team that is supported by the staff.

The Board is responsible for ensuring that the Academy fulfils its mission, and for making policy and overseeing the implementation of procedures. All hiring and firing recommendations must be approved by the Board. The Board plays a lead role in assessing program quality, student achievement, and staff effectiveness. Quarterly meetings allow the Board to conduct program reviews, evaluate policy and procedures, and review the overall operations of the school and student achievement. Board members will collectively represent expertise in the areas of curriculum and instruction, assessment, school management, and community needs and resources.

A team of two administrators will work together to ensure the implementation of policies and procedures: the Director, the Curriculum Coordinator, and the Administrative Assistant. The Director of the school reports directly to the Board. As the chief director of school operations, the Director is responsible for hiring staff, implementing policies and procedures, and establishing practices that ensure the attainment of the school's goals. The Director is supported by the Curriculum Coordinator and the Administrative Assistant.

The Curriculum Coordinator reports to the Director and is responsible for all dimensions of the instructional program: the day school, after-school, and summer-school programs. All personnel working in these programs report to the Curriculum Coordinator. The Curriculum Coordinator is responsible for recruiting teachers and students, ensuring effective implementation of the curriculum, coaching and evaluating the instructional staff, building a supportive learning environment, and creating a professional culture.

- K) If an outside group will be used to manage any portion of the school's educational, administrative and/or financial operations, the applicant must also provide: Verification the outside group is authorized to do business in the State of Delaware, a complete list of all other schools (regardless of location) with which the outside group has contracted and the locations of those schools. The list must include all schools with which the outside group contracted but is no longer managing, a summary of student performance on the appropriate state assessment of each school the outside group has managed, a complete list of all past and any pending litigation against that group or submit a statement that there has been none and that none is pending. (Renewal/Modifications -- provide original documentation and any changes)

Response:

Family Foundations Academy Charter School only uses Innovative Schools Development Corporation for outside services.

- L) Describe the plan (including timetable) to be used for recruiting students. Describe how the school will publicize its program and admission procedures. Describe how the school will recruit a sufficient number of students to be financially viable. You must convincingly demonstrate that the school will be able to attract enough students to make the school financially viable. Signatures of potentially interested parents and student in the community, feasibility studies are possible methods of demonstrating interest. While these methods are good indicators the committee may review other sources of information in making its determination. (Renewal/Modifications -- provide original documentation and any changes)

Response:

Original application:

Potential students from the New Castle County community will be initially informed about our school by publication of ads in local

newspapers. We will publicize the dates of registration and important school events each year. During our start-up year, we will hold information meetings at public libraries. Since our program focuses on literacy and parent involvement, we will distribute information about the school to various community-based literacy and parent involvement programs. Students will be given an equal opportunity to attend as admission will be based on a lottery system. We will actively recruit students who have at-risk characteristics. Further, we will issue regular report cards to the public via biennial reports, as well as comply with state policies governing charter schools, such as recruiting, providing equitable access, and establishing accountability.

Family Foundations Academy, Inc. will implement a student recruitment strategy that includes, but is not necessarily limited to, the following elements or strategies to ensure fairness and diversity in the Academy's admissions process:

An enrollment process that is scheduled and adopted to include a timeline that allows for a broad-based recruiting and application process.

- The development of promotional and informational material that appeals to all of the various racial and ethnic groups represented in the area.

- The appropriate development of promotional and information materials in languages other than English to appeal to limited English proficient populations.

This distribution of promotional and informational materials to a broad variety of community groups and agencies that serve the various racial, ethnic, and interest groups represented in the area of geographic priority and in the district.

In order to be financially viable it is critical for us to reach the enrollment numbers shown in the "Enrollment Breakdown by Grades". We have developed the following plan for recruitment. It should be noted that if we are not oversubscribed in our first year, then we will fully implement the 2005 Recruitment Schedule.

M) List all the admissions preferences authorized by this statute the school will use. If more than one preference will be used, describe how the various preferences will be employed together. (Renewal/Modifications – provide original documentation and any changes)

Response:

Original application:

Family Foundations Academy, Inc. is a publicly funded charter school, serving students in the New Castle County area within the state of Delaware. It will be open to all students on a space available basis and does not discriminate in its admission policy on the basis of race, intellectual or athletic ability, measures of achievement and aptitude, status as a handicapped person, or proficiency in English.

The Family Foundations Academy will accept students on a first-come, first serve basis. The school will show preference in enrollment, as allowed by Delaware State Law. The following preferences will be applied in the order listed:

I. Children of Founding Board Members — The Board will maintain a list on file. This number cannot exceed 5% of the total seats available.

2. Children of employees of FFA.

3. Siblings of children already attending the school and that will be in attendance the next school year.

4. Once the lottery begins, the only additional preference applied is to the siblings of the newly accepted students. After lottery, the only preference authorized will be for employees' children.

SIBLING by definition is a: biological/adoptive sibling. Stepsiblings residing in the same household of the custodial parent, foster children residing within the same household of the custodial parent Stepsiblings living in different households are not considered for a sibling preference. Same grade siblings will be treated as two separate students applying, rather than as a single unit. Enrolled students are guaranteed admission the following year provided the appropriate grade is available.

