

REGIS

ACADEMY CHARTER SCHOOL

Forging Excellence



Submitted to: Commissioner Christopher Cerf
New Jersey Department of Education
March 31, 2011

Charter School Cover Sheet / Application Summary

Name of proposed charter school: Regis Academy Charter School

New start-up or conversion from existing public school? New Start-up

Lead founder: Amir Khan

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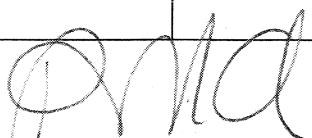
Anticipated physical address of school: 124 W. Evesham Rd, Cherry Hill, NJ 08003

County of residence: Camden County

District of residence of districts in the region of residence: Cherry Hill Township, Lawnside, Somerdale, Voorhees Township

Intended opening date (school year: e.g. fall of 20 - -) Fall of 2012

Operational Year	Grade Levels Served	Projected Enrollment (Total)	Teachers and Instructional Aides	Classroom Teacher-to-Student Ratio
Year 1	K-4	250	10 # Teachers 5 # Instructional Aides	1:25
Year 2	K-5	300	12 # Teachers 7 # Instructional Aides	1:25
Year 3	K-6	400	14 # Teachers 9 # Instructional Aides	1:25
Year 4	K-7	450	15 # Teachers 11 # Instructional Aides	1:25



Charter School Lead Founder Signature

3/30/11

Date

Note: Applicants must submit this information using this form. All information is REQUIRED.
Applicants are responsible for updating all contact information with the Office of Charter Schools.

Grade Level Summary

Charter School Regis Academy Charter School

County(s) Camden

District(s) Cherry Hill, Lawnside, Somerdale, Voorhees

Grade Level	2012 - 2013	2013 - 2014	2014 - 2015	2015 - 2016
Pre-K				
K	50	50	50	50
1	50	50	50	50
2	50	50	50	50
3	50	50	50	50
4	50	50	50	50
5		50	50	50
6			50	50
7			50	50
8				50
9				
10				
11				
12				
Total	250	300	400	450

EXECUTIVE SUMMARY

The founders of Regis Academy Charter School believe that all children are masters of their own destiny. Our vision is that all students, regardless of class, region, or ethnicity, will feel empowered to be enterprising and engaged citizens who believe the journey is as, if not more, important than the destination.

Student achievement is paramount. The mission of The Regis Academy Charter School is to graduate students who are life-long learners, independent self-starters, effective problem solvers, and deep critical thinkers who will share their intellectual and social capital with their communities. Graduates of Regis Academy Charter School will be prepared for the academic and social demands of competitive high school programs, keenly aware of what it takes to contribute meaningfully to a democratic society, and have developed a strong sense of self-sufficiency, social responsibility, and an entrepreneurial mindset. The community at Regis will be guided by our Core Values: Respect and Humility, Accountability, Citizenship, Integrity, and Resourcefulness.

While many schools will develop programs that *prepare* students for the real world, Regis Academy Charter School students will be *immersed* in it. Our unique and innovative approach to deliver curriculum moves beyond in-class problem-based learning and immerses students in what is called a “microsociety.” Cherry Hill Township, Lawnsdale, Somerdale, and Voorhees make up the region of residence for Regis Academy Charter School. This unique contiguous intersection has the distinct advantage of bringing together a population that is an example of the economic divide, the digital divide, and the empowerment divide. This presents a unique opportunity for us to bring together a diverse population of students, immerse them in a *MicroSociety* program, and create a learning environment that transcends the physical, economic, and digital borders that divide them.

In its first year of operation, Regis Academy Charter School will serve 250 students in grades K-4. The school will grow to serve 400 students in grades K-7 by year four, with the goal of eventually serving grades K-8 at full capacity.

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Implementation Plan

Regis Academy Charter School, Part 1. Section 1. Mission, Vision, Educational Philosophy

*"It matters not how straight the gate
How charged with punishment the scroll
I am the master of my fate
I am the captain of my soul."*

- excerpt from "Invictus" by William Ernest Henley

1. Mission, Vision, and Educational Philosophy

- a. *Describe the mission of the charter school and how the mission presents a clearly articulated vision for a public school that will promote student achievement.*

The founders of Regis Academy Charter School believe that all children are masters of their own destiny. Our vision is that all students, regardless of class, region, or ethnicity, will feel empowered to be enterprising and engaged citizens who believe the journey is as, if not more, important than the destination.

Student achievement is paramount. The mission of The Regis Academy Charter School is to graduate students who are life-long learners, independent self-starters, effective problem solvers, and deep critical thinkers who will share their intellectual and social capital with their communities. Graduates of Regis Academy Charter School will be prepared for the academic and social demands of competitive high school programs, keenly aware of what it takes to contribute meaningfully to a democratic society, and have developed a strong sense of self-sufficiency, social responsibility, and an entrepreneurial mindset.

Our use of the word "capital" is very deliberate. Students will develop the academic and social skills that will allow them to achieve personal success. When we talk about "capital" though, we are meaning to invoke the notion of students using their success to improve their communities. One definition of *capital* is "any form of wealth employed or capable of being employed in the production of more wealth."¹ Our comprehensive educational program will teach students the value of using their skills to improve the lives of others – to produce more for others.

The community at Regis will be guided by our Core Values, which reflect how we want our board, staff, students, and parents to operate individually and collectively. Our core values are central to our culture and will drive our decision-making, and we believe a strict adherence to these values will help move us purposely towards achieving our goals.

REGIS ACADEMY CHARTER SCHOOL'S CORE VALUES

¹ <http://dictionary.reference.com/browse/capital>

Regis Academy Charter School, Part 1. Section 1. Mission, Vision, Educational Philosophy

- *Respect and Humility* – We value everyone in our community, and understand that our work is more impactful when we have diverse voices engaged in our work.
- *Accountability* – We assume personal responsibility for the work that we do individually and collectively.
- *Citizenship* – We know that social responsibility is equally as important as academic achievement. We believe, as Martin Luther King, Jr. wrote, “that intelligence is not enough. Intelligence plus character--that is the goal of true education. The complete education gives one not only power of concentration, but worthy objectives upon which to concentrate. The broad education will, therefore, transmit to one not only the accumulated knowledge of the race but also the accumulated experience of social living.”
- *Integrity* – We ensure alignment between our values and our actions. We know that the sustainability of our program rests on our ability to remain laser focused on our purpose, vision and mission.
- *Resourcefulness* – We approach our individual and collective work with ingenuity, imagination, and creativity. We know that enterprise is what drives our economy and fosters self-sufficiency.

At Regis, we view our educational program more broadly; it is not just the course of study and the instruction that happens inside the classroom. Albert I. Oliver equated curriculum with the educational program and divided curriculum into four basic elements. The educational philosophy at Regis Academy Charter School reflects Oliver’s definition. According to him, the following are the four basic elements of curriculum:

- THE PROGRAM OF STUDIES – this element includes the traditional courses students are required to take (e.g. Math, Language Arts, Science, Social Studies, Physical Education) and any enrichment courses the school requires. In most instances, Regis will look like a very traditional program. **Mastery of basic skills and concepts and pushing students to excel beyond their grade level skills will be a tenet of our instructional program. Our curriculum will be designed to include skills from the subsequent grade level. In other words, the final kindergarten units will introduce first grade skills.**
- THE PROGRAM OF EXPERIENCES – This element is focused on instruction and the learning experience. In addition to the traditional classroom learning component, Regis Academy students will be immersed in a learning environment that allows them to apply their learning on a daily basis.
- THE PROGRAM OF SERVICES – Our focus is on developing the whole child. As such, Regis will develop a robust service delivery program that include **academic, social, emotional, health, and family services**. All of these things impact a student’s short-term and long-term ability to be successful.

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- THE HIDDEN CURRICULUM – “To these elements Oliver has added the concept of a hidden curriculum, which encompasses values promoted by the school, differing emphases given by different teachers within the same subject areas, the degree of enthusiasm of teachers, and the physical and social climate of the school.”² The school culture at Regis will communicate the values we wish students to internalize and the character we wish them to demonstrate. It will also help build their social capital, which is as critical to their success as intellectual capital.

Essentially, our program will immerse students in the rigors of learning in an authentic context that develops the whole child. The benefits of authentic learning are immeasurable. We equate the experience to learning to drive a car. As students, we take driver’s education courses and learn the fundamentals of driving, along with the laws and regulations that govern it. We do not learn the skills in isolation. We do not learn to drive a car by practicing acceleration first, followed by braking, after that, wheel control, finally the instructor tells us we must wear our seatbelts! We learn it all simultaneously in an authentic context - on the road. Our educational program will teach students academic skills, knowledge, and functional skills, enhanced with frequent opportunities to apply those skills and that knowledge to real life contexts.

b. *Describe the unique and innovative approach to deliver curriculum.*

While many schools will develop programs that *prepare* students for the real world, Regis Academy Charter School students will be *immersed* in it. Our unique and innovative approach to deliver curriculum moves beyond in-class problem-based learning and immerses students in what is called a “microsociety.”

Our goal is to benefit from the technical assistance provided by the expert trainers at Microsociety, Inc. a 501(c)3 organization. This implementation support, like most others, will be an invaluable resource to our school community and will optimize our results. In addition to that, principals and teachers will attend the summer workshops provided by the organization. If we are unable to secure that training, our program will remain committed to utilizing research-based, hands-on, student directed instructional best practices that connect real-life to the classroom. The following look into a *MicroSociety* program school will provide an idea of what instruction will look like at Regis Academy Charter School.³

² Oliva, Peter F., *Developing the Curriculum 7th Ed.*, Pearson Education, 2009 p. 4

³ Excerpted and abridged from *School Change and the MicroSociety Program*. pp. 3-5

A LOOK INTO A MICROSOCIETY SCHOOL

Morning Meeting – In one classroom, you see what looks like a television studio with a dozen TV monitors, several cameras, and children of various ages scurrying around. A few students are working equipment, studying screens intently, and adjusting control. Suddenly, a small girl shouts “Practice!” Then she counts down from 10 and a run-through of the morning show begins. The title of the first segment is “Sittercize” and three kindergartners demonstrate various exercises while sitting in their chairs as a recorded voice describes each routine. Next there is a pledge of allegiance. After that, four kindergartners do a weather report segment using a sandwich board. An announcer follows them with the lunch menu for the day. Then there is a commercial sponsored by the IRS (Internal Revenue Service), encouraging students to pay their taxes and providing instruction on how to do it. At 8:10 monitors in all the classrooms are turned on and the actual show begins. Everything is going well, except there is a slight distortion in the sound. The “Soundman” a fourth grader, tries to figure it out and becomes frustrated. Two teachers have been sitting on the side, mostly encouraging students and not running the show. They offer assistance to the soundman and try to alleviate his frustrations. He recovers and the show goes on.

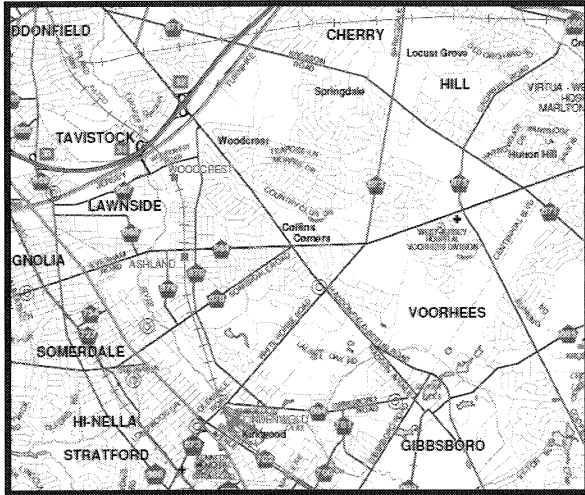
The Classroom - The rest of the day looks like a traditional school with instruction going on in the classroom. The children study reading, math, science, and social studies. However, the discussion in classrooms has an added component. In one class, the children are studying simple math. Instead of presenting problems on the board in the conventional way, the teacher refers to the *MicroSociety* program and asks, “What percentage do we pay in income tax in the *MicroSociety*?” In another class, the children are studying the Whiskey Rebellion as a part of their social studies curriculum. The teacher asks, “How many of you think the farmers in western Massachusetts were right to resist paying a tax to the new government?” All the children raise their hands. The teacher follows up by saying, “Well, what about in our *MicroSociety*? Do we pay taxes?” The children nod. “Why do we pay taxes? What is the money used for?” The students acknowledge that they use taxes to pay for the court, specifically the salary of the judges, bailiff, and court personnel. The teacher asks students about the benefits of the court, and the students agree that the court is a very good thing and that the *MicroSociety* couldn’t function very well without it. The teacher returns to the topic of the Whiskey Rebellion and asks the question again. After some more discussion and debate, all but one decides that the farmers were wrong to resist paying taxes.

Micro Begins – The teachers tell students to put away their books and get ready for Micro. The bell rings and some of them begin to move desks and chairs around in several classrooms. In the lunchroom, dozens of students are scurrying around putting up what looks like storefronts. Within 5 minutes the lunchroom becomes a marketplace where students are buying and selling goods. The buyers have checkbooks and local currency that looks like play money but they exchange it for actual goods and services. You see only three teachers in the lunchroom, and they are standing around observing. Occasionally, one of the students will ask a question of one of the teachers, but most of the time the teachers just stay out of the way. Around the rest of the school students are busy working on the newspaper, the students in the warehouse are checking inventory in anticipation of a storeowner coming to purchase goods, the bank tellers are collecting and recording student deposits. Further down the hall you notice a student with a badge that says, “Crimestoppers.” He is issuing a ticket to a student caught running down the hall. In another classroom set up like a courtroom, you notice a 5th grade girl in a long black robe with a gavel in her hand. The proceedings are for students who had been issued tickets the last *Micro* day. The students have to pay a fine of 500 Micros, which is equivalent to 5 weeks wages.

It is 5 minutes before school is to end, and the students and teachers dismantle their miniature society as quickly as they erected it. When the final bell rings, they school again looks very much like any other public school in America at the end of the school day.

Regis Academy Charter School, Part 1. Section 1. Mission, Vision, Educational Philosophy

- c. Describe why the district of residence or region of residence was selected. Provide supporting evidence of the need for the charter school in the identified district or region, including how the founders assessed parental and community demand. Include information on any non-operating, regional or sending/receiving relationships. Address how this charter school will be a viable choice option for the identified district or region of residence.



Breaking Down Borders in Camden County

Our vision is that all students, regardless of class, region, or ethnicity, will feel empowered to be enterprising and engaged citizens who believe the journey is as, if not more, important than the destination. The chosen location of the school is a strategic choice that we believe will help us realize our vision. Cherry Hill Township, Lawnside, Somerdale, and Voorhees make up the region of residence for Regis Academy Charter School. This unique contiguous intersection has the distinct advantage of bringing together a population that is

an example of the economic divide, the digital divide, and the empowerment divide. This presents a unique opportunity for us to bring together a diverse population of students, immerse them in a *MicroSociety* program, and create a learning environment that transcends the physical, economic, and digital borders that divide them. Each day students will spend 8 hours a day learning and working together. Having this experience in their formative years will inculcate in them a respect for diversity and the knowledge that their democracy can only be successful when everyone, regardless of ethnicity, economics, or geography, work together to achieve a common goal. The following chart details the racial breakdown in our region of residence.

Racial Representation in Region of Residence				
	Voorhees	Lawnside	Cherry Hill	Somerdale
White, Non-Hispanic	76.6%	1.2%	81.5%	73.2%
Black	7.9%	92.8%	4.9%	17.5%
Asian	11.4%	0.5%	9.0%	3.2%
Hispanic or Latino	2.5%	2.4%	3.0%	3.9%
Two or more Races	1.4%	2.0%	1.3%	2.0%
Other	0.1%	0.3%	0.1%	0.08%

Our region of residence brings together two extremes. Cherry Hill is the largest municipality in South Jersey and one of the wealthiest in the state. At the other end of the extreme is Lawnside. Lawnside has the distinction of being the first independent self-governing African

Regis Academy Charter School, Part 1. Section 1. Mission, Vision, Educational Philosophy

American community north of the Mason-Dixon Line. We expect our school community to be diverse and dynamic.

A Strong Community Response

An "Education Improvement Questionnaire" was distributed to residents throughout the four regions. The questionnaire consisted of six questions, which were distributed throughout the districts in region in several public places such as train stations, malls, etc. There were over 700 responses, the majority being favorable to the creation of The Regis Academy Charter School. The data revealed the following:

- 100% of adults believe the level of education in the districts in region need improvement
- 62% of adults believe curriculum programming needs improvement
- 64% of adults believe school counseling needs improvement
- 62% of adults believe college preparation programming needs improvement
- 57% of adults believe the extracurricular activities need improvement
- 84% of adults believe there needs to be more teacher/parent cooperation within the school district
- 85% of adults believe children in the districts in region need closer attention at school
- 50% of adults (350) had children eligible to attend The Regis Academy Charter School
- 70% of primary care providers would be interested in sending their children or grandchildren to The Regis Academy Charter School

The data strongly supports the desire of parents and caregivers in the region of residence for another educational option for their children.

- d. *If applicable, please identify and describe any specific area(s) of concentration or theme(s) upon which the charter school may be focused (for example: math and science, technology, the arts, etc. Include the statement, "The specific theme of the charter school is _____." If the school does not have a specific theme state, "Does not apply".*

The specific theme of the charter school is real-life immersion using a *MicroSociety* model.

"The *MicroSociety* model is based on two basic assumptions about learning. The first is that 'real, sustained learning takes place when students are intrinsically engaged and motivated (usually in ways that are relevant to their lives) and experience successes in the process.' The second is that

Regis Academy Charter School, Part 1. Section 1. Mission, Vision, Educational Philosophy

children learn best by playing, working, doing, and reflecting.”⁴

ABOUT THE *MICROSOCIETY* PROGRAM

In a *MicroSociety* program, teachers, students, parents, business partners and community members collaborate to create a functioning society within the school, and integrate that experience into the traditional curriculum. Children learn to run businesses, apply technology, develop government and social agencies, and create cultural and arts organizations. Gradually, they become immersed in the realities of a free-market economy, replete with taxes, property concerns, income diversity and politics.

The concept of the *MicroSociety* program was developed in 1967 by Dr. George Richmond in response to his own frustration teaching unruly fifth graders in a low-income Brooklyn neighborhood. He discovered that even the toughest children became motivated to learn when given the opportunity to create businesses and governments; borrow, lend and spend resources; create expectations and codes of behavior; resolve conflicts; and manage their interactions. It also became apparent that motivated students improve their attendance, grades, test scores and behavior.⁵

As the Microsociety model spread throughout the country, it began to receive recognition and support from various constituents in the educational community. “For instance, the Northwest Regional Educational Laboratory approved the program for inclusion in its *Catalogue of School Reform Models*.

THE *MICROSOCIETY* PROGRAM IS RESEARCH-BASED

Drawing on the research of Dewey, Montessori, Froebel, Illich, Piaget and other educational theorists, Dr. Richmond combined the best thinking in experiential education with proven concepts in the social sciences. Cognitive research also supports the idea that learning involves making connections as early and often as possible. Research has shown that “students learn more deeply and perform better on complex tasks if they have the opportunity to engage in more ‘authentic’ learning.”⁶ When connections are made, improved learning occurs. Recent results in *MicroSociety* schools across the country speak for themselves.

The MicroSociety model embraces an integrated approach to teaching and learning and students and teachers alike will need to rethink how they function in school. The lower grades, having had less exposure to “traditional” classrooms will ease into situations where connections to the ‘real’ world are evident across the curriculum.