As part of the application process FFA requests that parents/guardians of new students participate in a half-hour information session with the Director or his/her designee to discuss the educational goals of the family and the school. The purpose of the session is to help parents make an informed choice for their child. Transportation or other services will be provided to parents who make such requests in order to participate in an information session. Attendance at an information session is recommended, but is not mandatory. Admissions will seek to enroll, to the greatest degree possible, a cross-section of the local school-age population by promoting the school heavily in the entire community.

To be eligible for admission, the student must provide;

- 1) Complete FFA enrollment form.
- 2) Provide proof of residence in the state of Delaware.
- 3) Provide proof of minimum age and a completed application form.
- 4) Complete the parent/child narrative.

Application forms will require a student's name, date of birth, grade level, address, names, addresses, and telephone numbers of parents/guardians, names of siblings also applying, and a signature verifying that the information is correct and that the parents/guardians are choosing the education at FFA for their child. A signed consent form for the request of records must also accompany the application. Application forms must be submitted to the school by the annual deadline determined by the Board. An Admissions Committee, initially consisting of the FFA staff, will determine the completeness of the application. In order that both students and parents clearly understand what the Academy offers, we ask that they both attend an orientation session as part of the admissions process. Applications may be accepted at any time with admissions depending on space available. Acceptance notification will be mailed to families on December 24th for grades undersubscribed. Admissions decision will be made by the process described on the date set by the Board.

Parents/Guardians will be notified by mail of each child's admission status, and will have twenty-one (21) calendar days after the postmarked date on the notification to return a signed enrollment registration card for each child offered enrollment, or signed waiting list applicant card for wait-list children. If no form is return within fourteen (14) days, FFA will make three attempts to contact the family before the fourteen day deadline. If no form has been returned by the two-week deadline, the child's admission space or waiting list order will be given to the next eligible candidate. Parents who will not be available at the home address listed on the application form during the notification period should contact FFA to make alternate arrangements.

Family Foundations Academy will use a gradual intake process base beginning in year one with a cohort of 260 students in grades first to third, adding a cohort of approximately 100 as space and demand permits for a total of 420 students. In keeping with enrollment practices of public charter schools, the following procedures will be followed:

- Eligibility for enrollment will be consistent with the school's grade levels. The Academy will not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, and proficiency in the English language or a foreign language, or prior academic achievement.
- The Academy will not administer tests to potential applicants or predicate enrollment on results from any test (either ability or achievement tests). Requirements for enrollment, including, but not limited to attendance at informational meetings and interviews, shall not be designed, intended or used to discriminate.

N) If the proposed school will give admissions preference to children of the school's founders, describe how the school will identify the founders and how the preference will be used in the enrollment process. (Renewal/Modifications – provide original documentation and any changes)

Response:

Original application:

The founders of the school shall be established by the Founding Board in November 2005 by a majority vote of the Founding Board. Consideration of founders shall be based on their participation on the Foundation Board or in assisting the Founding Board in establishing the school. Their participation may include the following: formulating and interpreting policy, making decisions related to educational and support programs, making decisions related to building design and development, planning and decision-making regarding budget and finances, communication with the public, partnerships with nonprofit and governmental agencies, marketing and outreach programs, personnel planning, consultant services and other services as needed.

Changes:

Operating board members shall have consideration based on their participation on the operating Board. Their participation may include the following: formulating and interpreting policy, making decisions related to educational and support programs, making decisions related to building design and development, planning and decision-making regarding budget and finances, communication with the public, partnerships with nonprofit and governmental agencies, marketing and outreach programs, personnel planning, consultant services and other services as needed.

- O) Describe the plan for selecting students if more students seek admission than space allows. If a lottery is used, describe how it will be conducted. (Renewal/Modifications – provide original documentation and any changes)

Response:

Original application:

If the number of applicants exceeds the school's grade enrollment cap, a random lottery process will be instituted for applicant selection in the oversubscribed grades:

- The pool of applicants will be sorted according to admissions preferences provided for by statute and listed above (younger sibling, district resident, and grade level).
- Within each oversubscribed grade, applicants will be sorted according to specific categories, arranged in order of admissions preference:
 - a) Sibling of returning student
 - b) Sibling of an admitted student not in an oversubscribed grade
 - c) New applicant

To avoid splitting up families, the oldest child will be entered in the lottery, and if that child is selected for admission, any young siblings who may also be applying will be automatically admitted to their respective grade levels on a first priority basis. If the oldest child is not selected, the next younger sibling may still be entered in the lottery for his/her grade level. If that second sibling is selected, he/she and all subsequent younger siblings are accepted to the school on a priority basis. If the second child is not selected, each subsequent younger child may still enter the lottery independently. When the lottery process is completed, non-selected students are automatically added to a grade-level waiting list based on their lottery number. Twins and members of other multiple births applying together will be entered separately in the lottery. If one twin or multiple birth siblings is admitted, the other sibling(s) will also be admitted provided there is still space available. If no space is available, they will be placed on the waiting list. Should attrition reduce the number of enrolled students after completion of the admissions process, FFA will fill openings from the waiting lists. After the lottery is complete, additional students may be added to the lists in rank order based on application dates.