⁴ Cherniss, Cary, *School Change and the MicroSociety Program*, Corwin Press 2006, p. 10

⁵ <http://www.microsociety.org/>

⁶ Barron, B. & Darling-Hammond, L. (2008). “How Can We Teach for Meaningful Learning?” in Darling-Hammond, L. (Ed.), *Powerful Learning: What We Know about Teaching for Understanding* (p.12). California: Jossey-Bass

Goals and Objectives

Regis Academy Charter School, Part 1. Section 2. Goals and Objectives

2. Goals and Objectives

- a. *Describe the broad academic goals of the charter school. These goals should promote high academic achievement for the entire school. They should not be goals of each subject or grade level but instead reflect the unique and innovative aspects of the school. Under each goal, include measurable objectives which will provide anticipated outcomes and evidence that the goals are being achieved.*

GOAL 1: All students will graduate reading, writing, and computing on grade level or above.

MEASURABLE OUTCOMES:

- 90% of students will consistently meet academic proficiency levels for math, language arts and science in the statewide NJASK
- 100% of students will make progress toward proficiency benchmarks for math, language arts and science.
- 100% of students will set academic goals and evaluate their progress.
- The school will close any achievement gaps between at-risk and non-at-risk students, including limited English proficient, special education, economically disadvantaged and/or recent enrollees.

ASSOCIATED ACTIVITIES:

- The school will establish baseline proficiency for all students with a nationally norm-referenced test.
- The school will track individual progress at 6-8 week intervals for all students using interim assessments.
- The school will monitor and adjust the instructional program as required by interim test data.

GOAL 2: Students will become adept problem-solvers and active learners.

MEASURABLE OBJECTIVES:

- 90% of students will be able to interpret data and predict outcomes as evidenced by standardized assessment items
- All students will be actively engaged in a *MicroSociety* enterprise through which they practice problem-solving skills and engage actively in their work.

ASSOCIATED ACTIVITIES:

- The program of experiences will require the application of concepts and skills in projects and application in *MicroSociety*
- Instruction will incorporate the fundamental elements of mathematics and language arts and integrate both with all disciplines, while providing daily opportunity for real-life applications
- Teachers will be trained to incorporate *MicroSociety* activities into classroom activities.
- 80% of students will demonstrate reasoned decision-making as evidenced by behavioral data tracked by the school.

GOAL 3: The school will implement a system to gather assessment and evaluation data and use it to improve instructional effectiveness and student learning.

MEASURABLE OBJECTIVES:

- Every 6-8 weeks, quality benchmark assessments that are aligned to the school's curriculum will be

Regis Academy Charter School, Part 1. Section 2. Goals and Objectives

administered.

- Baseline data collected from initial diagnostic tests will be used to create Individual Learning Plans for students.
- All data reports will include classroom level, student level, and question level data to help teachers analyze the root cause of students' learning gaps.
- All School-wide and in-class assessments will reflect the level of rigor required on the NJASK and other norm-referenced tests.

ASSOCIATED ACTIVITIES:

- The Principal will establish a data-driven decision making culture that focuses on ongoing professional development, data analysis, and scheduling that makes data collection a priority.
- Professional development opportunities will include training on creating rigorous assessments.

GOAL 4: The school will have a clearly defined, rigorous curriculum that prepares students for the rigors of competitive high school programs.

MEASURABLE OBJECTIVES:

- Comprehensive curriculum will be developed prior to the opening of the school.
- Quarterly, curriculum committees will review and evaluate the efficacy of the curriculum.
- Data collected from benchmark assessments will be used to refine unit and lesson plans to meet the needs of students.
- Math and English/Language Arts Curricula will be aligned to the Common Core Standards. All other content areas will be aligned to the NJCCCS.

ASSOCIATED ACTIVITIES:

- Professional development opportunities will include training on evaluating and revising curriculum.
- The Principal will build a cadre of teacher leaders who can lead curriculum committees.
- The *MicroSociety* program will be designed to reinforce curricular content.

- b. *Describe the broad nonacademic goals of the charter school. These goals should support high academic achievement and should be student-centered and focused on student outcomes. Under each goal, include measurable objectives which provide anticipated outcomes and evidence that the goals are being achieved. These goals should include, but are not limited to: governance, staffing, administration, professional development, etc.*

GOAL 1: Students acquire the "know how" and desire to accept leadership positions within and out of the school setting.

MEASURABLE OBJECTIVES:

- All students will actively engage in *MicroSociety* activities and assume roles with increasing responsibility at each grade level.
- All students will participate in a community service or philanthropic effort initiated by grade levels each year.

ASSOCIATED ACTIVITIES:

- *MicroSociety* will be designed to gradually release responsibility from the teacher to the students as they get older. Teachers will function as facilitators or consultants while students function as

Regis Academy Charter School, Part 1. Section 2. Goals and Objectives

“managers” and decision makers.

GOAL 2: Parents will be trained to effectively support and enhance the school’s core beliefs and practices.

MEASURABLE OBJECTIVES:

- Each year, the school will facilitate a session on the Student and Family Handbook to all school stakeholders so that discipline and behavior expectations of all members of the charter school community are reinforced and are uniformly applied.
- At least 90% of parents will consistently report that the school has a positive school culture on Mid-Year and End-of-Year Surveys
- All Parents/Guardians will participate in at least four school events/meetings each year.

ASSOCIATED ACTIVITIES:

- Parents will be encouraged to volunteer at the school and participate in school functions and activities.
- Parents will be asked to volunteer time and expertise in MicroSociety.
- Retreats and parent development workshops will be offered that train parents on developing external and internal assets in their children.

GOAL 3: All instructional staff will be highly trained, professional, and skilled in instructional delivery. They will feel supported in their work and aware of the opportunities to grow in the organization.

MEASURABLE OBJECTIVES:

- All teachers will participate in two weeks of summer training that will include analyzing student assessment data, curriculum development and curriculum revisions.
- All teachers will plan instruction to address diverse student needs.
- A comprehensive professional development program will be systematically implemented in order to address individual teacher and school-wide goals.
- Weekly lesson plans will identify specific students and specific skill gaps that the teacher will address in the week’s lesson.
- All teachers will complete SMART Goals, which detail their goals for students and their personal professional goals.

ASSOCIATED ACTIVITIES:

- All teachers will work collaboratively to design and implement high-quality instructional units.
- The school’s professional development program will assist teachers in meeting student academic needs.
- Teachers will use data to drive daily instruction.
- The Principal will create opportunities for teacher leaders to emerge and assume roles with increasing responsibility.

GOAL 4: All members of the school community will be knowledgeable about the charter school’s education program and expected academic outcomes for each grade level.

MEASURABLE OBJECTIVES:

- Assessment results will be displayed in a dashboard and provided to Board members at each Board of Trustees meeting.
- Teachers will review interim assessment results with parents during each Interim Assessment cycle.

Regis Academy Charter School, Part 1. Section 2. Goals and Objectives

- Benchmarks for achievement will be communicated systematically to school stakeholders and through various mechanisms.
- By the end of each school year, 75% of parents will support the academic program in a variety of ways.

ASSOCIATED ACTIVITIES:

- The Principal will create a communication system for teachers and parents and a system to track it.
- Parents and community members will be recruited to serve on various committees that support the educational program of the school.
- A list of volunteer opportunities will be disseminated to parents and community members.

3. Educational Program

- a. *Provide a narrative which details the educational philosophy as well as the unique and innovative features of the charter school. This narrative must incorporate the school's mission statement and describe how the school will address all of the current New Jersey Core Curriculum Content Standards (NJCCCS).*

The mission of The Regis Academy Charter School is to graduate students who are life-long learners, independent self-starters, effective problem solvers, and deep critical thinkers who will share their intellectual and social capital with their communities. Graduates of Regis Academy Charter School will be prepared for the academic demands of competitive high school programs, keenly aware of what it takes to contribute meaningfully to a democratic society, and have developed a strong sense of self-sufficiency, social responsibility, and an entrepreneurial mindset.

The program will be designed to utilize research-based, hands-on, student directed instructional best practices that connect real-life to the classroom. The founders of Regis believe two basic assumptions about learning:

1. Real, sustained learning takes place when students are intrinsically engaged and motivated (usually in ways that are relevant to their lives) and experience successes in the process.
2. Children learn best by playing, working, doing, and reflecting.⁷

As mentioned in Section 1, the curriculum at Regis Academy Charter School will be viewed as a comprehensive program that focuses on the program of studies, program of experiences, program of services, and the hidden curriculum. The following subsections flesh these components out further.

THE PROGRAM OF STUDIES

MicroSociety Program Impact on Standardized Test Performance: A Study of Pre and Post-Implementation Using Data from 13 MicroSociety and 13 Control Schools. 2005

This third-party evaluation of student achievement scores covers the years 2001 through 2005. Schools were evaluated using strict unbiased scientific methodologies. As a result, many *MicroSociety* Schools that showed more impressive test score gains were eliminated from this study because their state tests were not comparable within the parameters of this research design. For instance, all of the *MicroSociety* Blue Ribbon Schools were in states where

⁷ Cherniss, Cary, *School Change and the MicroSociety Program*, Corwin Press 2006, p. 10

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the tests could not be compared to others stated over the period of time studied. As a result, the test score gains within this study would actually be *significantly higher* if additional highly successful *MicroSociety* schools could have been included. Findings from this study:

- *MicroSociety* program schools outperformed non-*MicroSociety* control schools with similar demographics within their district in both Math and Reading scores
- Math improved an average of 12 percent pre/post test for schools using the *MicroSociety* program
- Reading improved an average of 14 per cent pre/post test for schools using the *MicroSociety* program
- The researcher says the evidence is "very strong" that schools implementing a quality *MicroSociety* program can be assured that its implementation and/or continuation will not be a factor in lowering test scores, rather *MicroSociety* schools tend to demonstrate an improvement in test performance over time and these results are both sizable and statistically significant.⁸

Our primary goal is to ensure that our students are academically prepared for any competitive high school program. That goal takes priority over all others. Skill mastery is as much a "real-world" experience as their immersion in the *MicroSociety*. The *MicroSociety* program can only work at optimal levels when students have the necessary foundational skills and knowledge. The research above demonstrates the impact the program can have on student achievement.

THE REGIS ACADEMY CHARTER SCHOOL'S APPROACH TO ADDRESSING THE NJ CORE CURRICULUM CONTENT STANDARDS

ADDRESSING THE COMMON CORE STANDARDS IN ENGLISH/LANGUAGE ARTS AND MATHEMATICS

There is substantial research that indicates mastery of early literacy skills is a predictor of future reading comprehension in elementary school and beyond.⁹ Print exposure is not limited to material in school but will also include materials in the home and community and as such, parents need to be made aware of the importance of this early exposure. Additionally, early literacy skills impact a child's ability to do well in middle and high school, the point at which many students make decisions about dropping out or heading to college. Research also indicates that increased time on tasks such as independent reading, improve comprehension and overall academic achievement.¹⁰ As such, it is imperative that students in primary grades

⁸ www.microsocietyinc.com

⁹ Differences in print exposure predict differences in the growth of reading comprehension ability. Anne E. Cunningham and Keith E. Stanovich, "Early Reading Acquisition and its relation to reading experience and ability 10 years later," *Developmental Psychology* Volume 33 (6) November 1997, 934-935.

¹⁰ Patterson & Proust, the power of pleasure reading. (February 2008). *Reading Today*, 25(4), 18.

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master literacy standards in order to flourish academically in later years. Regis Academy Charter School will be a literacy-rich environment from Kindergarten to Eighth Grades, progressing to more challenging and lengthier text. By middle school, students will have the prerequisite skills to engage in more analytical discussions, debate issues in a broader context, and make connections between their lives and the literature. By eighth grade, student writing will become more sophisticated, and they will really become partners in their writing process. With strong foundational skills, students will grow to be skilled at identifying, analyzing, and improving their own writing and that of their peers. Our goal is that students graduate with deep understanding of the content and the necessary skills to clearly articulate, in writing or orally, their analysis of the content.

The Common Core ELA Standards are organized under the five strands below. The grade specific expectations outlined under each standard will be used as a starting point to develop a grade-by-grade scope and sequence chart of skills to be taught, practiced and mastered.

READING: LITERATURE

READING: INFORMATIONAL TEXT

WRITING

SPEAKING AND LISTENING

LANGUAGE

Regis Academy Charter School believes a strong foundation in mathematics is a prerequisite for developing the critical thinking and analytical skills necessary to be successful in the 21st century. Therefore, we place as great an emphasis on high achievement in math as we do in literacy. The mathematics program will focus intensively on developing students' number sense and computational skills. The school will use a constructivist approach to math instruction, engaging students with material in a meaningful way and constructing understanding of concepts. We will use a curriculum such as Saxon Mathematics, which is highly effective in providing students with instruction in basic skills, procedural computation, and conceptual understanding. While students will be challenged with high-order thinking questions, the primary grades will focus heavily on computational skills, as students need to learn how to "do the math" before they can complete higher-order thinking questions, such as word problems.

MATH AND LITERACY CONNECTIONS

Reading and writing will be an integral part of math class, and students will understand that while the end products of a mathematical pursuit looks very different from the presentation of a writing effort, the mental journey is the same – making sense of a concept and presenting it effectively.¹¹ Students will profit from the intense focus on literacy in math class as they attack word problems and inquiry-based projects. In the primary grades students will read math-

¹¹ Burns, Marilyn. *Writing in Math Class: A Resource for Grades 2 – 8*. Math Solutions Publications, 1995, Sausalito, CA.

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based stories such as *100 Hungry Ants* and *Sir Cumference and the First Round Table: A Math Adventure*. Students in higher grades will use their writing to support their learning and explain the mathematical process. By middle school, students will not only be assessed on their ability to compute and complete word problems, but also on their ability to explain, orally or in writing, the steps and thinking involved in solving a problem.

The Common Core Math Standards are organized around the strands below. The grade specific expectations outlined under each standard will be used as a starting point to develop a grade-by-grade scope and sequence chart of skills to be taught, practiced and mastered.

K-5

Counting and Cardinality (K)	Operations and Algebraic Thinking
Numbers and Operations in Base Ten	Measurement and Data
Geometry	Number and Operations – Fractions

6-8

Ratios and Proportional Relationships	The Number System
Expressions and Equations	Geometry
Statistics and Probability	Functions (8)

Teachers will be deliberate about modeling the “Eight Standards for Mathematical Practice” and incorporating them into daily activities and assignments.

Eight Standards for Mathematical Practice

- Make sense of problems and persevere in solving them.
- Reason abstractly and quantitatively.
- Construct viable arguments and critique the reasoning of others.
- Model with Mathematics.
- Use appropriate tools strategically.
- Attend to precision.
- Look for and make use of structure.
- Look for and express regularity in repeated reasoning.

Kindergarten – Second Grade

**Language Arts
Literacy**

Regis Academy Charter School’s K-2 Literacy Curriculum will be designed to enable students to progress seamlessly through the earliest stages of literacy development and to emerge as fluent readers, writers, and thinkers. In reading, this is accomplished through attention to the five areas of reading instruction identified by the National Reading Panel: phonemic awareness, phonics, fluency, vocabulary, and text comprehension. Picture books will be read to students and available for independent reading after the appropriate skill is developed. Teachers will model effective reading strategies during read aloud periods. Intervention for those students who have not yet mastered any of the five areas is essential and will be built into the data-

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	<p>driven literacy plan.</p> <p>As young writers, students in primary grades will learn the mechanics of handwriting, the basics of sentence structure, and the use of pictures to represent their ideas. The students' development as writers will be honed through direct instruction in the conventions of writing, through modeling, and independent application of writing skills using the Writing Workshop approach. Through integration with content areas including science and social studies, students will be challenged to develop oral and written comprehension skills and to present their knowledge in multiple forms.</p>
Mathematics	<p>In Grades K-2, the primary content emphasis is placed on number sense and geometry. Number sense, as included here, involves understanding the relative sizes of numbers in the base ten system of numeration and knowing how to use them in problem solving, estimation, measurement, and classification. Foundations of algebra are established through the generalization of arithmetic in which letters represent numbers or specified sets of numbers. Data analysis and probability are introduced through the collection and analysis of data. Geometry in these grades begins by having students recognize shapes according to characteristics and is extended to making and representing spatial relationships.</p>

Third Grade – Fifth Grade	
Language Arts Literacy	<p>The third through fifth grade reading curriculum builds on the basic skills learned in K-2 and focuses on five skill areas: Phonics, Word Recognition, Fluency, Key Ideas and Details, Craft and Structure, and Integration of Knowledge and Ideas.</p> <p>Similar to the K-2 grades, the literacy block will continue to be structured around a few key components. As students progress from 3rd to 5th, there will be a gradual release of responsibility moving from the teacher to the student. More specifically, students will continue to participate in Shared Reading, Guided Reading, Independent Reading, and Read Alouds. The time allotted for each component will change as students get older and become more independent readers. Computer-assisted reading reinforcement will still be made available to students who need more practice with basic skills. Software will also be made available to students who might benefit from reading acceleration. Literature circles can be incorporated into the block as well.</p> <p>The students will begin to practice reading longer text for a sustained period of time. The types of literature read will progress from shorter pieces of literature such as <i>The Story of Ruby Bridges</i> to novels such as <i>The Lion, The Witch, and the Wardrobe</i>, through which students will begin to explore more deeply the more complex topics of symbolism and character development</p>

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that they will encounter in the middle grades.

In writing, third grade students will continue to learn about how writers develop a well-written product through the Writers' Workshop Model. Learning to develop a voice as a writer brings written expression to a new level. Ideas are generated through listening to stories, recalling experiences, brainstorming, reading aloud and group discussion. Revision at this level continues to heighten awareness about narrowing focus, sequencing ideas, elaborating with details, improving openings and closings and selecting appropriate word choice to show voice. Reference materials are utilized to help with revision: dictionaries, thesauri, word charts and individually created dictionaries assist in broadening a student's awareness of options for clarity and specificity. Editing skills focus on grade appropriate spelling, mechanics and utilizing simple and compound sentences. The writing process continues within the Writers' Workshop Model with regular celebrations occurring throughout the year. The continued collection of writing samples in a portfolio allows third grade children to determine their own strengths and weaknesses via criteria sheets used for revision and editing.

The fourth grade writing program will build upon the skills taught in previous years using the Writers' Workshop Model. The students continue to hone their writing skills by learning to draft writing in a variety of genres with supporting structure according to the intended message, audience, and purpose for writing. They will learn to revise drafts by rereading for meaning, narrowing a focus, elaborating, reworking organization, openings, and closings, and improving word choice. The concept of voice in writing is an important area of focus in fourth grade. The skill of editing at this level teaches children to review and edit work for spelling, mechanics, clarity, organization and fluency. Students produce personal narratives that include description, observations, recollections or an event or experience and informational reports. Instruction and practice, with topics coming from all content areas, help students strengthen openings and closings, use dialogue effectively and correctly, sharpen focus, improve coherence, develop effective transitions, and use a variety of sentence lengths and complexities. Fourth grade writers continue to organize their favorite works samples in a writing portfolio with celebrations of their creations occurring throughout the year.

The fifth grade writing program will build upon the skills taught in previous years using the Writer's Workshop Model. The students continue to hone their writing skills by writing in a variety of genres with supporting structure according to the intended form, audience, topic and purpose for writing. They will revise drafts by rereading for meaning, narrowing focus, elaborating, reworking organization, openings, and closings, and improving word choice.

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	<p>Students will learn to develop their writer’s voice in fifth grade. The skill of editing at this level teaches children to review and edit work for spelling, mechanics, clarity, organization and fluency. Students produce personal narratives that include description, observations, and recollections. In addition, students will produce various other writing genres such as persuasive essays, business and friendly letters, compare and contrast essays, problem/solution and hypothesis/results essays, everyday or workplace writings, critiques, and informational reports. Instruction and practice involving writing across all curricular areas will assist students to become successful writers. Fifth grade writers continue to organize their work samples in a writing portfolio that will be a combination of handwritten samples along with digital journals.</p>
<p>Mathematics</p>	<p>The mathematics program in Grades 3-5 will focus on building on students’ prior knowledge to allow them to progress from the foundation gained in early mathematics experiences to actively constructing new knowledge. In these grades, students develop mathematical skills and insights and use them in solving meaningful problems. Students in Grades 3-5 will encounter a range of representations and problem-solving situations that empower them to move from the concrete to the abstract. The curriculum will emphasize computational fluency in basic operations, problem solving, reasoning, and number sense. It will also promote student acquisition of the skills and strategies necessary to comprehend new and challenging mathematical concepts.</p> <p>Critical in the 5th grade year, is ensuring that students are able to transfer knowledge of concrete computational skills and apply them to real-world situations. Students will begin to experience an inquiry and problem solving approach to instruction. Teachers will begin to employ more project-based assessments and performance tasks. Below is an example of what a 5th grade class might be asked to produce based on their knowledge of Geometry, Measurement, and Fractions:</p> <p style="text-align: center;"><i>Sample Performance Task</i></p> <p>Here’s your chance to design the perfect playground for our school! You’ll decide what kind of playground equipment to include, and where to put it. You’ll have to keep in mind that the school requires $\frac{2}{3}$ of the schoolyard be reserved for sports fields, and $\frac{1}{4}$ of that space be set aside for a basketball court. The remaining space can be allotted for playground equipment. Of course, the playground design must fit into our school’s existing schoolyard space, and remain within the budget allowed. The playground design needs to be submitted along with a written proposal to the principal. Who knows – when it’s time to update the playground, your suggestions could be considered!</p>

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<i>Sixth - Eighth</i>	
Language Arts Literacy	<p>The Grade 6-8 Literacy curriculum will be organized around units which engage the maturing reader into a variety of reading and writing opportunities. It will be designed to integrate reading, writing, speaking, listening, viewing, and thinking modalities. A process approach will be implemented to instruct students how to effectively and fluently execute strategies that will encourage mastery of reading and writing abilities through a variety of materials, which will include children’s literature, young adult literature, informational/expository text, and periodicals.</p> <p>The learner will be encouraged to analyze, synthesize, and critically evaluate topics related to personal and social aspects of their lives in relation to culture and stereotypes; the earth and our interactions with nature, the role of personal goals and choices in shaping our futures; personal, social, and environmental change; self-reflection and conflict resolution in the wake of character challenges. Students will make decisions about controversial issues through research on both sides of the issues, resulting in a persuasive position paper.</p> <p>As students progress to eighth grade, the literacy curriculum will encourage young adults to develop a fuller understanding of themselves and their relationship to the world around them through reading and writing. A variety of genres and discourses will contribute to students’ understanding while a plethora of strategies and techniques will keep learning lively and fun, as well as challenging and focused. Fiction will move from center stage to share the light with nonfiction. While the students will still delight in classics and modern fiction and poetry, increasingly the informational and persuasive texts they read will spotlight knowledge and background while providing models for their own writing. Major and minor research experiences will equip students for explorations into science, social studies, music and art.</p> <p>In writing, students will develop the ability to critically analyze and respond to literature and expository materials through all forms of rhetorical writing and open-ended questions. Students will write short stories, which focus on the components of narrative writing, and multi-paragraph persuasive and explanatory essays. Students will also write nonfiction pieces such as biographies, and they will produce descriptive essays and expository pieces to compare and contrast or solve problems. They will gradually tackle more difficult tasks such as autobiographies and “how to”, issue-based, and cause/effect essays. Finally, students will undertake major and minor research experiences to equip them for writing in the content areas.</p>
Mathematics	<p>The mathematics program in Grades 6-8 will play a key role in preparing students for high school mathematics and further study. This curriculum will integrate algebraic and geometric concepts into other mathematical topics.</p>

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	By enabling students to make connections between these topics, algebraic and geometric thinking skills are developed. Instruction focuses on rational numbers and algebraic, geometric, and proportional reasoning concepts in order to provide students with the necessary prerequisite skills for success in high school mathematics courses.
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Social Studies
Social Studies 6.1 Social Studies Skills · 6.2 Civics · 6.3 World History · 6.4 United States History · 6.5 Economics · 6.6 Geography

Instruction will be focused on developing an understanding of core democratic values, the rights and responsibilities of American citizens, and how key people and events contributed to the development of the American heritage.¹² Students will engage in authentic learning experiences such as interviewing family and community members and role-playing important historical scenes. Students will also have opportunities to take field trips in order to further their understanding of social studies content. Nonfiction and historical fiction texts will be used to build background and content knowledge for students in all grades. Even in the upper grades, picture books can be used to introduce more complex topics in a more accessible format. For example, *The Terrible Things* by Eve Bunting, is a wonderful allegory about the Holocaust through which students can explore the notion of silence as betrayal during the Holocaust. Then in the upper grades, they can read *Night* by Elie Weisel, and have a framework for thinking about an important theme that permeates the novel, and the events of the Holocaust in general. Another picture book, *Faithful Elephants a true story* by Yukio Tsuchiya, shows clearly the unintended consequences of war; following it with *Hiroshima* by John Hersey written in journalistic style, again offers students two unique ways to “see” the effects of war. Students will learn to read for understanding in the content areas and prepare written responses to reflect their understanding. We will also focus on the oft forgotten skills of civics and geography. It is important to our program that students have the technical knowledge of what it means to be a citizen and how to find their way around the world. It can seem like a basic understanding, but the Founders have found that our young people are missing those basic understandings of citizenship and geography that will serve them in every aspect of their lives for all of their lives.

K-2	<p>Students will learn fundamental concepts about government, citizenship, geography, economics, and history.</p> <p>The kindergarten and first grade programs revolve around a study of families, neighborhoods, and communities at home and around the world. By widening the scope of the curriculum to families throughout the world, children gain an international perspective. Students learn the ways in which people organize institutions to produce and distribute goods, and to meet human needs including the social rules that govern one's life.</p>
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¹² New Jersey Core Curriculum Content Standards for Social Studies:
<http://www.njcccs.org/ContentAreaTabularView.aspx?code=6&Desc=Social%20Studies>

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	<p>Second graders are ready to learn more about the world in which they live. They begin to learn how important it is for people and groups to work together and to peacefully resolve problems. Children's expanding sense of place and spatial relationships provides readiness for more in-depth geographical studies. Geographical investigations begin with the familiar local regions and expand to locations around the world.</p>
<p>3-5</p>	<p>Third graders are ready to learn about historical and contemporary people who made a difference. Students are introduced to people of various races, cultures, and regions who have made a positive contribution to society. Students have the opportunity at this grade to develop an appreciation for history through factual presentations, autobiographical and biographical studies, and historical fiction.</p> <p>Fourth grade introduces the first formal study of New Jersey, its ethnic diversity, its Native American history, its rich culture, the economic energy of its people, and its geographical regions. Historically, the major focus begins with American Indians and moves to colonization and the events leading to the American Revolution. Students discover that New Jersey's changing history is closely related to its physical geography.</p> <p>Fifth grade presents the development of the United States from The Age of Exploration to the present, integrating the neighboring countries of Mexico and Canada, as well as the region of Central America. Students examine the contributions of the different groups that built the American nations. This study includes an introduction to the basic documents of the United States government, especially the Declaration of Independence, the Constitution, and the Bill of Rights, along with the central concepts embedded in democracy. Students learn about the diverse influences of ethnic groups across North America. These include the contributions in the economic, political, scientific, technological, and cultural arenas.</p>
<p>6-8</p>	<p>Through instruction in U.S. History and World History/Global Studies, Regis Academy Charter School students begin to analyze the implications of government structures and economic policies for individuals, communities, nations, and global relationships. Students build on the concepts and generalizations developed in earlier grades as they learn about the peoples of South America, Europe, Africa, Asia, and Australia and the physical environments in which they live.</p> <p>By middle school, learning will be more cooperative. Students will use tools and skills to think and act like a historian. The focus will be on inquiry-based learning and the application of historical information to current events. Students will grapple with the content using a more problem-based approach, asking questions like "What if the South had won the Civil War?" The learning process is then a set of discoveries about the history of the United States</p>

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	<p>during this time period, the events leading up to the war, and how the country changed afterwards. Students can develop the answer to that question based on a firm grounding in historical content. Thinking of alternative solutions to real events will help students begin to think more creatively about problems that don't yet have endings or solutions. While a curriculum resource will be chosen to support instruction, teachers will also be trained and encouraged to make use of the resources other than the textbook and outside of the school walls.</p>
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Science	
<p><i>Science 5.1 Scientific Processes · 5.2 Science and Society · 5.3 Mathematical Applications · 5.4 Nature and Process of Technology · 5.5 Characteristics of Life · 5.6 Physical Science – Chemistry · 5.7 Physics · 5.8 Earth Science · 5.10 Environmental Studies · 5.9 Astronomy and Space Science</i></p>	
<p>Regis Academy Charter School will select an inquiry-based, hands-on program such as Full Option Science System (FOSS) to deliver the science curriculum. Students will construct an understanding of science concepts through their own authentic investigations, experiments, and observations. Field trips, environment walks, projects, experiments, and real-world application will set a stage for students to employ the scientific method as they learn new concepts, question the world around them, and predict and explain scientific theories.</p>	
<p>In accordance with our intense focus on literacy, students will engage in content specific reading to build background and further their understanding of science concepts, while strengthening their reading proficiency.</p>	
<p>K-2</p>	<p>Physical, life and earth science content will be delivered through a program such as FOSS. Students in grades kindergarten through eighth grade will learn to formulate questions, make observations, and perform investigations and experiments. Students will learn to think logically and make decisions based on scientific knowledge acquired through authentic experiences and science readings.</p>
<p>3-5</p>	<p>Students will be required to complete projects and reports that explain their results and findings. All students will maintain science journals in which they will record their own hypotheses and theories. Ultimately, students will be prompted to think critically, make connections between concepts and real-life situations, and apply and communicate their own reasoning and deductions.</p>
<p>6-8</p>	<p>Teachers will guide students through shared and individual research of scientists, important events in science, and technological innovations that have impacted the scientific world and our everyday lives. Students will explore science from a cross-cultural perspective, developing the understanding that scientific advances have been made around the world, by persons of varied backgrounds and cultures.</p>

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Visual and Performing Arts	
<i>Visual and Performing Arts 1.1 Aesthetics, 1.2 Creation and Performance, 1.3 Elements and Principals of the Arts, 1.4 Critique, 1.5 World Cultures, History, and Society</i>	
<p>Research indicates that arts education heightens perception, thereby helping students shift thought patterns. The arts also help provide and extend meaning to core curricular subject matter. As a school with a college preparatory focus, a robust arts program is essential to our academic program. Arts participation and SAT scores co-vary—that is, they tend to increase linearly: the more arts classes, the higher the scores.¹³</p>	
K-2	<p>The Visual and Performing Arts course of study will address the Dance, Music, Theater Arts, and Visual Arts strands required by the NJCCCS. Although the product requirements will change based on the grade level and student ability, all Regis Academy Charter School students will be required to do the following during their course of study in Visual and Performing Arts:</p>
3-5	<ul style="list-style-type: none"> • Create: Refers to expressing ideas and feelings through improvising, composing, writing, or choreographing.☐ • Perform: Refers to presenting or demonstrating, informally or formally; a process that calls upon the technical, expressive, and interpretive skills of the learner.☐ • Respond: Refers to observing, describing, analyzing, critiquing, and evaluating.☐ • Analyze/Understand: Refers to synthesizing knowledge in relation to history, culture, heritage, other content areas, ideas, and life-long learning.
6-8	

World Languages	
<i>World Languages 7.1 Communication - 7.2 Culture</i>	
<p>Regis Academy Charter School founders are committed to preparing students for the dynamic global society they will inherit. We will offer a Spanish language program to students in grades K-8. It is imperative that our students learn to effectively communicate in more than one language, with an appropriate understanding of cultural contexts.</p>	
K-2	<p>Beginning in kindergarten, students will learn Spanish for a minimum of two days per week. Students will learn to speak and comprehend oral communication, as well as written directions. Through songs, games, poems, and visual representations, teachers will guide students through the development of the selected language. Students will develop an understanding of written and oral rules of the world language they will learn. We will select a curricular program that incorporates a multisensory approach. The selected program will serve as a source of knowledge about the cultures of people who speak the target language being learned. Students will learn</p>
3-5	

¹³ *The College Board, Profile of College-Bound Seniors National Report for 2006*

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	about various cultures by participating in celebrations, engaging with guest speakers, and studying various texts about those cultures. As students progress, they will develop a deeper understanding of cultures, comparing and contrasting their own cultures with those being studied.
6-8	The middle school program will build on the foundational Spanish language skills students learn in grades K-5. Grade 5 will be the year the students transition from a skill practice approach to immersion in the language. Students will be expected to carry on more advanced conversations, create skits, and read accessible foreign language materials.

Health and Physical Education	
<i>Comprehensive Health and Physical Education 2.1 Wellness, 2.2 Integrated Skills, 2.3 Drugs and Medicine, 2.4 Human Relations and Sexuality, 2.5 Movement, 2.6 Fitness</i>	
It is our belief that healthy kids make better students. The goals of the Health and Physical Education curriculum will be to give students the information they need to make informed choices to maintain a healthy lifestyle. Physical Education will be a time for students to learn and practice fine and gross motor skills, to learn how to actively participate in large group games, and to develop habits that lead to staying physically fit.	

Technology	
<i>Technological Literacy 8.1 Computer and Information Literacy 8.2 Technology Education</i>	
Technology at Regis Academy Charter School will be used to transform teaching and learning. Technology will be used to motivate students, promote critical thinking, foster creativity, and practice 21 st Century Skills. It will also help teachers provide more effective and efficient instruction. Computers will be a tool with which to communicate with students locally and globally. For example, students can use the computer to practice their conversational skills with students in a Spanish speaking country who are learning English.	
K-2	At the primary levels, students will learn the basic functions of the computer (e.g. mouse, keyboard, printer). With support from teachers and family members, they will use developmentally appropriate technology tools like educational software, and interactive books.
3-5	They will continue to develop information-literacy skills and increasingly use <i>technology to communicate with others in support of learning, while also recognizing the need for cyber safety and acceptable use policies. Students in grades 3-5 will also investigate the impact of technology systems, understand the design process, and use it for problem solving.</i>
6-8	At the middle school level, students will continue to demonstrate proficiency in the use of technology. The student will demonstrate knowledge of ethical, cultural, and societal issues related to technology. They will begin to talk more abstractly about technology by exploring the potential of the internet as a means of personal learning and the respectful exchange of ideas and products. They will also learn about the power behind the exchange of those ideas on the world stage and its effect on current events. They will use technology as a

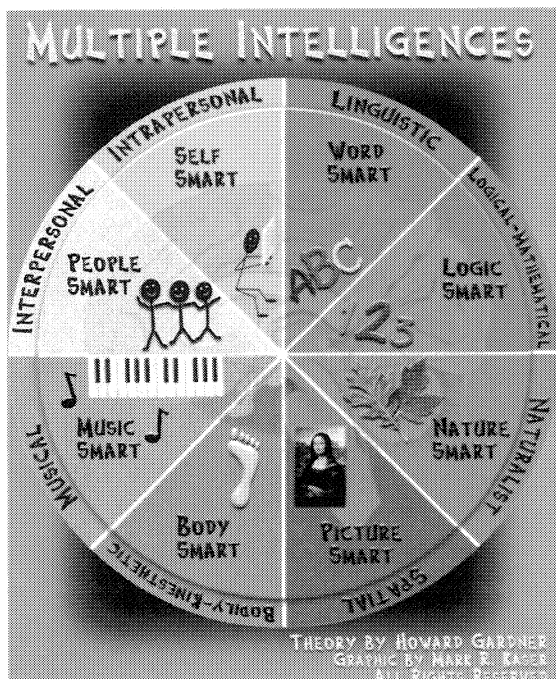
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	presentation, problem-solving and decision-making tool. Teachers will be required to have a technology component in all units of study.
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21st Century Life and Careers													
9.1 21st Century Life and Career Skills 9.2 Financial Literacy 9.3 Career Awareness, Exploration, and Preparation													
K-2	The hallmark of our program is based on teaching 21 st Century Life and Career skills. The <i>MicroSociety</i> program embraces this idea, even at earliest ages.												
3-5	Through <i>MicroSociety</i> , students at all grade levels will be able to explore careers, learn the fundamentals of financial literacy, learn how to be good followers and leaders, and participate in a collaborative working environment. The <i>MicroSociety</i> requires some key jobs that students will undertake:												
6-8	<table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">Banker</td> <td style="width: 33%;">Mail Carrier</td> <td style="width: 33%;">Police Officer</td> </tr> <tr> <td>Camera Crew</td> <td>Musician</td> <td>Store Manager</td> </tr> <tr> <td>Entrepreneur</td> <td>Newscaster</td> <td>Warehouse Worker</td> </tr> <tr> <td>Lawyer</td> <td>Nurse</td> <td></td> </tr> </table> <p>The Framework for 21st Century Learning will provide the foundation on how we incorporate this standard into the school's curriculum. The learning environment will be designed to allow students to practice essential 21st Century skills such as collaboration, communication, and problem solving. Instruction and assessment will also be designed to teach students the essential soft skills that are required to be successful e.g. self-reflection, flexibility, independence, ingenuity, and respect. The <i>MicroSociety</i> program will give students frequent opportunities to practice these skills.</p>	Banker	Mail Carrier	Police Officer	Camera Crew	Musician	Store Manager	Entrepreneur	Newscaster	Warehouse Worker	Lawyer	Nurse	
Banker	Mail Carrier	Police Officer											
Camera Crew	Musician	Store Manager											
Entrepreneur	Newscaster	Warehouse Worker											
Lawyer	Nurse												

THE PROGRAM OF EXPERIENCES

THE *MICROSOCIETY* PROGRAM REACHES ALL STUDENTS



The academic program at Regis Academy values the intelligence and abilities of all students. As previously stated: The founders of Regis believe two basic assumptions about learning:

1. Real, sustained learning takes place when students are intrinsically engaged and motivated (usually in ways that are relevant to their lives) and experience success in the process.
2. Children learn best by playing, working, doing, and reflecting.¹⁴

MicroSociety Program, Corwin Press 2006, p. 10

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Teachers will be trained to instruct in ways that promote learning, keeping these principles in mind. The *MicroSociety* program provides built-in systems and activities that promote learning and that address multiple intelligences. All students will experience success as a result. The table below illustrates how some student jobs in *MicroSociety* taps into multiple intelligences.

Multiple Intelligence and Jobs in <i>MicroSociety</i>¹⁵		
Student Jobs	Intelligences Developed	Examples of How it is Developed
Banker	Logical-Mathematical	A banker is able to compute numbers accurately and efficiently.
	Interpersonal	A banker works with customers often, maintaining a very positive and personable temperament.
Camera Crew	Visual-Spatial	A member of the camera crew must think in terms of images and pictures, understanding how what they are filming or lighting will look on a television screen.
	Mathematical-Logical	When mechanics malfunction, camera crew members should be able to logically come to a conclusion on what is malfunctioning and how to fix it.
Police Officer	Interpersonal	A police officer must understand the moods and motivations of students who violate the school's code of conduct to detect and respond appropriately.
	Intrapersonal	A police officer develops his/her own sense of values and beliefs of what is right
Newscaster	Verbal-Linguistic	A newscaster verbalizes news and events to the viewers every day on the job
	Interpersonal	A newscaster presents the news in a way that relates to the entire audience and uses appropriate expressions considering the moods and feelings

¹⁵ www.microsociety.org

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THE HIDDEN CURRICULUM

THE CORE VALUES AND ACADEMIC ACHIEVEMENT

The Core Values will be reflected in our educational program and practices on a daily basis. The table below illustrates some ways in which teachers will integrate the core values into classroom activities and structures.