- P) Provide the timetable for the school's application and admissions process. Demonstrate how it is consistent with the timetable set forth in 14 Delaware Code, Chapter 4, for the public school choice program. (Renewal/Modifications – provide original documentation and any changes)

Response:

Original application:

The Admission Documents includes a form for parents to sign titled "Certification of Intent to Enroll."

FFA will comply with the choice application dates. Open enrollment will be November 1 to January 30. If the school is not fully subscribed it will continue to take applications. If the school is over subscribed a lottery will take place.

- Q) List in detail the administrative tasks that will be undertaken between approval of the charter and school opening. Describe the tasks, how they will be accomplished, who will accomplish them, and the timetable by which they will be accomplished. The list of activities should be thorough and not generalized. The more detail provided in the list of activities indicates a well thought out proposal. (Renewals/Modifications – Not Applicable)

Response:

Not applicable

10. Insurance

A) Describe the types and limits of insurance coverage that the school plans to obtain and when it plans to have them in effect. If the school is contracting with an outside company to manage the school, the application must include a description of the insurance for the school and the board of directors, including the source of funds to purchase the insurance. The proposed costs for the coverage must be reflected in the budget worksheets. The applicant should contact the Insurance Coverage Office at (302) 739-3651 for further information on liability protection for public schools in Delaware. (Renewal/Modifications – provide original documentation and any changes)

NOTE: If a charter is granted to the applicant, a copy of the Certificate of Insurance must be submitted prior to the opening of the school.

Response:**Original application:**

Family Foundations Academy will obtain the following types of insurance in the following amounts and time frame:

Directors and Officers Insurance \$1m upon charter approval

Errors and Omissions Insurance \$ 1m upon charter approval

General Liability Insurance \$1m upon charter approval

Property Insurance (based on value of building) upon occupancy

Changes:

FFA has obtained

Directors and Officers Insurance \$1m

Errors and Omissions Insurance \$ 1m

General Liability Insurance \$1m

Property Insurance (based on value of building) occupied

11. Student Discipline and Attendance

- A) The application must include a draft "Student Rights and Responsibilities Manual" that includes the school rules and guidelines governing student behavior. The manual must describe student rights and responsibilities and the plan the school will follow to discipline students. Describe how the manual will be distributed to parents and students prior to students applying for enrollment at the school. (Renewal/Modifications – provide original documentation and any changes)

Response:

Original application:

The codes of behavior underscores our belief that in order for learning and positive education to occur, students must engage in conduct that reflects respect for themselves and others, including other students, teachers, director, support staff, and school visitors. In keeping with this belief, students will comply with the dress code-school uniform; a communication code- use appropriate terms of politeness and refrain from the use of profanity; a social conduct- avoid behaviors disruptive to a positive school environment.

The Student Code of Conduct (SCOC) will be clearly explained to each student's parent or guardian at the time the student is accepted for enrollment in the school. Similarly, the SCOC will be clearly explained to the student at the time he or she is accepted for enrollment in the school. Teachers will again discuss the SCOC with their respective classes during the first week of school, allowing for some input by students in the codes of conduct. It should also be noted that the parent, student, and teacher will sign a contract that includes the conduct and outlines the responsibilities of each of the three entities.

Teachers will model appropriate ethical and professional behavior at all times during the school day. Students will also be expected to adhere to the SCOC. The entire school is depicted as a learning community. Consequently, over time, children will understand that they are responsible for themselves and that their conduct impacts the learning of others. There will be a sense of being a part of a family structure and not wanting to let the family down. In those rare instances when a student violates the SCOC, the appropriate school personnel will address the infraction with the student. This assumes the infraction was not egregious (fighting in school). If the infraction occurs again, the student's parent or guardian will be contacted and a parent-teacher-student conference will occur. In those rare still incidents when this process does not remedy the situation of concern, the student will receive a positive behavior support plan, serve an in-school suspension, or be suspended from school.

Policies on student behavior and discipline reflect the philosophy of an institution. The Family Foundations Academy's policies on student behavior and discipline are informed by the constructivist philosophical belief in student-centeredness and the academy's belief in developing both the academic and social skills of its students. An informed practical approach to discipline requires that one transcends the intuitive, often negative and simplistic view of discipline and acquire a comprehensive awareness of the several interrelated components. Of the so-called models of discipline, Wolfgang and Glickman (1999) found it useful to define the models on a continuum from those that are predominantly student centered and use psychotherapeutic and communication principles to those that are decidedly teacher-centered.

Changes:

None

- B) Describe how discipline will be handled with students with disabilities. Describe how the school will report inappropriate behavior to affected parents, the Department, and when necessary, to law enforcement agencies. (Renewal/Modifications – provide original documentation and any changes as well as a discussion of discipline issues you may have had and the general discipline climate in your school)

Response:

Original application:

FFA will handle discipline of students with disabilities in accordance with the policies found in the DOE Administrative Manual for Services for Exceptional Students (AMSES). The student's IEP team may be immediately involved in determining the appropriateness of special education services and possible behavioral manifestation determination decisions. The Academy will report inappropriate behavior to parents thorough both verbal and written notification. All reports to agencies will be written. DOE regulations will also be followed relating to the reporting of crimes to the appropriate authorities.