INTEGRATING CORE VALUES INTO CLASSROOM INSTRUCTION AND STRUCTURES	
Core Value	Classroom Activity
<i>Respect and Humility</i> – We value everyone in our community, and understand that our work is more impactful when we have diverse voices engaged in our work.	Students will complete projects that require collaboration. Students will have the opportunity to choose groupings, at times, but most student groups will be deliberately designed by the teachers to promote this core value. Teachers will be intentional in teaching students how to work collaboratively and will provide tools such as rubrics, discussion guides, and reflection tools that will help students develop collaborative skills.
<i>Accountability</i> – We assume personal responsibility for the work that we do individually and collectively.	All group activities will require students to complete a group evaluation rubric and individual rubrics. Students will also be asked to reflect on their learning and pushed to the metacognition level of Bloom’s Taxonomy. Teachers in the upper grades (5-8) will use weekly schedules or activity sheets that act as syllabi for students. Students will be held accountable for using their weekly schedules to complete assignments.
<i>Citizenship</i> – We know that social responsibility is equally as important as academic achievement. We believe, as Martin Luther King, Jr. wrote, “that intelligence is not enough. Intelligence plus character-- that is the goal of true education. The complete education gives one not only power of concentration, but worthy objectives upon which to concentrate. The broad education will, therefore, transmit to one not only the accumulated knowledge of the race but also the accumulated experience of social living.”	Students will read literature that promotes social responsibility and multiculturalism. The <i>MicroSociety</i> program also promotes this core value because students are required to practice active citizenship in order to fulfill their roles in the society. When teachers pose questions about The Constitution, for example, they will be able to draw on the academic knowledge and student roles in <i>MicroSociety</i> to reinforce the value of citizenship.
<i>Integrity</i> – We ensure alignment between our values and our actions.	Classroom structures will reflect our mission. We want our students to be independent self-starters, so

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<p>We know that the sustainability of our program rests on our ability to remain laser focused on our vision and mission.</p>	<p>classrooms will be structured in a way that promotes that. For example, teachers will use learning stations in the classrooms. Additionally, all teachers will be required to post a daily “Do Now” that students must complete when they sit at their desks.</p>
<p><i>Resourcefulness</i> – We approach our individual and collective work with ingenuity, imagination, and creativity. We know that enterprise is what drives our economy and fosters self-sufficiency.</p>	<p>Teacher expectations for students will be aligned with our mission and vision. For example, we want our students to be enterprising, so many classroom projects will require students to create something or to answer open-ended project tasks that have multiple solutions.</p>

STUDENT ACCOUNTABILITY

The real-world challenge comes with its own criteria for success, and students must be prepared for this reality. At Regis Academy Charter School student reflection, self-assessment, and performance review will be fully integrated into the school program; students will be held accountable for achieving the milestones toward full grade-level proficiency in the core subject areas.

Helping students take responsibility for completing assigned work and offering their best efforts will be facilitated through a comprehensive school-wide student accountability system. The basis for this system at Regis Academy Charter School will be as follows:

<p align="center">REGIS ACADEMY CHARTER SCHOOL TEACHER-STUDENT ACCOUNTABILITY OBJECTIVES</p>
<ul style="list-style-type: none"> ● Provide content instruction: Assuring that all students understand and can apply the content associated with class work means students make helpful connections between their previous learning experiences, the content, and the assigned classwork.
<ul style="list-style-type: none"> ● Create supportive settings: Establishing a classroom environment that supports students’ academic efforts requires building a positive and productive tone that is structured to encourage student effort and is inclusive of each student’s cultural traditions and understandings.
<ul style="list-style-type: none"> ● Model desired outcomes: Providing a model of both the process and the completed classwork sought from students gives the students tangible examples of the teacher’s expectations.
<ul style="list-style-type: none"> ● Assign appropriate tasks: Assuring that tasks are appropriately matched to students’ skills and abilities means carefully assessing students’ understandings to have a clear idea of students’ strengths and weaknesses.
<ul style="list-style-type: none"> ● Offer timely feedback: Knowledge of the results is a powerful motivator for students. To keep students engaged and focused on their classwork they should receive feedback both in progress and at completion.

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Once these five areas have been addressed, the teacher's next step is to focus on ways of teaching students to be responsible for following the established procedures for completing and submitting assignments at a high level of performance. To support our student accountability initiative, the school will also share the system with parents with the hope that they will reinforce the system as supervisors of home assignments.

- a. *Describe how the school will provide meaningful and sustained professional development opportunities for staff in the areas of curriculum, assessment, instruction and classroom management. Provide details regarding how these professional development opportunities will promote higher levels of student achievement.*

Professional development for teachers is a key mechanism for improving classroom instruction and student achievement. According to No Child Left Behind, effective professional development should be intensive, sustained, content- focused, coherent, well defined, and strongly implemented. The professional development opportunities at Regis Academy will be driven by a number of factors:

- Programmatic needs and School-wide goals;
- Teacher developmental levels;
- Teacher SMART Goals;
- Observations;
- Mid-Year and End-of-year Surveys; and
- Student assessment data

The data from these sources will be analyzed to inform the types and frequency of the professional development needed. After analyzing student assessment data, for example, teachers will need to differentiate instruction. Professional development will be facilitated to increase teachers' ability to manage a differentiated classroom. Student assessment data may reveal that students are weak in a specific skill and teachers have indicated having limited resources to teach a specific content area. The Principal will plan professional development sessions geared towards increasing teachers' ability to teach specific skills or how to design resources to support student learning. Data garnered from mid-year surveys may suggest some teachers are having trouble developing strong connections with the students. As a result, the Principal may schedule professional development about culturally responsive teaching or classroom management.

We will use opportunities at the start of the school year and during the workday to advance the ability of the teaching faculty to attain the school's achievement goals. A sample of how we envision delivery of the professional development plan follows.

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Formal Professional Development Opportunities

SUMMER TRAINING – Each year, all new and returning teachers will be required to attend two-weeks of summer training to design and revise curricula, design unit plans and participate in instructional strategies workshops. New teachers will be trained on the course management system. This will also be a time to begin to design interim assessments and read and use resulting data to modify instruction. Summer training will include the following:

- MicroSociety Training
- Data-Driven Instruction
- Classroom Management
- Modifications for Special Education

SCHOOL-YEAR PROFESSIONAL DEVELOPMENT is built into the school calendar. Topics aligned with the goals and academic program will drive professional development presentations and planning. Topics can include:

- Integrating Lessons Learned in *MicroSociety* into Classroom Learning
- “Best Practices” Tours – teachers will visit other *MicroSociety* schools, as well as schools that implement an experiential learning component.
- Culturally Responsive Classrooms
- Differentiated Instruction
- Using Technology to Motivate and Engage Students
- Effective parent communication
- Understanding how to implement Vgotsky’s “zones” into classroom practice

During the first year of implementation, the staff will spend portions of the summer training and the first three months of school planning for a successful launch of the *MicroSociety* or equivalent program. We believe that careful planning and slow integration will make for a more sustainable model. In the interim, teachers will develop microsocieties in their classrooms where students can learn and practice the skills necessary to operate successfully in the school-wide *MicroSociety* program. Some of the weekly staff meetings and professional development days will be dedicated to planning for *Micro*.

INSTRUCTIONAL PLANNING TEAM MEETINGS will be accommodated in the weekly schedule and common prep and planning time will be scheduled to allow for additional collaboration. Teachers will share the results of specific lessons and the impact of supplemental resources.

STAFF MEETINGS will be held weekly and used as collaborative time for Instructional Planning Teams.

SCHOOL VISITS FOR COLLECTING EXTERNAL BEST PRACTICES will be an ongoing part of professional development. Regis Academy Charter School will join school consortiums where active sharing of best practices is the norm.

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MICROSOCIETY PROGRAM RELATED TECHNICAL ASSISTANCE will be provided via school-wide workshops and small group training for teachers who will support the design of the Regis Academy specific model. Because MicroSociety is important to the development of our program and achievement of our mission, we anticipate our teachers will need ongoing training in that area.

Informal Professional Development Opportunities

1. The Principal or designee will conduct INFORMAL CLASSROOM OBSERVATIONS. Both administrators will visit and observe classes on a daily basis and provide periodic feedback.
2. PEER SHARING/COLLECTING INTERNAL BEST PRACTICES will be encouraged in line with the Regis Academy Charter School Core Value of Accountability. Teachers will be encouraged to share what is working with classroom management strategies, curriculum resources, and student data.
3. ONLINE PROFESSIONAL DEVELOPMENT resources will be utilized frequently. The online podcasts and videos on the New Jersey Department of Education Academic Standards page is just one example of the wealth of online resources available to teachers. The Principal or designee will follow up with teachers to evaluate the learning experience and will expect to see evidence in subsequent lessons of what was learned.
 - b. *Please provide assurances that the school's curriculum will integrate the following elements throughout the education program:*
 - *Promote the elimination of discrimination;*
 - *Promote mutual acceptance and respect among students and enable students to interact effectively with others regardless of race, national origin, sexual orientation, gender, religion, English proficiency, socio-economic status or disability;*
 - *Provide instruction in multicultural education content and practices;*
 - *Provide instruction in African-American History as part of U.S. History; and*
 - *Provide instruction on the Holocaust and genocide.*

Promote the elimination of discrimination

The school's Core Values of respect and humility, accountability, citizenship, integrity, and resourcefulness will help to promote the elimination of discrimination. The region of residence for Regis Academy Charter School will potentially bring together the most economically and ethnically diverse group of students we have seen to date in the charter school movement. We take this potential very seriously and welcome it. We anticipate many opportunities to help students build authentic relationships built on character and not race. Since we will admit students at such a young and foundational age, we believe we can accomplish that.

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Promote mutual acceptance and respect among students and enable students to interact effectively with others regardless of race, national origin, sexual orientation, gender, religion, English proficiency, socio-economic status or disability

The diversity we expect to have in our student body, along with our *MicroSociety* model will promote mutual acceptance and respect. Collaborative working groups in class and jobs in *MicroSociety* offer an opportunity for practice with decision-making, problem solving, and conflict resolution. This helps them interact effectively with other groups regardless of their backgrounds. Mutual acceptance and respect won't be learned by chance. Teachers will be intentional about pointing out the Core Values students are expected to employ when working collaboratively to ensure that they all get it. Students will be guided to address school issues, such as bullying, in the student legislature and court system and will seek peaceful resolutions.

Provide instruction in multicultural education content and practices

Cultural awareness recognizes that we are all shaped by our cultural background, which influences how we interpret the world around us, perceive ourselves and relate to other people. This is a key ingredient for success in our diverse world. Students are encouraged to be proud of their cultural heritage by gaining knowledge of positive members of their cultural community past and present. Students will see and experience positive representations and contributions made by members of various cultures in our society. Instructional materials will be chosen with an eye for the multicultural awareness it provides and the values it instills.

Provide instruction in African-American History as part of U.S. History

The founders will also ensure that Regis Academy Charter School curricula meet its requirement to include instruction in African-American History as part of U.S. History. The curriculum will be complemented by the study of African-American history, literature, the arts and other culturally relevant topics.

Provide Instruction on the Holocaust and Genocide

Teachers will offer age-appropriate instruction on the Holocaust and genocide based on materials offered by the US Holocaust Museum in Washington, DC. These lessons will include discussions on the historical governmental and cultural prejudices, systems, and institutions that led to the events of the Holocaust. The lessons are designed to highlight core issues such as the infringement on civil rights, empathy for the suffering of others and the understanding that the holocaust was the result of direct choices made by people and institutions. Specific topics will include lessons on the historical perspective and context for the events in Germany during World War II, the moral and ethical questions that arise from such study, and the responsibilities of citizens to ensure that such events can never occur again. Literature will be chosen with an eye for instructing students about the Holocaust and Genocide. Picture books like *The Terrible Things* will serve a dual role of teaching about the Holocaust and reinforcing

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core values. Additional examples of genocide will be incorporated so that students understand the danger for this type of thinking is still very real today.

- c. Describe the process for curriculum development, supervision, continual assessment and revision of the educational program. Provide the process the school will use to develop a curriculum (addressing all nine NJCCCS) that will be ready prior to the school's opening. Additional information can be found at <http://www.nj.gov/education/aps/>.*

The school will have a fully developed scope and sequence by June 30, 2012. The process for initially developing the curriculum will begin immediately upon approval. We will simultaneously begin the search for our Principal, who will eventually lead the development of the curriculum. During the planning phase, the Founding Board members who are educators and retired educators will support the effort to create a curriculum framework from which the Principal, when identified, can begin to develop a fully articulated curriculum. During the 10-day summer training, teachers will be required to refine the curriculum and prepare instructional materials for the first two months of school.

In subsequent years, the curriculum will be developed based on data collected from state-mandated and non state-mandated tests. Additionally, we will use anecdotal data collected from conversations with teachers, students, and parents.

In Year 1, the Principal will manage the supervision of the curriculum. As the school grows, it may be necessary to hire a Director of Instruction or promote a teacher to a lead teacher position, who will hold dual responsibilities as a classroom teacher and curriculum coordinator.

- d. Provide the school calendar for year one. Include the first and last day of school, vacations, professional development/in-service days, holidays, etc. List the number of school days per month and the total number of school days per year for students and for teachers.*

The Regis Academy Charter School Proposed Academic Year Calendar 2012 – 2013				
Month	Date	Scheduled Event	Student Days	Staff Days
August				
13-24		10 days in August for staff preparation for school year and Professional Development		10
27		First Day of School for Students	5	15
September				
3		Labor-Day – No School		

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13		Back-to-School night		
14		No Classes: All day in-service training	18	19
October				
8		School Closed: Columbus Day Observed		
18		Afternoon in-service training		
25		No Classes: Staff Development Day	21	22
November				
5		School Closed: Election Day		
12		School Closed: Veterans Day		
16		No Classes: Staff Development		
22-23		School Closed: Thanksgiving	18	19
December				
24-31		School Closed: Winter Holiday Break	15	15
January				
2		Classes Resume		
18		Afternoon Staff Development		
21		School Closed: Martin Luther King Jr. Birthday Observed		
25		No Classes: All day Staff Development	20	21
February				
15		Afternoon Staff Development		
18		School Closed: Presidents Day Observed	17	18
March				
15		No Classes: All day Staff Development		
29- Apr 5		School Closed: Spring Break	20	21
April				
8		Classes Resume		
19		Afternoon in-service	22	22
May				
10		No Classes: All day in-service		
27		School Closed: Memorial Day	21	22
June				
18		School Ends – Last Day of Classes	12	17
21		End of year staff day.		
24-25		Two day in-service training		
Total Scheduled Days			189	211
In the event of snow days the school will be open until later in June. Dates are tentative and will be adjusted upon availability of the Sending Districts 2012-2013 school year calendar.				

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- e. Provide a school-day schedule which lists each class period and provides the official hours of operation for the school day. If applicable, list the times for before- and after-school programs.

Regis Academy Charter School K-4 Proposed School-Day Schedule 2012 - 2013					
	Monday	Tuesday	Wednesday	Thursday	Friday
7:20 – 7:40	<i>Breakfast</i>				
7:45am – 8:00am	Advisory	Advisory	Advisory	Advisory	Advisory
8am – 9am	Problem Solving/Math	Problem Solving/Math	Problem Solving/Math	Problem Solving/Math	Problem Solving/Math
9am – 10:30am	Literacy Block/Writer’s Workshop	Literacy Block/Writer’s Workshop	Literacy Block/Writer’s Workshop	Literacy Block/Writer’s Workshop	Literacy Block/Writer’s Workshop
10:30 – 11am	Math	Math	Math	Math	Math
11am – 11:30	Lunch K-2 Recess* 3-4	Lunch K-2 Recess 3-4	Lunch K-2 Recess 3-4	Lunch K-2 Recess 3-4	Lunch K-2 Recess 3-4
11:30 – 12pm	Lunch 3-4 Recess K-2	Lunch 3-4 Recess K-2	Lunch 3-4 Recess K-2	Lunch 3-4 Recess K-2	Lunch 3-4 Recess K-2
12pm – 1pm	Science	Science	Science	Science	Science
1pm – 2pm	World Language	Physical Education	Art	Physical Education	Social Studies
2pm – 3pm	Social Studies	Social Studies	Social Studies	Social Studies	Physical Education
3pm – 3:50pm	Media Literacy	<i>MicroSociety</i>	<i>MicroSociety</i>	Media Literacy	<u>Early Dismissal for Staff Meetings</u>
4pm	<i>Dismissal</i>				
*Note: Teachers have the discretion to use recess for active play or skill enhancement activities.					

We will use 5th grade as a transition year to acclimate our 5th graders into a middle school schedule model. The classes will be departmentalized, so the schedules will look different from the sample above.

Additionally, we want to point out that we have allocated 2 days a week for *MicroSociety*.

- f. If serving high school students and planning to offer a Career and Technical Education Program, refer to the National Center for Education Statistics Web site (<http://nces.ed.gov/pubs2002/cip2000/>) for Career and Technical Instruction

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(CTE) areas with Classification of Instructional Program (CIP) code numbers and provide the following:

- ☐ List what program area(s) the charter school will offer; identify the appropriate CIP code(s) for those CTE program areas; and list the three or more sequential courses that come under each program area; and
- ☐ Describe the process that once the application is approved, the applicant will submit an application for Career and Technical Education Program Approval in accordance with *N.J.A.C. 6A:19-3.1* and *3.2*.

DOES NOT APPLY

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4. Student Populations

1. Describe in detail how the charter school will meet the needs of all students.
2. Describe how the charter school will address the needs of those students who may be:
 - i. at risk;
 - ii. eligible for special education and related services;
 - iii. English language learners; or
 - iv. eligible for services under Section 504 of *The Rehabilitation Act of 1973*.

Regis Academy Charter School's founders and future Principal recognize the importance and promise of the Individuals with Disabilities Education Act,¹⁶ and the Rehabilitation Act of 1973 Section 504.¹⁷ IDEA insures a Free and Appropriate Public Education (FAPE) for all children in the Least Restrictive Environment (LRE)¹⁸ to the maximum extent appropriate. Regis Academy Charter School's founders and board believe that all students benefit from an inclusive education where students of varying abilities learn together. Information about the school and its educational focus will be made available to students and families; and Regis Academy Charter School will not discriminate on the basis of any disability. Regis Academy Charter School will be accountable for identifying, servicing, evaluating, and educating students with disabilities. All students at Regis Academy Charter School will be included in the day-to-day functions of the school. All staff members including Principal will be held accountable for taking part in professional development that assists teachers in adapting the school's curriculum to meet student's individual needs, and creating a school environment where students are welcome and thriving academically and socially while allowing for students' specific learning differences.

At Risk

The Regis Academy Charter School curricula and school environment have mechanisms in place to identify at-risk students and tailor learning experiences that help them realize both personal and academic success.

Teachers, administrator and learning specialists will be trained to identify at-risk students and develop individual educational plans to address student challenges. Assessment will include any available previous school records, interviews with parents or caregivers, and observations by classroom teachers. In-service and other professional development trainings will impart best

¹⁶ Individuals with Disabilities in Education Act (IDEA), 20 U.S.C.A. Sec. 1400-87 (1997). The IDEA, 20 U.S.C. § 1412(a)(5)(A). The importance of LRE was emphasized in the 1997 amendments to the IDEA, 34 CFR Part 300.

¹⁷ The Rehabilitation Act of 1973, Section 504 (P.L. 93-112; 29 U.S.C. 794) This law prohibits discrimination against students with physical and mental disabilities who attend public school. Its goal is to eliminate barriers that exclude children with disabilities from attending school and from participating in the same activities as their peers without special needs.

¹⁸ Education in the LRE means that: To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are not disabled and... removal of children with disabilities from the regular educational environment occurs only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

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practices research to help teachers design programs to overcome a myriad of challenges present in the lives of at-risk students. The Principal will offer parents and caregivers opportunities to participate in workshops that address at-risk issues. They will meet with classroom teachers during regularly scheduled conferences and will receive periodic progress reports from their children's teachers. Individual teachers and volunteers will coordinate and institute informal mechanisms, such as class newspapers and volunteer opportunities for parents that will foster teacher-parent communication. Counseling and referrals for other services will be available as needed for children and families in crisis.

At-risk children and those children in at-risk situations will be included in all regular classroom activities, with support as needed. The teaching methods include individualized learning goals; developmentally appropriate hands-on learning experiences; appreciation for diversity; opportunities for collaborative learning; meaningful participation of family and community members; and the use of technology as a tool for learning and communication. Students with limited English proficiency receive specialized attention to help them overcome this challenge. The Regis Academy Charter School will expose all students to teaching methods that nurture social and emotional growth.

The school will also secure additional resources¹⁹ to offer a before and after school program in which students will receive breakfast and snacks, assistance with homework, and additional opportunities for the at-risk child to interact with positive role models and peers. This longer day at school will reduce opportunities for children to become involved in dangerous and unhealthy situations during hours when their parents are at work. This will also help at-risk families by reducing parental stress and worry about the safety and well-being of their children when they are not in school or are not with a trusted adult.

Eligible for Special Education and Related Services

All students attending Regis Academy Charter School will have access to the same rigorous curriculum. Regis Academy Charter School will maintain a model of inclusion.

Regis Academy Charter School students will excel in the 21st century by being taught to be independent thinkers and to work productively within a diverse group of learners —students with disabilities will be expected to, with appropriate support, participate in, and receive credit for, nonacademic, extracurricular and ancillary programs and activities with all other students to the extent allowed by the IEP. Students with disabilities will receive all notices concerning school-sponsored programs, activities, and services.

The Regis Academy Charter School will comply with the provisions of Chapter 48 of the New Jersey Statutes concerning the provision of services to handicapped students. As mandated by law, Regis Academy Charter School will accommodate students with disabilities within the framework of the school and will comply with the Charter School Program Act regarding

¹⁹ This service is not included in budget and its availability is contingent securing additional resources.

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provision of services to handicapped students. Fiscal responsibility for any student currently enrolled in or determined to require a private day or residential school shall remain with the district of residence. The Regis Academy Charter School will comply with applicable State and federal anti-discrimination statutes.

The Regis Academy Charter School Child Study Team will include: a Learning Disabilities Teacher Consultant (LDTTC), School Psychologist and a Social Worker. The Child Study Team will evaluate each disabled student to determine the school's ability to accommodate that student safely and legally. The Child Study Team will review the status of all previously classified students and develop an Individualized Educational Plan for each student.

Parents or legal guardians will agree to and authorize any programmatic changes from the child's previous IEP. The Child Study Team will make recommendations for children's placement in either the Regis Academy Charter School or private day or residential school as appropriate. The Regis Academy Charter School is committed to the implementation of structures that maximize student inclusion in regular classrooms. The Individualized Education Program for each student that will comply with N.J.A.C. 6:28-3.6(e) and (i) and consist of a five-part Basic Plan and five-part Instructional Guide.

The Basic Plan will include:

1. A summary of the student's behavior and learning style, and rationale for eligibility for special education and/or related services.
2. A description of the student's current performance level and adaptive behavior, including social, emotional, cognitive, and academic achievement, physical development, health, and any other needs, deficiencies and strengths.
3. Annual achievement goals that include academic performance and expected job skills.
4. Clearly defined objectives that are specific and measurable and document steps to move the students from current functioning to those outlined in the annual goals.
5. A justification for the selected program that ensures inclusion in the least restrictive environment for the student, integration into the regular education program where possible, alternative programs to replace exemptions, goals for employment and/or independent living, and the criteria, schedules, and procedures to determine achievements of goals and objectives.

The Instructional Guide will include descriptions of:

1. Student schedules for meeting with specialists and teachers.
2. Alignment of instructional strategies with the student's learning style.
3. The scope and type of activities and techniques to support social and emotional development.
4. Any special equipment, media, or materials required to support student learning.
5. Teacher instructional responsibilities.

The Regis Academy Charter School learning environment meets a wide range of academic levels and variety of learning styles within the multi-age classroom setting. Low pupil-to-teacher ratio,

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individualized and group instruction, multi-sensory teaching approaches, an appreciation of multiple intelligences and child-directed learning will be classroom features that help students meet their academic potential in the least restrictive educational environment.

The School offers all classified students an inclusive and holistic learning environment that provides ongoing support, remediation, modifications, and consultation services as designated within the multi-age classroom. A learning consultant will be available to provide consultation and immediate modifications to all students, not only classified students, as needed.

All disabled children will have a Personal Education Plan (PEP) that is broader in scope than an IEP. The PEP includes an individual assessment of each student's assets/liabilities with a related plan for ongoing development. Staff will complete ongoing assessment and review of each student's Personal Education Plan to identify specific areas of weakness. Identified weaknesses will be addressed through additional individual and group instruction, tutorials, parent/community volunteers, student interns, and peer teaching where appropriate.

An Intervention and Referral Service Team (Team) consisting of the Child Study Team, an administrator, and the student's teacher(s) with full input from parent/caregivers will review all cases where students are not achieving the goals identified in the IEP. The Team will share ideas, teaching strategies and classroom modifications and strategies to improve student outcomes. The Team will share written documentation of recommended interventions and their effects with the children's parents. If the Team agrees that all appropriate interventions and resources available in the school have been exhausted, they will refer the student for a comprehensive Child Study Team evaluation. The Learning Consultant will offer students case management services and will arrange for any recommended evaluations either on a contract basis with the sending district or through private vendors. The School is exploring the possibility of sharing Child Study Team services with other Charter Schools.

The School will comply with federal and state law that ensures that students with disabilities will be provided with an appropriate, if non-traditional, approach to special education. The School will adhere to IDEA and all related New Jersey laws and regulations. It will guarantee an appropriate education and related services designed to meet the unique needs of all children and youth with disabilities. Education will be based on a complete individual evaluation and assessment with nondiscriminatory evaluation and placement procedures. An Individualized Education Program (IEP) will be provided for each child being served in special education. Children will be educated in regular classes with appropriate supplementary aids and services to the maximum extent appropriate.

The School will use an outside consultant or hire part-time staff as needed to assist in setting up evaluation teams, procedures, and financial reimbursements. To the extent possible, the School will form cooperative relationships with other area charter schools for the provision of special education services. The School will strive to be consistent in the delivery of educational services for all students and be innovative in special education also.

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The school will offer the following evaluation and timeline process, in accordance with 6A-14 Special Education Law and Code for students with disabilities:

1. **Pre-placement Evaluation:** School staff complete a full and individualized pre-placement evaluation of unique educational needs for students suspected of having a disability. Parents, students, or school personnel may request an evaluation. If not parent initiated, the student's parents or legal guardians receive a notice that documents reasons a child has been identified in need of an evaluation, the evaluation procedures and an explanation of their rights and procedural safeguards. The school must have written approval from the parents or guardians before proceeding.
2. **Evaluation Process:** A multidisciplinary team that includes at least one teacher or other specialist familiar with the suspected disability conducts the evaluations. Evaluations are not racially or culturally biased and results are based on multiple assessment measures related to the suspected disability. These related areas typically include, as appropriate: health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status, and motor abilities.
3. **Evaluation Results:** The team reviews assessment results to determine student eligibility for special education and related services. After eligibility is determined, parents or legal guardians meet with school personnel to discuss the results and the development of the IEP.
4. **Individualized Education Program (IEP):** The IEP is an individualized written document developed by teachers, specialists and parents to establish learning goals for the child and specify the instruction and services the school will provide. Specifically, in the development of an IEP, teachers, specialists and parents will consider information and make decisions on the following components:

Current educational performance: Staff completes multiple non-biased assessments to measure current educational performance.

Specific special education and related services: The IEP team reviews available school resources to determine the scope of services to be provided, including details about how, where, and when they will be provided. The Regis Academy Charter School strives to provide all children with an educational program in the least restrictive environment possible. Where appropriate, students with disabilities will be educated with students without disabilities.

Special education placement options: If the Child Study Team agrees that all appropriate interventions and resources available in the school have been exhausted, the Child Study Team Learning Consultant will serve as case manager and will arrange for necessary evaluations either on a contract basis with the sending district or through private vendors.

Annual goals including short-term instructional objectives: Staff is assigned responsibilities for meeting goals and objectives determined by the IEP team. This provides accountability to ensure that IEP plans are fully implemented.

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Starting date and duration of services: Implementation of the IEP begins as soon as possible after the IEP team makes its recommendations. The team meets annually to review and revise as necessary each student's IEP.

Measuring the accomplishment of short-term objectives: The IEP outlines measurement plans to ensure that parents and guardians understand how student performance will be measured.

Related services: The IEP team also develops plans to ensure students have access to any supportive services or technologies that can improve student outcomes. Related services may include the following:

- Audiology
- Counseling services, including rehabilitation counseling
- Early identification and assessment of disabilities in children
- Medical services for diagnostic or evaluation purposes only
- Occupational therapy
- Parent counseling and training
- Physical therapy
- Psychological services
- Recreation, including therapeutic recreation
- School health services
- Social work services in schools
- Speech and language services
- Transportation

5. **Re-evaluation of Students with Disabilities:** Re-evaluation of students will be ongoing. In addition, the IEP team completes an annual review of the IEP and develops a new IEP for the coming school year.

6. **When parent/caregivers do not want their child to receive special services or disagree with the recommended services:** Parents can deny permission to have their child evaluated or to place their child in special education by denying consent in writing and submitting it to the school. If school personnel want to pursue the recommended evaluation or placement despite parental opposition, State of New Jersey regulations will be followed. In this case, the school will notify parents or legal guardians that the school will continue to seek placement for the child. If parents disagree with recommended instruction and services, and the individualized education program cannot be agreed upon through the IEP process, parents can: consult with staff members about the IEP; request an IEP review; enter negotiation or mediation with the school; initiate an impartial due process hearing; or follow State of New Jersey complaint procedures.

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English Language Learners

Regis Academy Charter School shall serve any and all students who are English Language Learners or “ELL” using sheltered English²⁰ language immersion so that they achieve proficiency in the English language as quickly as possible. Regis Academy Charter School shall comply with all applicable laws including Title VI of the federal Civil Rights Act of 1964 (as amended), the federal Equal Educational Opportunities Act of 1974, N.J.S.A. 18A:7A-4 and 18A:7A-5 and N.J.A.C. 6A:15 to ensure all students with limited English proficiency receive grade appropriate instruction that meets the New Jersey Core Curriculum Content Standards.

At the beginning of the school year, an LEP specialist, upon recommendation from classroom teachers and Principals, will test children identified as in need of ESL to determine their levels of English proficiency. The specialist will work with the classroom teacher and parents to design individualized plans for improvement. The specialist will monitor student progress through ongoing assessment, periodic meetings and direct observation. The specialist, teacher and parents will re-evaluate student needs at the end of each school year to update individualized plans. Students’ families will be encouraged to participate in the program in order to improve their own English language skills and to share their culture with the broader school community.

If twenty (20) or more enrolled students speak the same language and qualify for a bilingual program, the Regis Academy Charter School will implement an intensive ESL program developed in conjunction with the State Department of Education per state guidelines and pursuant to N.J.A.C. 6:31-1.5. Otherwise, students will be enrolled in regular classrooms and receive additional support to ensure student success. The Regis Academy Charter School volunteer coordinator will identify community volunteer language instructors to serve as tutors and help translate information for parents. The Regis Academy Charter School will also offer its teachers in-service training in methods for teaching limited English students in a mainstreamed environment.

The Regis Academy Charter School bilingual program will support student learning in native languages and will teach listening, speaking, reading, and writing skills in English. The ESL expert will work with classroom teachers and small groups of students to monitor students’ progress and provide continuity of experiences in the regular classroom.

²⁰ Specially-Designed Academic-Instruction in English (SDAIE) classes are those classes containing LEP students, taught by teachers using special techniques and strategies designed to assist LEP students in both language acquisition and subject-matter content. To understand the purpose of SDAIE (often referred to as “sheltered instruction”), the umbrella is a useful metaphor. After LEP students enter United States schools, they encounter many unfamiliar elements. As an umbrella shelters pedestrians in a rainstorm, so SDAIE/sheltered classes offer LEP students some protection from the storm of concepts, contexts, and language, thus giving them the opportunity to progress academically as they acquire English language proficiency. SDAIE/sheltered methodology, borrowed from ELD/ESL strategies, emphasizes the concept of comprehensible input—very simply, making concepts understood by the learner. This is accomplished through the use of: realia (real objects and materials); manipulatives (drawings, posters, brainstorming-clusters, graphs, tables, maps, props, multimedia presentations, storyboards, story maps); visuals (study-prints, text and book-illustrations, overhead-projected prints, reproductions of paintings, and documents); graphic organizers (matrices, Venn diagrams, and webs); planned opportunities for interaction between all individuals in the classroom (creating a skit and acting it out, co-operative learning, collaborative learning, and student-generated stories based on personal experiences); www.suhsd.k12.ca.us/suh/---suhionline/SDAIE/SDAIEhandbook.html

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The bilingual program will promote the acquisition of English in the domains of listening, speaking, reading, and writing and the most immediate and comprehensible understanding of state required core content through the systematic use of both English and the native language in order to best match the academic and linguistic proficiency levels of each English language learner.

English as a Second Language (ESL) teachers will provide a systematic and specialized English language development curriculum sequence based upon national TESOL standards as mandated by NJ state law and code and as measured by NCLB-required annual English Proficiency Testing.

Bilingual teachers will provide the identical core content curriculum as that taught by general program teachers; the critical difference exists in the delivery of that curriculum by the teachers through use of the two languages and through accommodations in lesson pacing and presentation, linguistic-cultural-experiential expansion, assessment and “sheltered” use of English materials at instructional rather than grade level.

In order to accomplish the stated purpose of Bilingual/ESL Education the School will engage in the following activities.

- Improve the quality and consistency of Native Language and English literacy instruction to enable English language learners to become fluent readers and to make a successful transition to general program instruction while developing their first language skills so they are fully prepared to meet the all Core Content Curriculum standards including the New Jersey State World Language Standards.
- Assist teachers to implement a systematic and coherent sequence of instruction appropriate for all English language learners as they make the transition through what has now been designated by new NJ DOE/NCLB guidelines as Five Language Proficiency Tiers/States. These Five levels now are: Tier I–Beginning, Tier II–Low Intermediate, Tier III–High Intermediate, Tier IV–Advanced, and Tier V–Transitional.
- Integrate a process to determine and meet the needs of administrators, Bilingual, ESL and general program teachers in the area of professional development as it relates to the most effective, research-based educational practices matching the variety of academic, linguistic and cultural needs of English language learners.
- Identify quality curriculum resources in ESL and in the content areas (both native language and adapted/sheltered English) so all educators are accountable for providing English language learners with appropriate and equitable access to these needed materials and instructional services.
- Adapt Content Instruction for Current and Former LEP Students.

Linguistic research over the last 20 years has consistently demonstrated that full "native-like" comprehension in the ever more sophisticated cognitive, academic and linguistic demands of the American school curriculum normally requires as many as five to seven years to achieve. So both current and former ELLs will need significant and long-term support to equip them to

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meet NCLB "AYP" requirements. Many students in transition to general program instruction have demonstrated considerable surface conversational fluency. However, they still have significant linguistic needs, especially in the areas of prior knowledge and comprehension of the more sophisticated forms (i.e., idioms, abstract concepts, content vocabulary, multiple meanings, word order, complex sentence and verb usage) that characterize the written expository text of content area materials.

Also, the linguistic and cognitive complexity, which is required by the inferential and interpretive higher-order skills included in learning activities and state assessments, call for a degree of familiarity with language, literature, reasoning, and culture that even native speakers of English often find to be difficult. General program teachers must be prepared to recognize and accommodate these needs if this growing population of mainstreamed students is to achieve success.

Eligible for Services under Section 504 of The Rehabilitation Act of 1973.

The Child Study Team, in accordance with established procedures as defined by students needs, will make recommendations to the school for the provision of reasonable accommodations and services for Section 504 students as designated by federal and state requirements. The school will adopt and provide reasonable services for those students.

Section 504 provides: "No otherwise qualified individual with a disability in the United States ... shall solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance..."²¹

In order to comply with Section 504, the school will follow the guidance provided by the US DOE²² and will:

- Provide a "free appropriate public education" (FAPE) to each qualified student with a disability who is in the school district's jurisdiction, regardless of the nature or severity of the disability.
- FAPE will consist of regular or special education, and related aids and services designed to meet the student's individual needs.
- Provide to students with disabilities appropriate educational services designed to meet the individual needs of such students to the same extent as the needs of students without disabilities are met.
- To be protected under Section 504, a student must be determined to have a physical or mental impairment that substantially limits one or more major life activities.
- Comply with 34 C.F.R. 104.35(b) which requires school districts to individually evaluate a student before classifying the student as having a disability or providing the student with special education. Tests used for this purpose will be selected and administered so as best to ensure that the test results accurately reflect the student's aptitude or

²¹ US Department of Education, Office of Civil Rights, www.ed.gov/about/offices/list/ocr/504faq.html

²² Ibid

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achievement or other factor being measured rather than reflect the student's disability, except where those are the factors being measured. Tests and other evaluation materials will include those tailored to evaluate specific areas of educational need and not merely designed to provide a single intelligence quotient.

- If a student is eligible under IDEA, he or she must have an IEP. If a student has an IEP, Regis Academy Charter School will meet Section 504 requirements to comply with IDEA.
 - b. *Please provide assurances that the school will adhere to the requirements of N.J.A.C. 6A:14-1*

Regis Academy Charter School will file with the New Jersey Department of Education written assurances of compliance with N.J.A.C. 6A:14-1.2. Regis Academy Charter School will comply with Chapter 48 of the NJ Statutes and the Charter School Program Act regarding the provision of services to students with disabilities; applicable State and federal anti-discrimination statutes; federal and state law that ensures that students with disabilities will be provided with appropriate special education; IDEA and all related New Jersey laws and regulations. The school will guarantee that all students with disabilities receive an appropriate education and all related services deemed necessary to meet the students' unique needs, by creating and following IEPs, based upon complete individual assessments with nondiscriminatory evaluation and placement procedures for each special education student.

The Regis Academy Charter School will operate in compliance with all State and Federal laws regarding equal and bias-free access for all students to all school facilities, courses, programs, activities and services. All instruction will be provided regardless of race, national origin, sexual orientation, gender, religion, English proficiency, socioeconomic status or disability. The Regis Academy Charter School will notify students, parents, employees, and the general public that all educational programs are available without regard to race, color, national origin, sex, or disability. The Regis Academy Charter School will also provide the non-discrimination notice in all newsletters, annual reports, administrative reports, program information, handbooks, application forms, and all promotional materials disseminated. The facility will meet ADA accessibility standards.

Regis Academy Charter School, Part 1. Section 5. Student Assessment

5. Student Assessment

- a. Provide assurances that the charter school will participate in all required statewide assessments.

Regis Academy Charter School for Regis Academy hereby provides assurances that the school, serving students in grades K-8, will participate in all required statewide assessments, specifically for grades 3-8.