Changes:

None.

Special case; we have a special education student who requires a one to one aide at this time.

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- C) Describe the plan the school will follow to ensure compliance with 14 Delaware Code, Section 4112, regarding the reporting of school crimes. (Renewal/Modifications – provide original documentation and any changes)**

Response:

Original application:

The Student Code of Conduct will be distributed to parents, students, and other interested individuals. The school will keep student discipline problems in the RAP (Referral Action Profile) data program of infractions to the Code of Conduct. These records will contain data about the incident, perpetrator(s) and victim, and disposition of the incident. All incidents reportable under 14 DE Code, Section 4112 will be reported as required. In addition, the Director will likewise advise the Board of such incidents at the next Board Meeting. Annual summary data will be presented at the Yearly Board Program Evaluation Meeting.

Changes:

None

- D) Describe the attendance policies of the school. Describe the level of attendance that will be required of the students each year. Describe the actions that will be taken to ensure that students meet those levels of attendance. Describe how the attendance policies will be distributed to each student at the beginning of each school year. (Renewals/Modifications – Discuss any attendance anomalies you may have had here. If the committee is aware of any such issues they will request this information.)**

Response:

Original application:

Our attendance policy is in our Student Code of Conduct. These policies will be communicated to students at the beginning of each school year; each student will receive these documents and students and parents will be required to sign off to ensure they understand the requirements.

We will follow the Title 14, Chapter 27, subchapters one and two guidelines regarding school attendance and truancy. FFA is now utilizing the state's eschool plus program to send automated attendance letters to students. Separate records will be kept with attendance letters for easy reference and referral to the Dean of Students who then serves as the visiting teacher and may file truancy notification forms if needed. Our in-school policy will be as follows; 1) automatic notifications from eschool will be sent via email and sent in the mail two times a month, 2) following the 10th day of an unexcused absence by a student, FFA will immediately notify the parent in writing and a visiting teacher is sent to the students home, 3) following the 15th day of an unexcused absence by a student, the students parent will be notified by certified mail to appear at the school within 10 days of notification for a conference, 4) following the 30th day of an unexcused absence by a student, the school will refer the case for prosecution (truancy court). Truancy courts papers will be filed by the Dean of Students.

Changes:

For the 09 on-site audit, FFA was not able to provide adequate documentation that showed truancy conferences or court filings, nor teacher visits. Letters were sent to students with excessive absences. As indicated above FFA will put the above policy and steps in place to ensure better tracking and accountability of absences.

12. Health and Safety

- A) Describe the procedures that will be implemented to ensure the health and safety of the school's students, staff, and guests. List the staff (i.e., nurse) who will be hired or contracted to ensure that the school will provide a safe and healthy environment. (Renewal/Modifications -- provide original documentation and any changes. Also discuss any health and safety issues you have had here. If the committee knows of any they will ask specific questions regarding those issues.)

Response:

Original application:

Assuring a safe and healthy environment for all members of the FFA family, beginning with the students, will receive the highest priority from the Board. To achieve such a goal, the Board will commit to establishing minimum standards, safeguards, and requirements that are at least equal to those employed by the Delaware Department of Education in assuring the safety and health of its students. The Family Foundations Academy will have on staff a registered nurse who will be responsible for operating under the Nursing Technical Assistance Manual issued by the Department of Education.

Prior to commencing instruction, the FFA will adopt and implement a comprehensive set of health, safety, and risk management policies. These policies will be developed by the staff nurse and the school's insurance carriers and at a minimum will address the following topics:

1) Ensuring that students have physical examinations prior to enrollment. Proof of a student's recent physical examination and immunizations will be collected at the time of enrollment. The information will be reviewed, maintained, and monitored by the school nurse, and will be maintained as part of the student's health record.

2) Administering medications and medical treatments, including first aid. The school nurse will administer medications and all medical treatments in accordance with the Nursing Technical Assistance Manual and Regulations, and any other appropriate governmental regulations or professional guidelines.

3) Monitoring student health and maintaining health records.

The school nurse will monitor and maintain student health records and forward the required documentation of services to DOE.

4) Ensuring that immunizations and TB screenings are conducted. The school nurse is the on-site health expert for FFA whose duties include monitoring student health records. When requirements are not met, the parents of the student will be notified and the student will not be allowed in school until the regulation has been met.

5) Serving on IEP teams when medical treatment is required.

The nurse will serve as a member of IEP teams when medically related issues are discussed. The nurse will also provide medical information during evaluation processes.

6) Screening for health problems (vision, hearing, orthopedic, etc.).

The Academy's nurse will conduct an active screening program for vision, hearing, orthopedics, etc. as prescribed in the Nursing Technical Assistance Manual and Regulations.