Special needs students will take the statewide assessment unless their IEP exempts their testing and/or provides for accommodations and modifications. Special education students requiring accommodations or modifications will be tested using the modified testing procedures specified in their IEP.

For students who are eligible for accommodations or modifications under Section 504 of the Rehabilitation Act of 1973 (will not be classified as special education), but have an impairment of a major life function such as performing manual tasks, walking, seeing, hearing or speaking, will be provided testing accommodations or modifications as specified in the students' accommodation plans and will be consistent with the instruction and assessment procedures in the classroom.

- b. Describe the school's assessment policy and the plan to use non-mandated tests. Describe how the school will collect baseline assessment data for all entering students. Provide detail regarding how the school will use student assessment data to improve curriculum and instruction.

The assessment policy for Regis Academy Charter School is to provide multiple opportunities to collect reliable and frequent data and differentiated opportunities for students to demonstrate their learning. Data will be used to drive instruction, support student achievement, and make instructional and curricular decisions. A number of formative and summative assessments will be implemented:

Table with 2 columns: FORMATIVE and SUMMATIVE. Rows include Interim Assessments and Iowa Test of Basic Skills.

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<p>have to re-teach skills built into the assessment calendar. Teachers will be adequately trained on re-teaching strategies and differentiation.</p> <p align="center"><i>Literacy Focus</i></p> <p>For our K-3 program, the Founders and the principal (if hired at the time) will assess various literacy skills, including vocabulary, phonemic awareness, decoding, and comprehension. The Chicago STEP, DRA, DIBELS are a few of the assessments being researched now.</p>	
<p>Authentic Assessments – Student performance in <i>MicroSociety</i> will be used as a formative assessment. As teachers facilitate students’ job performance, they can assess their level of knowledge required to complete the job successfully. The most obvious case would be during banking days or tax days, where students are required to use math skills.</p>	<p>Authentic Assessments - Regis Academy is committed to utilizing research-based, hands-on, student directed instructional best practices that connect real-life to the classroom. As such, students will have to demonstrate their learning in an end-of-unit project that is relevant to their learning and their lives.</p>
<p>Teacher-Created Assessments - These assessments will be administered at the end of a lesson or unit, and will be more traditional in structure. Teachers will be trained on how to create rigorous assessments and generate effective questions. Teachers will be required to create these assessments prior to the unit, so that they can make sure they are based on established goals and objectives and not on what they know they taught. This will focus teachers on teaching to the goals and objectives outlined in the curriculum. The end result is more standardization in our instructional practices.</p>	<p>NJ Assessment of Skills and Knowledge (NJASK 3-8) – Students will be tested at the end of each school year according to the NJDOE assessment calendar. Data from the NJASK will be mined during the summer professional development and be used to refine the curriculum.</p>
<p>Checks for Understanding – Teachers will be trained to employ daily checks for understanding such as exit tickets, task cards, facilitation questions (e.g. see Table 4). Teachers will use this data to make adjustments, when necessary, to the next day’s lesson.</p>	

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Collecting Baseline Data – Upon enrollment, baseline data will be collected using a modified version of one of summative assessments (e.g. released NJAsk or ITBS tests). Teachers will determine each student’s skill level in language proficiency, language arts/literacy and mathematics by review of student scores on the standardized instrument and through a review of previous school records. Teachers will then develop individual student learning goals aligned to state standards. Where patterns of outstanding or poor progress are noted, teachers will implement curriculum and instruction to bolster strengths or address weaknesses.

- c. *Outline the school’s plan to address the needs of students who do not attain proficiency on statewide assessments. Include the steps that will be taken to address the lack of student progress.*

As illustrated in our assessment program, student progress will constantly be monitored, so teachers can address skill gaps in students before they become dependent on remediation. Each interim assessment, teacher-created assessment, and performance-based assessment will be used to determine whether interventions are needed at any point prior to the statewide assessment. The steps for addressing the lack of student progress are embedded in our assessment cycle.

For students who do not attain proficiency on statewide assessments, several determinations will guide the plan for remediation:

- How far from proficient is the student –which may indicate whether the problem is in content mastery or test-taking strategy
- Which skills indicate partial proficiency so that an emphasis can be placed on those areas and cross-referenced with the school’s curriculum

If students are still not proficient, a full array of support strategies will be used across all available settings, for each student including:

- Adjustments in Classroom Instruction – teachers will be trained in managing a differentiated classroom and implementing differentiated instructional strategies.
- Enrichment outside class time – this strategy will be implemented in the form of one-on-one or small group tutoring. Teachers will be available for at least an hour after school to work with students who need enrichment.
- Changes to Curriculum – based on the data we receive from interim assessments, changes may need to be made to the curriculum. For example, the data analysis done by administrators and teacher may reveal a gap in foundational skills necessary to complete a problem. Then the curriculum will have to be adjusted to include time to review or teach that foundational skill.
- Additional Classroom Resources - for some students, manipulatives or hands-on resources may be how they learn best. A learning styles inventory can reveal to teachers whether a student is in need of additional resources to

Regis Academy Charter School, Part 1. Section 5. Student Assessment

address their learning styles. Additionally, books on tape, videos, or podcasts are additional resources that can be used to support student learning.

- Professional Development – at times, it may be necessary to provide teachers with professional development that will increase their skills. In our culture of continuous improvement, a large part of data analysis will require teachers to ask themselves, “What could I have done differently?” and “What additional resources do I need to improve my instruction?”

- d. *Describe the process that the school will use to ensure that it adheres to the No Child Left Behind Act (NCLB) requirement to measure the academic progress of individual students, cohorts and subgroups of students and the school as a whole.*

The Principal will collect, analyze, chart and assess individual, cohort and aggregate student assessment data. In accordance with the No Child Left Behind Act, these data will also be disaggregated by grade level, cohort, and by race and ethnicity, gender and socio-economic status, language proficiency and by special needs. The school will maintain a computerized assessment database to catalogue and publish required data as required by the act, shared with the New Jersey Department of Education. The school will undergo a process of data analysis to determine trends of strength and identify areas for individual student, cohorts and school improvement. The results will be included in the school’s academic improvement plan.

Evaluation activities will objectively measure academic performance, skills attained, and progress toward the specific measurable objectives/anticipated outcomes of the educational program. The evaluation will measure behavioral indicators such as attendance, discipline, academic progress and attainment of specific skills. Data from student satisfaction surveys, process records and staff reports will serve as indicators for internal measures. External measures will document parental satisfaction, community feedback, feedback from community partners, and feedback from professional consultants. Information gathered from the initial assessment of educational and other achievement levels, as well as personal development, will be re-tested to measure pre/post gain or loss.

- e. *Describe the promotion/retention policies of the school.*

The Principal will be responsible for formulating the policy for the promotion/retention of students and presenting it to the Board of Trustees for adoption. The policy will be published in the student handbook each year. Promotion of each student to the next grade will be determined by the comparison of the performance of the student against the New Jersey Core Curriculum Content Standards and the Goals and Objectives of the school. The policy for the promotion of students to the next grade formulated by the Principal will include:

1. Standards of proficiency related to the Goals and Objectives of Regis Academy, including results of the non-mandated (K-2) and NJASK assessments;

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2. Standards of proficiency related to the NJCCCS;
3. Standards of attendance;
4. Timely efforts to help all students achieve acceptable levels of proficiency and provision for review of proficiency;
5. Timely notification of parents/guardians when there is a possibility of failure;
6. Procedures for parents/guardians and adult students to appeal promotion/retention decisions;
7. The circumstances, if any, that would require retention.

The safety net of progress reports, grading periods and continual assessments by teachers will identify early on those students who are struggling and in need of extra assistance to reach their goals. Based on analysis of data teachers will identify whether students were never taught needed skills or haven't yet learned the needed skills and will inform the choice of resources to be used – for learning or remediation. In neither situation will teachers' repeat previously unsuccessful teaching methods be used. Should extra remediation be needed, the Intervention and Referral Services Team and the Child Study Team will be available as appropriate to identify approaches and strategies of assistance.

f. Explain the process to inform parents/guardians of their child's performance and progress. Include timelines for parental notification of student retentions.

Regis Academy Charter School will have four marking periods each school year that will be formally used to inform parents/guardians of their child's performance. Additionally, midway through each semester, parents/guardians will receive a progress report of the students' achievements. This will allow for corrective action - should it be needed - before final grades are posted. Teachers will also be encouraged to send home progress reports more frequently. Parents and teachers will also be encouraged to communicate regularly about student progress via telephone, notes home/school or email. These communications should be used for praise of efforts and results as well as for communicating areas of concern.

Student Discipline Policy

6. School Climate, Culture and Discipline

- a. *Describe the strategies the school will employ to develop and sustain a safe and orderly school climate that supports fulfillment of the educational goals.*

Regis Academy Charter School is committed to establishing a safe environment where students are able to grow academically, socially, and emotionally. Regis Academy Charter School values preventative measures as a means to creating a safe, connected, supportive environment. At Regis Academy Charter School all staff members, students, and family members are valued members of the school community.

At Regis Academy Charter School all constituents will have a voice, responsibilities, the right to participate, and opportunities to succeed. Respect for one's self and others will be modeled by all staff. Students will be expected to practice appropriate behavior in the school building, on school buses, and outside the school building when they are representing the school, i.e., on school field trips. Appropriate behavior will be modeled, discussed, and reinforced in every classroom and part of the school building. Discipline and culture are embedded in our model. The *MicroSociety* model will reinforce our culture and discipline and teach students to manage their own behavior and correct their peers when they are doing something that is contrary to the micro-society's constitution.

PREVENTATIVE MEASURES

Engaging and Rigorous Academic Program

Above all else, Regis Academy Charter School will ensure student safety and a low number of disciplinary actions by investing in preventative measures. For example, Regis Academy Charter School teachers will challenge students with a rigorous and engaging curriculum. Children learn best when information is embedded in real life contexts. Through the established curriculum we believe that children will be able to develop a sense of self, a sense of right and wrong, and the ability to make choices that will impact their future in a positive manner. Students will learn to care for themselves and care for each other. Students will learn to be independent, establish a role in a group, collaborate with partners, and learn the language and skills set they need to resolve problems peacefully and productively through conflict resolution instruction.

Students will be empowered in the following ways: in order to increase student success and discipline:

- students will be taught how to be active participants in their education;
- students will be taught the skills to make informed decisions and then act appropriately on them;
- students will be given the structure and support they need to persevere; and

Regis Academy Charter School, Part 1. Section 6. School Climate, Culture and Discipline

- students will learn to see the connection between the work they do in school and how that work informs their roles as actively engaged and responsible citizens.

In this environment, students will internalize appropriate behavioral expectations for themselves and their peers.

The Program of Services

Regis Academy Charter School values high standards, rigor, and authenticity while building upon students' character and social emotional competency. Regis Academy Charter School will have structured ways for students, parents, and teachers to collaborate to create and work towards student goals, beginning with goal setting as part of family conferences. We will also have a social worker on staff, with a focus on accessing community services for all of our families. Our social worker will be charged with building relationships with each of our families, so we can better serve their unique needs.

Conflict Resolution Instruction

To succeed in our society and in the *MicroSociety*, students need to be problem-solvers and critical thinkers who resolve conflicts peacefully. Conflict Resolution Instruction will be implemented across all grade levels. School personnel will be trained in the research on conflict resolution in the school setting. The school will provide relevant texts for fostering conflict resolution and intercultural understanding. Through modeling and instruction students will learn to respect and challenge intellectual ideas, question responses, and form opinions in an environment that values trust. Students will work cooperatively, independently and with partners so they can learn to feel confident in all three situations. Through questioning, debate and expression students will examine points of view as well as the perspectives of other individuals and groups of people. Students will be exposed to different cultures, races, religions, genders, and health, political, and other belief systems. Students will learn to appreciate the differences and similarities among people.

- b. Explain the school's student behavior philosophy and discipline policy or code of conduct for both the general student population and for students with special needs.*

REGIS ACADEMY CHARTER SCHOOL BEHAVIOR PHILOSOPHY STATEMENT

Regis Academy Charter School is committed to maintaining a safe, supportive environment for everyone in our community. Every community member is expected to act with integrity in accordance with the principles of responsibility and respect. The focus of our student behavior system is on teaching sound decision making and promoting positive behavior, not on simply punishing wrongdoers. We highly value truthfulness, taking responsibility for one's actions, and learning from one's mistakes. Our vision is of a caring community of self-disciplined and creative students whose words and actions consistently reflect the Core Values of our school.

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Code of Conduct

Regis Academy Charter School teachers, parents, and professional staff will develop a detailed Code of Conduct, to be approved by the Board, which conforms to New Jersey state law 18A: 37-2; 37-2.1. Regis Academy Charter School will define school rules regarding student conduct and will outline sanctions to be imposed for breach of these rules. Students must agree to conform to reasonable standards of socially acceptable behavior, to respect the person, property and rights of others, and to obey constituted authority and respond to those who hold that authority. School policy requires each student to adhere to these rules and regulations, and to submit to such disciplinary measures as are appropriately assigned for infraction of those rules. In developing regulations to implement this policy, the educational leader shall provide appropriate recognition for students who consistently maintain high standards of self-discipline and good citizenship.

The student discipline policy and expulsion criteria will be disseminated by providing a copy of the Policy Manual to every student's family, to each staff member, and by making a copy available to any other stakeholder who requests it.

Prohibited Conduct

No person, either singly or in concert, shall:

- Willfully cause physical injury to any other person, or threaten to use force, which would result in such injury.
- Neither physically restrain or detain any other person, nor remove such person from any place where he or she is authorized to remain, except as necessary to maintain the established educational process.
- Willfully damage or destroy school property, nor remove or use such property without authorization.
- Without permission, express or implied, enter into any private office or classroom of an administrative officer, teacher, or staff member.
- Enter or remain in any building or facility for any purpose other than its authorized use or in such a manner as to obstruct its authorized use by others.
- Without authorization, remain in any building or facility after it is normally closed, nor without permission enter any building or facility prior to its normal opening.
- Refuse to leave any building or facility after being required to do so by the Principal or an authorized administrative officer or his or her designee.
- Willfully obstruct or interfere with the free movement of persons and vehicles.
- Deliberately disrupt or prevent the peaceful and orderly conduct of classes, lectures, and meetings or deliberately interfere with the freedom of any person to express his or her views, unless such disruption is necessary to maintain order of the educational process.
- Possess on school property any rifle, shotgun, pistol, revolver, knife, chain, club or other weapon, whether or not the person has a license to possess such weapon. Furthermore, it is the duty of the Principal to inform the police of the presence or use of any such weapon or implements used as weapons on school property.

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- Commit acts that threaten the safety and welfare of persons on school property.
- Violate any federal or State statute or regulation, local ordinance or school policy.
- Possess, use or distribute alcohol, drugs or drug paraphernalia.
- Harass or coerce any person.
- Refuse or fail to comply with a lawful order or direction of a school official in the performance of his or her duty.
- Distribute or post on school property any written material, pamphlets or posters without the prior approval of the Principal.

Penalties and Enforcement

- Penalties for violations of these rules include, but are not limited to:
 - the withdrawal of authorization to remain upon school property;
 - ejection;
 - arrest;
 - for students, suspension or other disciplinary action
 - for school employees, dismissal or other disciplinary action.

Staff members are required to report known violations of these rules to the Principal and to make reasonable efforts to stop the prohibited conduct. The Principal is responsible for the enforcement of these rules.

Students with Special Needs

Students with Special Needs are subject to the same disciplinary procedures as general education and may be disciplined in accordance with their individual educational plan. The Child Study Team will evaluate any serious infractions by a handicapped student to determine appropriate action. Policy outlines that prior to disciplining a classified pupil, Regis Academy Charter School staff must determine that the student's behavior is not primarily caused by his/her handicap ands these students are in an educational program and setting that meets their needs.

Definition of Minor Disciplinary Actions

- **Teacher Detention:** Teachers can assign detention for students who break school rules. The student will report after school to the classroom teacher.
- **Central Detention:** Administrators can assign central detention for students who break school rules. The student will report to this faculty supervised disciplinary program held after school.
- **Violations, Infractions and Penalties:** All violations of school rules resulting in central detention, in-school suspension and out-school suspension involve parent/guardian contact by telephone and a scheduled conference. In cases of students disciplined after school, parents will be notified of disciplinary action. The Regis Academy Charter School will not detain any child without first notifying the child's parents. The school will contact the parents on the day of the infraction and confirm with a written notice. The disciplinary policy discourages the use of after-school discipline for students with

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transportation needs. If deemed appropriate, the School Administrator must approve after school detention for these children and will provide the appropriate transportation to accommodate the detention.

- c. Describe how the charter school will address student discipline issues. How will the school ensure that the school's discipline code reflects the mission, goals and objectives of the school? Include provisions for disciplinary actions that are grade-appropriate for the levels the school will serve.*

The adults in the building will consistently reinforce the Core Values and reward students for displaying them. The *MicroSociety* program will help to promote a safe and orderly environment as well. Students will be given MicroDollars as a "wage" that they will be able to spend in the marketplace or save in the bank. Students will get paid for things like active participation in class or consistently demonstrating the Core Values. Conversely, students will lose MicroDollars when they have to pay fines in court for violating rules.

Most routine discipline problems at the Regis Academy Charter School will be dealt with using four steps. These steps may vary due to situations in individual classrooms.

Step 1. The first time a student breaks a rule; the staff member will give the student a verbal reprimand, or take other appropriate action.

Step 2. The second time the student misbehaves, the staff may decide to take away a privilege or take other appropriate actions.

Step 3. For the third offense, the staff will contact the parents telling them of their child's unacceptable behavior. The staff may also administer a consequence.

Step 4. On the fourth offense, the student will be referred to the Principal or designee. The Principal will administer a consequence ranging from teacher detention to out-of-school suspension, etc. If the student is kept after school, the parents will be notified in advance.

These routine steps will take care of most problems with misbehavior. However, steps have been determined for more serious or continued behavior.

- d. Describe in detail the charter school's criteria for short-term and long-term suspensions in accordance with N.J.S.A. 18A:37 and N.J.A.C. 6A:16.*

A student may be suspended from the Regis Academy Charter School based on criteria determined by the Board of Trustees, which are consistent with the provisions of N.J.S. 18A:37-2, and approved by the commissioner as part of the school's charter. The Principal, after teacher consultation, may recommend student expulsion.

Extreme violations or repeated minor violations of the Board approved Code of Conduct will be

Regis Academy Charter School, Part 1. Section 6. School Climate, Culture and Discipline

considered grounds for suspension or expulsion. The Regis Academy Charter School will apply disciplinary action for conduct infractions in situations related to school activities and/or attendance and occurring on school property, including school buses.

The Regis Academy Charter School will adopt the N.J.S.A 18A: 37-2, causes for suspension or expulsion of pupils. These include:

- a. Continued and willful disobedience
- b. Open defiance of the authority of any teacher or person having authority over him
- c. Conduct of such character as to constitute a continuing danger to the physical well being of other pupils
- d. Physical assault upon another pupil
- e. Taking, or attempting to take, personal property or money from another pupil, or from his presence, by means of force or fear
- f. Willfully causing, or attempting to cause, substantial damage to school property
- g. Participation in an unauthorized occupancy by any group of pupils or others of any part of the school, and failure to leave the school promptly after having been directed to do so by the person(s) in charge of the facility
- h. Incitement which is intended to and does result in unauthorized occupation by any group of pupils or others in the school
- i. Incitement which is intended to and does result in truancy by other pupils
- j. Knowing possession or knowing consumption of alcoholic beverages or controlled dangerous substances on school premises, or being under the influence of intoxicating liquor or controlled dangerous substances while on school premises

Assault by a student on a teacher, administrator, Board member or other employee acting in the performance of his/her duties will result in immediate suspension from school. Due process proceedings will follow pursuant to 18A: 37-2.1. Pursuant to 18A: 37-8, any student who is convicted or adjudicated delinquent for possession of a firearm or a crime while armed with a firearm or found knowingly in possession of a firearm on school property, a school bus, or at a school-sponsored function shall be immediately removed from the school's regular education program. Due process proceedings will follow.

Teachers will refer to the Principal students with serious violations or repeated minor violations. The Principal will then arrange a meeting between the parents, student and Principal to determine disciplinary action. Though suspension and expulsion are considered "last resorts," they will be applied consistently to ensure that the behavior does not impede the ability of the other children to function successfully or safely. Violations deemed serious or habitual will be addressed with the following steps:

In-school suspension: Though students will continue to receive instruction, staff will place them in another classroom or location designated by the Principal. Students will be separated from the regular classroom, but will always have adult supervision.

Suspension: Where deemed necessary, students will be suspended from school for one to

Regis Academy Charter School, Part 1. Section 6. School Climate, Culture and Discipline

five days, depending on the severity of the infraction. The Principal or designee will notify the parents in advance and they will be required to meet with the Principal or designee before their child can return to school.

Suspended students will be allowed to return to the classroom, while expelled students will not.

Disciplinary actions will have no bearing on the student's academic standing, except in cases of academic dishonesty.

- e. Describe in detail the charter school's criteria for expulsions in accordance with N.J.S.A. 18A:37 and N.J.A.C. 6A:16. Include information on the provision of alternative education programs pursuant to N.J.A.C. 6A:16-9.1.*

A student may be suspended or expelled from the Regis Academy Charter School based on criteria determined by the Board of Trustees, which are consistent with the provisions of N.J.S. 18A: 37-2, and approved by the commissioner as part of the school's charter. The Principal, after teacher consultation, may recommend student expulsion.

Extreme violations or multiple lesser violations of the Board approved Code of Conduct will be considered grounds for expulsion. The Regis Academy Charter School will apply disciplinary action for conduct infractions in situations related to school activities and/or attendance and occurring on school property, including school buses. The Regis Academy Charter School will adopt the N.J.S.A 18A: 37-2, causes for expulsion of pupils, conduct, which shall constitute cause for expulsion.

Teachers will refer to the Principal students with serious violations or repeated minor violations. The Principal will then arrange a meeting between the parents, student and Principal to determine disciplinary action. Though expulsion is the ultimate "last resort," it will be applied consistently to ensure that the behavior does not impede the ability of the other children to function successfully or safely.

Violations deemed serious or habitual will be addressed with expulsion if the Principal determines that all other options have been exhausted without the desired effect, or the violation mandates expulsion. A hearing will be arranged with the Board President, the Principal, the parents and the student. The hearing could result in a recommendation to the Board for student expulsion. The Board has the final authority for expulsion decisions.

- f. Describe in detail the charter school's criteria to suspend or expel students with disabilities pursuant to N.J.A.C. 6A:14.*

A student with disabilities may be suspended or expelled from the Regis Academy Charter School based on criteria determined by the Board of Trustees, which are consistent with the provisions of N.J.S. 6A:14-2.8, and approved by the commissioner as part of the school's charter. The Principal, after teacher consultation, may recommend student expulsion.

Regis Academy Charter School, Part 1. Section 6. School Climate, Culture and Discipline

Disciplinary action initiated by the charter school board which involves removal to an interim alternative educational setting, suspension for more than 10 school days in a school year or expulsion of a student with a disability will be in accordance with 20 U.S.C. §1415 (k), as amended and supplemented.

Except where contradicted by statute, the Principal may order the removal of a student with a disability for disciplinary reasons from his or her current educational placement to an interim alternative educational setting, another setting, or a suspension for up to 10 consecutive or cumulative school days in a school year. Such suspensions are subject to the same district board of education procedures as non-disabled students. However, at the time of removal, the Principal will forward written notification and a description of the reasons for such action to the student's case manager.

Removal of a student with a disability from the student's current educational placement for disciplinary reasons will constitute a change of placement if the removal is for more than 10 consecutive or cumulative school days. In reaching decisions for removal, the Principal will consider such factors as the length of each removal, the total amount of time the student is removed and the proximity of the removals to one another. The Principal in consultation with the student's case manager will determine whether a series of short-term removals constitutes a pattern that indicates need for a change of placement.

The Regis Academy Charter School Board is committed to provide services that enable all disabled children to progress appropriately in the general education curriculum and advance appropriately toward achieving the goals set out in the student's IEP. This commitment applies to all disabled children who:

- Are removed from current placement for more than 10 cumulative or consecutive school days in the school year
- Experience a series of short-term removals not deemed a change of placement
- Exhibit behaviors that are not manifestations of the student's disability and result in removals that do constitute a change of placement.

In the case of a removal for drug or weapons offenses under 34 C.F.R. §300.520(a)(2), or a removal by an administrative law judge for dangerousness consistent with 34 C.F.R. §300.521, the charter school board will provide services to the student with a disability consistent with 34 C.F.R. §300.522.

**Regis Academy Charter School, Part 1. Section 7. Family, Community, and Consultant
Involvement**

7. Family, Community, and Consultant Involvement

- a. Provide detail regarding the role of parents and families in the application process. Include how families will be involved in the planning process and in the operation of the charter school.*

Fundamental to Regis Academy Charter School's educational mission is the ongoing support and participation of each student's parent or guardian in the educational process. As such, opportunities for continued parental participation in the operation of the charter school would include, but not be limited to, the following:

- Parents/guardians are recruited to sit on the Board of Trustees as voting members and are encouraged to serve on committees
- Parents/guardians are encouraged to offer their expertise to the *MicroSociety* program
- Parents/guardians are encouraged to form and participate in a Regis Academy Charter School's Parent Association) and serve in an executive or committee capacity
- Parents/guardians are encouraged to serve on any of the advisory or special task committees that are involved in the day-to-day operations of the school
- Parents/guardians will be asked to evaluate the charter school through surveys
- Parents/guardians are encouraged to volunteer in any capacity that they are capable

Regis Academy Charter School recognizes that parental involvement is essential in a child's education process. The school is committed to encouraging parents to become leaders in the schools through the afore-mentioned venues.

Parents were involved in this quest to establish the school and will retain influence as school development gives way to full operation. Parents were involved as founding board members.

- b. Describe existing or planned partnerships with educational institutions and/or community organizations, if any. Provide detail regarding how these entities were involved in the application process and describe how they will be involved in the planning process and in the operation of the charter school.*

Developing a program that immerses students in real-life learning environments requires significant partnerships with local community agencies, businesses, and educational institutions. While none of these agencies were involved in the application process, we do intend to engage them in the planning process, specifically for the *MicroSociety* component.

The Founding group is comprised of individuals with strong community, business, and educational ties in the region of residence and the City of Camden. We will leverage those

Regis Academy Charter School, Part 1. Section 7. Family, Community, and Consultant Involvement

relationships, as well as the relationships we will build with the families of our students, to create robust partnerships that will help us achieve our mission.

- c. *Provide detail regarding the role, if any, of paid consultants in the application process, and how they will be involved in the planning and operation of the charter school. Please identify if you plan to seek the support of a Charter Management Organization (CMO) or Educational Management Organization (EMO) once the school is open. Include detail on how the CMO or EMO fees are calculated. Ensure compliance to Public School Contract Guidelines and include it in line 56 of the Budget Summary.*

No paid consultants were used in the application process, nor will any be used in the planning and operation of Regis Academy. It is not the intention of the Founding group to engage the services of a CMO or EMO.

Evaluation Criteria:

A response that meets the criteria will:

- Present a vision and strategy for family and community involvement that will further the school's mission and program.
- Present a viable plan to ensure significant family involvement in the operation of the school.
- Provide evidence or explanation that the anticipated partnerships are realistic and achievable.

For Your Review:

Appendix A:

**N.J.S.A. 18A:36A-5(i through k)
N.J.S.A.**

18A:18A

Regis Academy Charter School, Part 1. Section 8. Facility

8. Facility

- a. *Provide the complete address and a full description of the facility where the charter school will be located. Include the square footage, the number of classrooms, multi-purpose room(s), offices, gymnasium, cafeteria, restrooms, etc.*



The mailing address for The Regis Academy Charter School is 124 W. Evesham Rd, Cherry Hill, NJ 08003. The facility is 40,000 square ft. It includes 24 classrooms, more than three bathrooms for boys and girls, library, cafeteria, a multipurpose room, and a full size gymnasium.

Every entry of the school facility is on ground level with handicap accessibility inside and out. The Laboratory is also handicap equipped.

The Regis Academy Charter School is located at the intersection of Burnt Mill Road and Evesham Road in Cherry Hill. It is located on a beautiful 6 acre campus along with 4 other buildings. The rich history of the facility is it was the former home of the school for the Holy Rosary Parish. The facility in its prime housed 750 students.

- b. *Provide the financing plans and a specific timetable for the acquisition and renovations of the facility. Identify who will be responsible for any anticipated renovations to the facility. Include detail of how rent, mortgage and any related renovation costs are calculated (i.e. amount for square footage, etc.). Ensure that these amounts agree with the amounts included in the budget. Demonstrate that no state and local funds are utilized for the construction of a new facility, if applicable.*

The Holy Rosary Parish established the school in the early sixties and since its inception it has been used as a school. At the school's peak it, was a K - 12 facility providing education for 750 Catholic students. As a result of the Camden County Diocese decision to downsize, the 6 acre, 5 building complex was put up for sale.

The E, I, and A Certificates of Occupancy were maintained through the sale of the property and it is still being used as an educational facility. A portion of the facility is home to a daycare and private K - 6 school, whose lease expires in June 2011. Another portion of the facility is being used as administrative offices for the landlord. The majority of the facility is the planned future home of The Regis Academy Charter School.

The facility is currently owned by Solid Rock Worship Center and Regis Academy Charter School will lease the facility from them. The facility is currently in move-in condition and zoned to be

Regis Academy Charter School, Part 1. Section 8. Facility

used as a school. Any anticipated renovations of the facility will be the responsibility of Solid Rock Worship and will be completed prior to the start of school. Any agreement entered into between Regis Academy Charter School and the landlords will include an out clause in the event the school is not granted final approval.

RENTAL OF LAND AND BUILDING		
Cost	How Calculated	Total
\$40,000 per month rent	\$1 per square foot (40,000 sq ft.)	\$480, 000 per year

TIMETABLE FOR FACILITY ACTIVITIES – START UP PHASE	
October 2011	January 2012
<ul style="list-style-type: none"> Identify and secure facility Identify potential financing options 	<ul style="list-style-type: none"> Negotiate and execute lease Begin Renovations Have legal counsel structure contract w/cost, performance measures and penalties Develop checklist for occupancy permit Obtain property insurance
December 2011	February - April 2012
<ul style="list-style-type: none"> Secure Financing 	<ul style="list-style-type: none"> Continue Renovations Pass final inspection and receive occupancy permit Hire gen. contractor and architect to view/evaluate site Preliminary inspection Prepare building infrastructure (lights, phones, IT networking)
December 2011	May – July 2012
<ul style="list-style-type: none"> Identify facility alternatives in the event the lease is not executed 	<ul style="list-style-type: none"> Continue Renovations Prepare building infrastructure (lights, phones, IT networking) Acquisition of furniture and materials Contact Board of Health Develop fire drill policy, schedule, building procedures
	August 2012
	<ul style="list-style-type: none"> Ensure final compliance School begins

c. Provide detail regarding the current use of the identified facility and the facility's use group. Include a copy of the current Certificate of Occupancy, if available.

The facility is currently being used as a school.

Regis Academy Charter School, Part 1. Section 9. Founders

9. Founders

a. Provide the following information for each founder:

- full name;
- complete address;
- the name of the school district in which the founder resides;
- e-mail address, telephone and fax number(s);
- business/industry/education/community affiliation(s); and
- a signed Statement of Interest (This form is in addition to the Statement of Assurances in Section 10. A template can be found in Appendix D.)

Regis Academy Charter School Founders' Information	
<p>Christian Barnes 25 Aberdeen Place Woodbury, NJ 08096 856.905.2394 cbprodigal@yahoo.com</p>	<ul style="list-style-type: none"> • Licensed NJ Teacher • Vice Principal • Special Education Supervisor • Social Studies Supervisor • Music Supervisor • Trenton Community Charter School • MA Higher Education, Rowan University • BA Communications, Rowan University
<p>Calvin Brown 157B Bridgeton Pike Mullica Hill, NJ 08021 720.250.8350 cbrown@solidrockwc.org</p>	<ul style="list-style-type: none"> • Chief of Operations, Solid Rock Worship Center Clementon, NJ 08021 • Executive Director, Technically Inclined Mullica Hill, NJ 08062 • BSEET, Ohio Institute of Technology
<p>Brian Heilig 655 Cooper Road West Berlin, NJ 08091 856.719.6654 Heilig.brian@gmail.com</p>	<ul style="list-style-type: none"> • Director Systems Engineer, Inc Networks • MS, Computer Science-Stevens Institute of Technology • BS, Management Information Systems • Associates Degree, Technology, • Satellite Communication Technician, Community College of the Air Force
<p>Amir Khan 8 Cedar Hill Court Voorhees, NJ 08043 856.313.0155 pastorkhan@solidrockwc.org</p>	<ul style="list-style-type: none"> • Senior Pastor, Solid Rock Worship Center Clementon, NJ 08021 • Founder of: Children of Promise Christian School and Childcare Center - Clementon, NJ 08021 • Executive Director, Nehemiah Group Camden NJ 08102 • Board Member, D.U.E. Season Charter School Camden, NJ 08104 • Chairman, Greater Camden County Renaissance Group Camden, NJ 08104 • Recipient of 1976 Scarlet Night Wrestling Award, Rutgers

Regis Academy Charter School, Part 1. Section 9. Founders

	University
<p>Rodney Robinson 16 Brantley Way Sicklerville, NJ 08081 856.374.8862 Robinson.rod@gmail.com</p>	<ul style="list-style-type: none"> • Trustee, George School • Trustee, The Village Charter School • LL.M. Taxation, New York University • J.D., University of Pennsylvania Law School • BA Psychology, Brown University
<p>Gordon Sunkett 10 Ford Court Sicklerville, NJ 08081 267.581.9737 gsunkett@comcast.net</p>	<ul style="list-style-type: none"> • President, Winslow Township Board of Education • Former President, Camden City Board of Education • BA Business Administration, Marketing Bethune Cookman College
<p>Elizabeth Alexander 39 E. Charlestown Avenue Lawnside NJ 08405 856.278.7901 Elizz57@yahoo.com</p>	<ul style="list-style-type: none"> • Community Member in Lawnside for seven years
<p>Mercy Amua Quarshie 23 Charles Lane Cherry Hill, NJ 08003 856.424.2118 miaadobe@aol.com</p>	<ul style="list-style-type: none"> • Has school-aged children in the district • Obstetrician/ Gynecologist, CamCare Health
<p>Cheryl A. Ross 1213 Lehigh Avenue Somerdale, NJ 08083 856.784.1468 Coneja74@comcast.net</p>	<ul style="list-style-type: none"> • Has school-aged children in the district • Benefits Manager, Caesar, Rivise, Bernstein, Cohen & Pokotilow, Ltd. • M.Ed., A/U University • BS, Business Management, University of Phoenix
<p>Aughtney Khan 8 Cedar Hill Court Voorhees, NJ 08043 856.313.0155 pastorkhan@solidrockwc.org</p>	<ul style="list-style-type: none"> • Certified NJ Teacher • Principal, Children of Promise Christian School and Childcare Center • BA Elementary Education, Temple University • MA Special Education, Rowan University
<p>Dr. Peter Amua-Quarshie 23 Charles Lane, Cherry Hill, NJ 08003 Phone: 203 228 4484, pamuaquarshie@yahoo.com</p>	<ul style="list-style-type: none"> • BS (Honors) (Medical Sciences) (July 1996) - University of Leeds, West Yorkshire, UK. • MPH (Master of Public Health) (February 1998) - University of Leeds, West Yorkshire, UK. • MD (July 2002) - University of Ghana Medical School, Korle Bu, Accra, Ghana. • MS (Behavioral/Neural Sciences) (May 2010) Rutgers University, Newark, NJ • Assistant Academic Director – Advantage Academy • Neuroscience Consultant – Switch on Your Brain (SWOYB), LLC

Regis Academy Charter School, Part 1. Section 9. Founders

- b. *Identify the qualifying founder for the identified district or for each district in the region of residence.*
- *a qualifying founder is either a New Jersey certified teacher employed in the district of residence identified in the charter (provide name of district); or*
 - *the parent of a school-age child living in the district (provide name of district and school where child attends); or*
 - *if the identified region of residence is part of a sending-receiving relationship, a qualified founder must be identified from each receiving district.*

Qualifying Founder	Residence
Elizabeth Alexander	Resides in Lawnside School District/Has School-aged child
Mercy Amua Quarshie	Resides in Cherry Hill School District/Has School-Aged Child
Amir Khan	Resides in Voorhees School District
Aughtney Khan	Resides in Voorhees School District/Teacher
Cheryl A. Ross	Resides in Somerdale School District/Has School-aged Child

Founders
Statement of assurance

10. Founder Statement of Assurances

Oct 14 2010 10:27AM ET International, Inc.

(302) 738-1436

p.2

NEW JERSEY CHARTER SCHOOL APPLICATION

Directions:

A copy of this form must be signed by each charter school founder and each copy must be submitted with the final application. An application will be considered incomplete if it is not accompanied by a Statement of Assurances from each founder.

Founder Statement of Assurances

The Regis Academy Charter School

As a founder, I hereby certify under the penalties of perjury that the information submitted in this application for a charter for The Regis Academy Charter School to be located at 99 Burnt Mill Road, Cherry Hill, NJ 08034 is true to the best of my knowledge and belief; and further, I certify that, if awarded a charter, the school:

1. Will not charge tuition, fees or other mandatory payments for attendance at the charter school or for participation in programs that are required for students.
2. Will enroll any eligible student who submits a timely and complete application, unless the school receives a greater number of applications than there are spaces for students, in which case a lottery will take place in accordance with New Jersey charter laws and regulations.
3. Will be open to all students, on a space-available basis, and shall 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, proficiency in the English language or a foreign language, or academic achievement.
4. Will adhere to all applicable provisions of federal law relating to students with disabilities, including *IDEA 2004*; *Section 504 of the Rehabilitation Act of 1974*; and the *Americans with Disabilities Act* and appropriately employ/contract a child study team and special education service provider(s).
5. Will adhere to all applicable provisions of federal law relating to students who are English language learners, including *Title IV of the Civil Rights Act of 1964*; the *Equal Educational Opportunities Act of 1974*; MGL c. 76 § 5; and MGL c. 89, 71 § (f) and (I).
6. Will comply with all applicable federal and state laws and regulations.
7. Will operate in compliance with Generally Accepted Accounting Principles (GAAP).
8. Will employ highly qualified administrators and teachers who hold appropriate New Jersey certificates
9. Will obtain all necessary permits, licenses and certifications related to occupancy, fire, health and safety within the building(s) and on school property.
10. Will provide enrollment and demographic data to the NJDOE as required by *N.J.A.C. 6A:11-2.1(i)*.

Brian Heilig
Name


Signature

10/14/10
Date

Note: Make a copy of this statement for each founder and submit the signed copies with the application.

Regis Academy Charter School, Part 1. Section 10. Founders Statement of Assurances

10. Founder Statement of Assurances

Directions:

A copy of this form must be signed by each charter school founder and each copy must be submitted with the final application. An application will be considered incomplete if it is not accompanied by a Statement of Assurances from each founder.