7) Ensuring a safe environment. Procedures and training in the following topics: response to natural disasters and emergencies, including fires and earthquakes; preventing contact with blood-borne pathogens; emergency response training including appropriate "first responder" training or its equivalent; a policy that the school will be housed in facilities that have received state Fire Marshal approval and that have been evaluated by a qualified structural engineer who has determined that the facilities present no substantial seismic safety hazard; policy establishing that the school functions as a drug, alcohol, and tobacco free workplace.

These policies will be incorporated, as appropriate, into the school's student and staff handbooks and will be reviewed on an ongoing basis in the school's staff development efforts and governing board policies.

Changes:

FFA currently has and is doing all of the above safe environment plans as indicated. The school in its first year had to close the school for a day due to some gross misconduct of a student. We currently have three confirmed cases of swine flu and we have informed the parents and given them measures to help them continue to be safe. The school took a further step to hire an agency to disinfect our entire building.

- B) Describe the plan the school will use to ensure that criminal background checks will be made on the school's employees prior to hire. Identify the staff member that will have the responsibility for ensuring background checks are completed. (Renewal/Modifications -- provide original documentation and any changes)

Response:

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Original application:

The Director will be directly responsible for ensuring that criminal background checks are initiated/completed prior to an individual staff member's employment, and the results are documented in the employees personnel manual. The Administrative Assistant will be responsible for ensuring the proper documentation is posted and open to authorized audit compliance.

Changes:

The Director of Finance and Operations guides the hiring process. The administrative assistant gives a complete packet to the new hire that includes the location for finger printing. The new hire completes the finger printing process. Results are mailed directly to the school from the reporting agency and are reviewed by the Director of Finance and Operations and School Director. The administrative assistant then files the background check in the employees personnel file.

C) Describe the process that will be used to ensure that:

- Students have physical examinations prior to enrollment
- Required immunizations are in compliance
- Medications and medical treatments are administered in accordance with Delaware Code
- Screenings for health problems are administered correctly
- Student health records are monitored and maintained
- Emergency care for known and unknown life-threatening health conditions is administered
- Ensuring health representation on IEP teams when students' needs require such.

Response:

Family Foundations Academy has adopted and implemented the following comprehensive set of health, safety, and risk management policies. These policies will be developed by the staff nurse and the school's insurance carriers and at a minimum will address the following topics:

1) Ensuring that students have physical examinations prior to enrollment. Proof of a student's recent physical examination and immunizations will be collected at the time of enrollment. The information will be reviewed, maintained, and monitored by the school nurse, and will be maintained as part of the student's health record. If a student's physical is after the start of the first day of school the most recent copy must be provided upon enrollment.

2) Administering medications and medical treatments, including first aid. The school nurse will administer medications and all medical treatments in accordance with the Nursing Technical Assistance Manual and Regulations, and any other appropriate governmental regulations or professional guidelines.

3) Monitoring student health and maintaining health records.

The school nurse will monitor and maintain student health records and forward the required documentation of services to DOE.

4) Ensuring that immunizations and TB screenings are conducted. The school nurse is the on-site health expert for FFA whose duties include monitoring student health records. When requirements are not met, the parents of the student will be notified and the student will not be allowed in school until the regulation has been met.

5) Serving on IEP teams when medical treatment is required

The nurse will serve as a member of IEP teams when medically related issues are discussed. The nurse will also provide medical information during evaluation processes.

6) Screening for health problems (vision, hearing, orthopedic, etc.).

The Academy's nurse will conduct an active screening program for vision, hearing, orthopedics, etc. as prescribed in the Nursing Technical Assistance Manual and Regulations.

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7) Ensuring a safe environment. Procedures and training in the following topics: response to natural disasters and emergencies, including fires and earthquakes; preventing contact with blood-borne pathogens; emergency response training including appropriate "first responder" training or its equivalent; a policy that the school will be housed in facilities that have received state Fire Marshal approval and that have been evaluated by a qualified structural engineer who has determined that the facilities present no substantial seismic safety hazard; policy establishing that the school functions as a drug, alcohol, and tobacco free workplace.

D) Identify where the school will be located (include county location and any other location specifics). Describe the site and how it will be suitable for the proposed school to include health and safety considerations. Describe how access to the building will be controlled. (Renewal/Modifications – provide original documentation and any changes)

Response:

Original application:

The site is located at 3039 Bowlerama Avenue, off Route 9 near New Castle. The building is a one-story facility containing 34,000 square feet to be occupied by Family Foundations Academy. The facility renovations will be made by FFA and the facility will be leased.

Changes:

The site is located at 1101 Delaware Street, New Castle, DE 19720. The building was built by DayStar Sills in February 2006 and completed June 2006. The building is a one-story facility containing 36,000 (est) square feet and is occupied by Family Foundations Academy. It sits on a 3.0 land parcel that is owned by the Trustees of New Castle Commons and we participate in a lease for the grounds. The building was financed by Wilmington Savings Fund Society (WSFS).

E) Describe how the facility is in full compliance with all applicable building codes for public schools and is accessible for individuals with disabilities. Describe any renovations of the facility and provide a schedule for that renovation. (Renewal/Modifications – provide original documentation and any changes)

Response:

Original application:

The new school facilities will be in full compliance with applicable building codes for public schools. The facilities will be accessible for individuals with disabilities.

Changes:

FFA is in full compliance with applicable building codes for public schools. The facility is accessible for individuals with disabilities.

F) Describe building maintenance practices which will provide a reasonable assurance of a safe school environment for students, staff, and visitors. (Renewal/Modifications – provide original documentation and any changes)

Response:

This question is not in the original charter.

FFA requires anyone who enters the building to enter through the front office. All side doorways are locked from the outside. They are used as exits in the event of an emergency and they meet all fire code requirements. Upon entering the building individuals enter through a single office door. They are required to sign in. They are escorted to their destination. At the end of a meeting the individual is required to sign out. Staff and students have ID badges that are worn at all times.

G) What location and facilities will be used for Physical Education? What further safety issues will this add, and how will they be addressed? (Renewal/Modifications – provide original documentation and any changes)

Response:

This question is not in the original charter.

FFA has a multipurpose room that is used for physical education. The room is also used for breakfast and lunch. The floor is mopped after every meal period and is allowed to dry before classes enter and use the room. There are no safety issues at this time.

H) Describe how students will be transported to the school. Provide intended contract language for the transportation methods chosen

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(whether the school will provide its own transportation, contract out for transportation, request that a district provide transportation, or a combination thereof). (Renewal/Modifications – provide original documentation and any changes)

Response:

Original application:

Transportation will be provided to all students who have accessibility to designated bus stops. A transportation supervisor will ensure the scheduling and procedural guidelines are being followed that have been set forth by the Delaware Department of Education. Students who meet mileage restrictions approved by the Department of Education are eligible. These students must agree to meet at designated stop locations at designated times to participate. First through fourth grade students who live one and half miles from the school are eligible for transportation services. The Family Foundations Academy will contract for transportation services.

Changes:

All students are eligible for transportation services, grades one through five. Only one parent to date has applied for mileage reimbursement.

- I) Describe how students who reside outside the district in which the school will be located will be transported to the school. (Renewal/Modifications – provide original documentation and any changes)**

Response:

Original application:

For students outside the district, we will utilize the same process described above.

Changes:

None

- J) Describe how special needs students will be transported if specialized transportation is required by the IEP. (Renewal/Modifications – provide original documentation and any changes)**

Response:

Original application:

Special needs students will normally be transported in the same manner as regular students. The possible need for specialized transportation will be driven by the IEP process.

Changes:

None

- K) Provide the plan for oversight of school transportation operations, e.g., route planning, bus stop selection, drivers/aides, coordination with contractors if used, school bus discipline. (Renewal/Modifications – provide original documentation and any changes)**

Response:

This question is not in the original charter.

FFA bids for contracts on an annual basis. The Director of Finance and Operations is responsible for contract negotiations. Route planning, bus stop selection, drivers, and aides is selected by the supervisor of the contracted bus company based on addresses of students given to him/her by FFA. School bus discipline is handled through the Dean of Students. At the beginning of every school year the Director of Finance and Operations and Dean of Students have two, one hour meetings with all bus drivers, aids, and the supervisor to go over the school's bus policy and the bus company's guidelines and regulations.

- L) Describe the plan for providing meals to students, including students eligible for free and reduced lunch. If the school participates in the National School Lunch/Breakfast programs and it intends to contract for meals, identify the contractor and describe the services to be provided. List the estimated annual costs per student for food services. (Renewal/Modifications – provide original documentation and any changes)**

Response:

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Original application:

Meals will be provided to students, including those eligible for free and reduced lunches, through a contract with a local provider.

Changes:

FFA provides meals to students, including those who are eligible for free and reduced lunches. We contract with a food distributor and prepare meals on the school site. We contract for milk and juice. Our current food distributors are Hy-Point, Harvin Foods, and Amorosos. Estimated annual costs per student is about \$1,000. This was determined by taking the monthly average federal reimbursement (\$10,000) and divided by the number of student eating monthly.

M) Describe how the school will comply with the requirements of the Federal Free and Reduced Lunch Program for eligible students, if the school participates in the program. (Renewal/Modifications – provide original documentation and any changes)

Response:

Original application:

Family Foundations Academy will comply with all requirements of the federal Free and Reduced Lunch Program for all eligible students. The process to identify those in need of this service will be to sent a questionnaire to new enrollees with their admission packet.

Changes:

FFA complies with all requirements of the Federal free and Reduced Lunch Program for all eligible students. FFA sends every family an application to apply for free and reduced meals. The application is provided in paper form and on line. FFA has complied with annual audits and has worked to make any corrective actions.

13. Student and School Data

- A) Describe the process and procedures the school will follow to comply with the Family Education Rights and Privacy Act (FERPA) and implementing federal and Department of Education regulations regarding disclosure of student records. (Renewal/Modifications – provide original documentation and any changes)

Response:

Original application:

Family Foundations Academy will have processes and procedures that fully comply with the Family Education Rights and Privacy Act (FERPA) and Delaware Department of Education regulations regarding the handling and disclosure of students' records. These policies and procedures will be a part of the Student Handbook.

Changes:

None

- B) Describe the plan for the timely transfers of student and school data to the Department of Education. (Renewal/Modifications – provide original documentation and any changes)

Response:

Original application:

The Academy will be part of the State's Pentamotion pupil accounting system. The use of this system should aid in timely transfer of student data and records to other schools and the DOE. Our staff will be fully trained on the system at least 90 days prior the opening of school. A primary indicator of our successful planning efforts during year 1, will be the timely obtaining 100% of our student record prior to the opening of our program.

Changes:

The state's pupil accounting system is EschoolPlus. All administrative staff and teachers have been trained on this system and use it for student data on a daily basis.

14. Management Companies

A) The board of directors shall annually certify to the Department, on a form provided by the Department, that prior to the payment of any fees or other sums to any management company employed by the board, the board shall ensure that sufficient revenues of the school are devoted to adequately support the school's proposed educational program. Such form of certification may require documentation of all actual or proposed expenditures by the school. Failure to provide sufficient funds to adequately support the school's proposed education program shall be grounds for revocation of the school's charter. A management company may be a company that manages any aspect of the school to include administrative and financial functions as well as the educational process. Provide with this application a copy of the contract to include detailed descriptions and delineation of responsibilities between the school and the management company. (Renewal/Modifications -- provide original documentation and any changes)

Response:

This is not applicable to FFA.

Enrollment Breakdown by Grades

List the enrollment per grade for each of the first four years of school operation for a new charter application or the proposed enrollment for a renewal or modification application beginning with the current year.

	Year 1	Year 2	Year 3	Year 4
Kindergarden				
1'st Grade	84	84	84	84
2'nd Grade	84	84	84	84
3'rd Grade	84	84	84	84
4'th Grade	84	84	84	84
5'th Grade	84	84	84	84
6'th Grade				
7'th Grade				
8'th Grade				
9'th Grade				
10'th Grade				
11'th Grade				
12'th Grade				
Total Enrollment	420	420	420	420

ASSURANCES

The Board of Directors of this charter school assures that the school will:

- 1) Be in full compliance with 14 Delaware Code, Chapter 5 and 14 DE Admin Code, Section 275 in the Regulations of the Department of Education.
- 2) Not discriminate against any student in the admissions process because of race, creed, color, sex, disability, or national origin or because a student's school district of residence has a per student local expenditure lower than another student seeking admission.
- 3) Not operate in a sectarian manner or include religious practices in its educational program.
- 4) Participate in the Delaware Student Testing Program and meet the requirements for school accountability as described in state law.
- 5) Manage the school within all State administrative and financial systems listed in 14 Delaware Code, Section 512 (9) including accounting, payroll, purchasing, retirement, and benefits. All school funds will be managed through the school's accounts set up in the Delaware Financial Management System (DFMS).
- 6) Initiate and maintain direct communication with other public and nonpublic schools to assure efficient notification and transfer and exchange of records.
- 7) Update the application to incorporate any modifications and/or conditions identified as pre-conditions to final approval by the Secretary of Education and State Board of Education as set forth in its written decisions; and operate the program in accordance with the content of the updated and approved charter granted by the Department of Education and State Board of Education. The school's board of directors will not implement any modifications to the charter school program or operation without the express written consent of the Department of Education.
- 8) Notify the Department of Education in writing within 30 days when the school's administrative head or any member of the board of directors change.
- 9) Provide the Department of Education with copies of all the policies and by-laws of the school and the school's board of directors and inform the Department in a timely manner when by-laws change.
- 10) By the first day of instruction each school year, ensure that all teachers meet the certification requirements of the Delaware charter law and are properly listed in the PHRST and DEEDS programs.
- 11) Employ only staff who have complied with the requirement of having a successful criminal background check and report to the Department of Education by September 1 of each school year that the school is in full compliance with state law related to this requirement.
- 12) Cooperate fully with Department of Education requests for reporting information and activities related to monitoring the school's compliance with the charter and applicable state and federal laws and regulations.
- 13) Comply with the provisions for a Performance Agreement, as required by the Secretary of Education.
- 14) Distribute copies of the Department's Frequently Asked Questions About Delaware Charter Schools/Parent Guide to Delaware Charter Schools to all parents seeking to enroll their child(ren) as well as to parents of enrolled children.

- 15) Conduct all meetings of the board of directors in a manner consistent with the Freedom of Information Act, especially the legal requirements of 29 Delaware Code, Sections 10002, 10003 and 10004.
- 16) The Board of Directors will include a member who is a certificated teacher employed by the school and a member who is a parent of a student currently enrolled in the school, consistent with 14 Delaware Code, Section 512(1).
- 17) Comply with the requirements for reporting school crimes as described in 14 Delaware Code, Section 4112.
- 18) As required by 14 Del. C. § 506, maintain on file a written statement signed by the parent or guardian of each enrolled child acknowledging that the child will attend the charter school for at least one complete school year.
- 19) Advise any person or entity offering a loan to the school that debts of the school are not debts of the State of Delaware and that neither the State nor any other agency nor instrumentality of the State is responsible for the repayment of any indebtedness.
- 20) Annually certify to the Department, on a form to be provided by the Department, that prior to the payment of any fees or other sums to a management company employed by the board, the board will ensure that sufficient revenues of the school are devoted to adequately support the school's proposed educational program.
- 21) Participate in all training offered by the Department of Education to charter schools prior to the opening of the school.
- 22) Establish a student application and admissions process that will enable the school to provide the local districts in which the students reside with a preliminary roster of students for the subsequent year on or before April 1 each year.
- 23) Ensure that by April 1 each year the school has enrolled at least 80% of the total authorized number of students and that it has notified each school district of information about enrolled students.
- 24) Complying with Section 504 of the Rehabilitation Act of 1973 and with the Americans with Disabilities Act of 1990.
- 25) Comply with Title VI and VII of the Civil Rights Act of 1964.
- 26) Comply with Title IX of the Education amendments of 1972.
- 27) Have certified special education teacher(s) providing services for students with disabilities.
- 28) Ensure that students have physical examinations prior to enrollment.
- 29) Ensure that required immunizations and screenings (lead, TB) are in compliance.
- 30) Administer medications and medical treatments, including first aid.
- 31) Screen for health problems (vision, hearing, postural/gait, etc.)
- 32) Monitor student health and maintaining health records.
- 33) Ensure emergency care for known and unknown life-threatening health conditions.
- 34) Ensure health representation on IEP teams when student's needs require such.
- 35) 14 Delaware Code, Section 511 (1) states that all applications for a charter shall contain an affirmative representation by the applicant that, no later than June 15 immediately preceding the authorized opening date of the school, the applicant shall secure a Certificate of Occupancy, either temporary or final, for the premises in which the school is to be located; provided that any temporary Certificate of Occupancy must permit occupancy at the premises by school staff and students for school purposes. If the charter is approved and the charter holder shall subsequently fail to obtain the necessary Certificate of

Family Foundations Academy Charter School Charter School Application

Occupancy as required by this section, the opening of the school shall be delayed by one year from the date previously authorized by the approving authority and the charter shall be placed on probation subject to the terms and conditions imposed by the Department of Education with the consent of the State Board of Education. No waivers are available for this requirement.

- 36) The school must participate and receive training in the use of the Department of Education's Pupil Accountability system E-School Plus.
- 37) The school must intend to comply with all additional curriculum regulations including 501, 502, 503, and 525 and any other curricular regulations.
- 38) Maintain corporate status as described in Title 14, Del. C. § 504.
- 39) Follow the Family Education Rights and Privacy Act (FERPA) and implement federal and Department of Education regulations regarding disclosure of student records.
- 40) The Board of Directors of the school, its employees, agents and contractors, shall comply with all obligations imposed upon them by law, shall comply with the provisions of the corporate charter, by-laws and resolutions, and shall further comply with any applicable rule or regulation, all of which are imposed as conditions to approval of this charter.
- 41) The Board of Directors shall ensure that school is and remains in compliance with any student, educator, and school achievement performance requirements now or hereafter in effect in Delaware Code or Regulation.
- 42) No part of the school's corporate charter or by-laws shall be amended, altered, repealed, restated or otherwise modified without the prior written consent of the Department of Education, except that the number of directors may be increased or decreased without the Department's consent, provided that any such change shall be limited to the number of directors only and not to the qualifications thereof; and further provided that any such change shall otherwise be consistent with any applicable law, rule or regulation.
- 43) The Board of Directors shall not charge or collect any fee not permitted to be assessed by a school district. These include but are not limited to fees to any students applying for admission and fees for the use of instructional materials.
- 44) The Board of Directors shall ensure that the school submits data requested or required by the Department in any form, including electronically, in accordance with timelines in the Department's Data Acquisition Calendar.
- 45) The Board of Directors shall ensure that the school is in full compliance at all times with the requirements of background checks as stated in 11 Delaware Code, Chapter 85, and Subchapter VI.
- 46) The Board of Directors shall assure that the by-laws of the Board have been reviewed and remain in compliance with the current and future opinions of the Public Integrity Commission, Attorney General opinions, and the use of bid laws for procurement.
- 47) The Board of Directors shall assure that the school has met the teacher certification requirements of 14 Del. C. § 507 (c).

As members of the Board of Directors of the Charter Holder, we hereby agree to these assurances as a condition of the approval of the charter modification.

We have reviewed the Delaware Charter Law (14 Delaware Code, Chapter 5) and 14 DE Admin Code, Section 275 in the Regulations of the Department of Education (Regulation 275), and have based the responses in this application on the review of these documents.

10/15/09

Date of Signature

Family Foundations Academy Charter School

Name of the Charter School

Sean P. Moore

Signature of the Chairperson of the Board of Directors

JMD

Signature of Member of the Board of Directors

Donna R. Guretsky

Signature of Member of the Board of Directors

David M. ...

Signature of Member of the Board of Directors

Ryan M. Brooks

Signature of Member of the Board of Directors

Jennell V. Breuninger

Signature of Member of the Board of Directors

Signature of Member of the Board of Directors

Signature of Member of the Board of Directors