Founder Statement of Assurances The Regis Academy Charter School

As a founder, I hereby certify under the penalties of perjury that the information submitted in this application for a charter for The Regis Academy Charter School to be located at ~~Overland Hill, New Jersey~~ Cherry Hill, New Jersey is true to the best of my knowledge and belief, and further, I certify that, if awarded a charter, the school:

- a. Will not charge tuition, fees or other mandatory payments for attendance at the charter school or for participation in programs that are required for students.
- b. Will enroll any eligible student who submits a timely and complete application, unless The Regis Academy Charter School receives a greater number of applications than there are spaces for students, in which case a lottery will take place in accordance with New Jersey charter laws and regulations.
- c. Will be open to all students, on a space-available basis, and shall 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, proficiency in the English language or a foreign language, or academic achievement.
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- f. Will comply with all applicable federal and state laws and regulations.
- g. Will operate in compliance with Generally Accepted Accounting Principles (GAAP).
- h. Will employ highly qualified administrators and teachers who hold appropriate New Jersey certificates
- i. Will obtain all necessary permits, licenses and certifications related to occupancy, fire, health and safety within the building(s) and on school property.
- j. Will provide enrollment and demographic data to the NJDOE as required by *N.J.A.C. 6A:11-2.1(i)*.

Christian A. Barnes
Name
September 20, 2010
Date

Signature 

Regis Academy Charter School, Part 1. Section 10. Founders Statement of Assurances

NEW JERSEY CHARTER SCHOOL APPLICATION

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Founder Statement of Assurances

The Regis Academy Charter School

As a founder, I hereby certify under the penalties of perjury that the information submitted in this application for a charter for The Regis Academy Charter School to be located at **99 Burnt Mill Road, Cherry Hill, NJ 08034** is true to the best of my knowledge and belief; and further, I certify that, if awarded a charter, the school:

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6. Will comply with all applicable federal and state laws and regulations.
7. Will operate in compliance with Generally Accepted Accounting Principles (GAAP).
8. Will employ highly qualified administrators and teachers who hold appropriate New Jersey certificates
9. Will obtain all necessary permits, licenses and certifications related to occupancy, fire, health and safety within the building(s) and on school property.
10. Will provide enrollment and demographic data to the NJDOE as required by *N.J.A.C. 6A:11-2.1(i).*

Mercy Amua-Quarshie

Name

Signature



Date

10/13/10

Note: Make a copy of this statement for each founder and submit the signed copies with the application.

Regis Academy Charter School, Part 1. Section 10. Founders Statement of Assurances

NEW JERSEY CHARTER SCHOOL APPLICATION

Directions:

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Founder Statement of Assurances

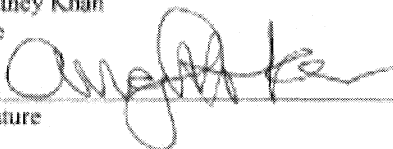
The Regis Academy Charter School

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2. Will enroll any eligible student who submits a timely and complete application, unless the school receives a greater number of applications than there are spaces for students, in which case a lottery will take place in accordance with New Jersey charter laws and regulations.
3. Will be open to all students, on a space-available basis, and shall 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, proficiency in the English language or a foreign language, or academic achievement.
4. Will adhere to all applicable provisions of federal law relating to students with disabilities, including *IDEA 2004; Section 504 of the Rehabilitation Act of 1974; and the Americans with Disabilities Act* and appropriately employ/contract a child study team and special education service provider(s).
5. Will adhere to all applicable provisions of federal law relating to students who are English language learners, including *Title IV of the Civil Rights Act of 1964; the Equal Educational Opportunities Act of 1974; MGL c. 76 § 5; and MGL c. 89, 71 § (f) and (i)*.
6. Will comply with all applicable federal and state laws and regulations.
7. Will operate in compliance with Generally Accepted Accounting Principles (GAAP).
8. Will employ highly qualified administrators and teachers who hold appropriate New Jersey certificates
9. Will obtain all necessary permits, licenses and certifications related to occupancy, fire, health and safety within the building(s) and on school property.
10. Will provide enrollment and demographic data to the NIDOE as required by *N.J.A.C. 6A:11-2.1(i)*.

Aughtney Khan
Name

Signature



Date

9/30/10

Note: Make a copy of this statement for each founder and submit the signed copies with the application.

Regis Academy Charter School, Part 1. Section 10. Founders Statement of Assurances

NEW JERSEY CHARTER SCHOOL APPLICATION

Directions:

A copy of this form must be signed by each charter school founder and each copy must be submitted with the final application. An application will be considered incomplete if it is not accompanied by a Statement of Assurances from each founder.

Founder Statement of Assurances

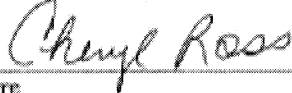
The Regis Academy Charter School

As a founder, I hereby certify under the penalties of perjury that the information submitted in this application for a charter for The Regis Academy Charter School to be located at **99 Burnt Mill Road, Cherry Hill, NJ 08034** is true to the best of my knowledge and belief, and further, I certify that, if awarded a charter, the school:

1. Will not charge tuition, fees or other mandatory payments for attendance at the charter school or for participation in programs that are required for students.
2. Will enroll any eligible student who submits a timely and complete application, unless the school receives a greater number of applications than there are spaces for students, in which case a lottery will take place in accordance with New Jersey charter laws and regulations.
3. Will be open to all students, on a space-available basis, and shall 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, proficiency in the English language or a foreign language, or academic achievement.
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10. Will provide enrollment and demographic data to the NJDOE as required by *N.J.A.C. 6A:11-2.1(i).*

Cheryl Ross
Name

Signature



Date

10/14/10

Note: Make a copy of this statement for each founder and submit the signed copies with the application.

Regis Academy Charter School, Part 1. Section 10. Founders Statement of Assurances

10/14/2010 10:30 FAX 8565132488

ONE STOP SHOP

005

NEW JERSEY CHARTER SCHOOL APPLICATION

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Founder Statement of Assurances

The Regis Academy Charter School

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Gordon Sunkett
Name

Signature



Date

10/14/2010

Note: Make a copy of this statement for each founder and submit the signed copies with the application.

Regis Academy Charter School, Part 1. Section 10. Founders Statement of Assurances

NEW JERSEY CHARTER SCHOOL APPLICATION

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Founder Statement of Assurances

The Regis Academy Charter School

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Elizabeth Alexander
Name


Signature

10/13/10
Date

Note: Make a copy of this statement for each founder and submit the signed copies with the application.

Regis Academy Charter School, Part 1. Section 10. Founders Statement of Assurances

NEW JERSEY CHARTER SCHOOL APPLICATION

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Founder Statement of Assurances

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Rodney Robinson

Name

Signature

Date

Note: Make a copy of this statement for each founder and submit the signed copies with the application.

Regis Academy Charter School, Part 1. Section 10. Founders Statement of Assurances

NEW JERSEY CHARTER SCHOOL APPLICATION

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Amir Khan
Name

Signature



Date

10/14/10

Note: Make a copy of this statement for each founder and submit the signed copies with the application.

Regis Academy Charter School, Part 1. Section 10. Founders Statement of Assurances

NEW JERSEY CHARTER SCHOOL APPLICATION

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Founder Statement of Assurances

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Calvin Brown
Name

Signature



Date

10/13/10

Note: Make a copy of this statement for each founder and submit the signed copies with the application.

Governance Structure

Regis Academy Charter School, Part 1. Section 11. Governance Structure

11. Governance Structure

- a. *Describe the role of the board of trustees and outline its responsibilities. Describe how the board will ensure that it is compliant with the Open Public Meetings Act and the School Ethics Act. Include detail as to how the board will support the mission, goals and objectives of the charter school.*

The Board of Trustees will govern the school, ensure that the school executes on the mission, remains financially viable, and fulfills the terms of the charter. It shall delegate management to the Principal, whom the Board will hire, set compensation for, and evaluate. The Board of Trustees will promote the objectives and purposes of the organization.

RESPONSIBILITIES OF THE BOARD OF TRUSTEES

Specifically, the duties of the Board of Trustees will include:

- establish and maintain all policies governing the operation of the charter school (bylaws),
- establish and maintain program policies (disciplinary, personnel, etc.),
- hire, oversee, and evaluate the Principal,
- determine hiring, termination, salaries, and contract terms of faculty and other employees with recommendations from the Principal,
- approve the school's annual budget,
- authorize submission of an annual report in accordance with N.J.S.A.18A:36A-16(b),
- authorize submission of an annual audit in accordance with N.J.S.A.18A:23,
- approve expenditure of school funds in accordance with N.J.S.A.18A:19,
- oversee fund development; approve submission of grant applications and acceptance of funds,
- hear and render decisions on issues brought to the board's attention via the Advisory Grievance Committee,
- advocate on behalf of the school by working to establish partnerships with community organizations, institutions of higher learning, non-profit foundations and corporate entities who support education through non-commercial relationships,
- convene advisory panels and/or ad hoc committees to meet the needs of the students and school program,
- monitor operational decisions to ensure that all activities are in full support of the school's mission, goals and objectives.

OPEN PUBLIC MEETINGS ACT

The Board will act in compliance with the *Open Public Meetings Act of New Jersey*, according to N.J.S.A. 10:4-6 ~ 10:4-2 to ensure that citizens have sufficient advance notice of all public

Regis Academy Charter School, Part 1. Section 11. Governance Structure

meetings and the right to attend such meetings at which business affecting public funds is discussed or acted upon.

SCHOOL ETHICS ACT

In accordance with N.J.S.A.18A:12-21 et seq., *The School Ethics Act*, members of the Board of Trustees for the Regis Academy Charter School will avoid conduct that is in violation of the public's trust or which creates a justifiable impression among the public that such a trust is being violated. Board members will submit annually, on or before April 30th or within 30 days of his/her election, to the School Ethics Commission, a Financial Statement and a Personal/Relative Disclosure Statement on forms provided by the county.

SUPPORT OF MISSION, GOALS, AND OBJECTIVES

The Regis Academy Charter School Board of Trustees will support the mission, goals and objectives of the charter school through the design and publication of the school's annual School Self Assessment and Evaluation Plan that is aligned to the mission of the charter. This plan will serve as an internal benchmark through which school stakeholders will evaluate their progress towards meeting the goals and objectives. Outcomes of the annual School Self Assessment and Evaluation Plan will be incorporated and published in the charter school's Annual Report submitted by August 1st each year in accordance with N.J.A.C.6A:11-2.2.

- b. *Describe the board of trustees and include the process for selecting/appointing both the initial and the subsequent boards:*
- *total number of members, total number who will be voting members and the total number who will be ex-officio (non-voting) members;*
 - *process for appointment or election to the board of trustees;*
 - *length of term as a member;*
 - *titles of officer positions;*
 - *process for appointment or election of board officers; and*
 - *length of term as officers.*

The Board of Trustees ("the Board") shall consist of at least five Trustees and no more than thirteen Trustees. The Principal will be an advisory, non-voting member of the Board (*ex officio*). Board members shall be sought who reflect the qualities, qualifications and diversity determined by the Board delineated in the Job Description of the Board of Trustees. Board officers will include *President, Vice-President, Recording Secretary, Board Secretary (School Business Administrator), and Treasurer.*

BOARD OFFICERS – Board officers will be voted on annually.

Regis Academy Charter School, Part 1. Section 11. Governance Structure

The *Board President* will be the Chief Executive Officer of the organization. He or she will be responsible for oversight of all of the business and affairs of the organization. The Board Chair will preside at all board meetings, establish committees and assign members of the Board to such committees.

The *Vice-President of the Board* will perform duties as delegated by the Board Chair. In the absence of the Board Chair, the Vice-Chair will perform all duties of the Board Chair.

The *Recording Secretary of the Board* will be responsible for serving notice to Board members of the date, location and time of Board meetings. The Secretary will also be responsible for keeping the minutes of each meeting and presenting the minutes of the previous meeting at each meeting. The Secretary of the Board will keep the seal of the organization.

The *Board Secretary (School Business Administrator)* will be responsible for preparing the agenda and preparing and disseminating Board packets prior to the meeting. The Secretary/SBA will also inform the Board of budget items, provide signature on purchase orders and warrants, and report all financial transactions. This person also serves as the school's general accountant and coordinates all financial transactions. All requirements of the Open Public Meetings Act and School Ethics Act will also be coordinated by the Secretary/SBA.

The *Treasurer of the Board* will be responsible for the oversight of the Business Administrator. The Treasurer will ensure financial records, investments and assets are kept according to accepted financial standards. The Treasurer will also chair the organization's finance committee and prepare the annual budget of the school, in conjunction with the Business Administrator and the Principal.

Board Recruitment and Selection

Initial Board recruitment and selection will be done through volunteering of founding board members who wish to transition to governing board members. Regis Academy Charter School nominating committee, known as the Governance Committee, shall present a slate of potential Trustees and officers for election by the Board of Trustees. This slate shall be presented at the annual meeting of the Board.

The Board will use the following process to recruit and nominate new board members and fill the specific needs of the Board:

1. A list of potential candidates will be compiled and reviewed by the Board committee.
2. Top candidates will be approached by letter and follow-up telephone call.
3. Meetings will be set up with candidates who express interest. Meetings will serve as both interviews and orientation sessions, covering the mission and educational program of Regis Academy Charter School, Board of Trustee job descriptions, and questions and answers.
4. The Board committee will review all potential board members' qualifications in light of identified needs.

Regis Academy Charter School, Part 1. Section 11. Governance Structure

5. Nominations and Board vote.

Trustees shall serve a term of three (3) years from the date of their appointments, or until their successors are seated. A full three-year term shall be considered to have been served upon the passage of three (3) annual meetings. After election, the term of a Trustee may not be reduced, except for cause as specified in these bylaws. No Trustee shall serve more than two (2) consecutive, three-year terms. Trustees shall serve staggered terms to in order to balance having continuity while also seeking new perspectives via new board members.

The initial Board shall consist of at least one Trustee who will serve a one-year term (ending in 2013), at least two Trustees who will serve a two-year term (ending in 2014), and at least two Trustees will serve a three-year term (ending in 2015). Any vacancy occurring in the Board of Trustees and any position to be filled may be filled, upon recommendation of a qualified candidate by the Governance Committee, by two-thirds (2/3) vote of the seated Trustees. A Trustee elected to fill the vacancy shall be elected for the unexpired term of his/her predecessor in office.

c. Describe the role of parents, if any, on the board of trustees.

One voting position on the Board of Trustees will be reserved for a parent representative. The role and responsibilities of parents on the Board of Trustees will be identical to the role and responsibilities of other members of the Board of Trustees. Parents serving on the Regis Academy Charter School Board of Trustees will be part of the collective that is responsible for ensuring that the school shows organizational, academic and fiduciary viability and adheres to provisions of the charter. Regardless of the success of recruiting a voting parent trustee, the parents shall elect a non-voting Ex-Officio member. Parents will be encouraged to attend and where appropriate participate in meetings.

d. Provide the following information:

If members of the initial board of trustees have not been identified, include:

- *qualifications sought for board members; and*
- *date by which the board of trustees will be formed.*

As of the writing of this charter, Board of Trustee members have not been identified. The Founding team expects to have a Board of Trustees formed by January 16, 2012.

In order to achieve our mission, goals and objectives, Regis Academy will recruit Board members with the qualifications and skills necessary to ensure effective governance of the program.

Qualifications for Board Membership

- Belief in the value of high-performing charter schools to the city, state and nation.
- Belief in the impact of authentic, hands-on learning as a motivational and student achievement boosting tool

Regis Academy Charter School, Part 1. Section 11. Governance Structure

- Mission aligned
- Expertise in law, education, teen counseling, technology, real estate, financial management, governance, marketing, fundraising, community organizing/outreach
- Willingness to leverage personal or professional networks on the school's behalf
- Intellectual capacity to think critically and strategically

If members of the initial board of trustees have been identified, include:

- full name and complete address;
 - all business/industry/education/community affiliation(s);
 - resume with qualifications;
 - voting or ex-officio (non-voting) status; and
 - qualifications sought for board members.
- e. *Describe the orientation and training for the board of trustees (not including mandated sessions provided by the New Jersey School Boards Association), as well as the process for continual self-evaluation and professional development of the board of trustees.*

Within 90 days of receiving the Charter, all Board of Trustees will attend a full-day orientation and training program. The orientation will be facilitated by a qualified and experienced Board trainer and cover the distinction between Board governance, finance and school management, and the responsibilities associated with each role.

Regis Academy is dedicated to increasing its capacity and knowledge in order to ensure that the school is continually high performing. Time will be allotted at periodic Board meetings to further the Trustees' understanding of accountability and assessment, instructional practice and charter school governance, through readings and speakers.

Board members will be asked to conduct meeting evaluations at the end of each meeting. The governing board will create a board-assessment tool, to be used periodically by the Board. The tool will ask Trustees to review their own performance as well as the performance of the Board as a whole, based on the Trustee and Board Job Descriptions. The Governance committee will review these documents, identify areas of weakness and create a plan to improve the Board's performance. This self-evaluation will also aid the Board in recruitment.

- f. *Describe the selection process to establish the membership of an advisory grievance committee, consisting of only parents and teachers. Outline the complaint review procedures, as well as a plan to inform the school community of the advisory grievance committee and its procedures.*

The Chair of the Board of Trustees and the Principal will appoint members of an advisory grievance committee. The need for committee members will be publicized and interested parties will be solicited. The Board of Trustees, in collaboration with the Head of School, will

Regis Academy Charter School, Part 1. Section 11. Governance Structure

make the final decision regarding committee members. The committee will be comprised of only parents and teachers.

The charge of this committee will be to hear and rule on complaints leveled by individuals or groups regarding actions made at the school. Such complaints will be considered if there is an allegation of a violation of a provision of the school's Charter. The members of the advisory grievance committee will be announced, as will the procedures governing the operation of this group. We will make this information public to the school community by posting it in the school's newsletter and on the school's website.

The grievance and complaint review process will follow the steps outlined below.

- 1) A description of the grievance must be submitted in writing. Supporting documentation must be submitted to support the grievance. Such documentation must be submitted within 30 days of lodging the complaint.
- 2) Within thirty days of receipt of both the grievance and supporting documentation, the committee will review the grievance.
- 3) A written decision will be made within the thirty-day period unless more information is requested by the committee. In that case, the process will restart with step two.
- 4) The advisory grievance committee will make a decision and recommendations concerning the complaint to the school's Board of Trustees.
- 5) The recommendation of the advisory grievance committee is nonbinding, however the recommendation will be considered by the Board of Trustees as an agenda item at the next regularly scheduled meeting and render a decision at that time.
- 6) If the Board decides wholly or partially for the aggrieved, any remedial action is to be taken in an expedited manner, normally within a 14-day period.
- 7) In the event that the aggrieved is dissatisfied with the Board's decision, the party or parties may appeal to the state's Commissioner of Education, who will then conduct an investigation according to the New Jersey Department of Education's internal protocols used to govern such matters.

- g. *Specify the extent to which any nonprofit and/or for-profit private entity may be involved in the operation of the charter school.*

The Founders do not anticipate entering into any relationship with a CMO or EMO.

12. Admissions Policy and Criteria

- a. *Describe the recruitment and admissions policies of the charter school, including how the school will, to the maximum extent possible, seek the enrollment of a cross-section of the community's school-age population.*

Regis Academy shall not discriminate against any student based on race, ethnicity, national origin, gender, artistic talent, or disability or for any other basis that would be unlawful for a public school. Regis Academy shall be open on a space available basis to any Voorhees, Somerdale, Lawnside, or Cherry Hill child who is eligible under the laws of New Jersey for admission to a public school, and the school shall ensure compliance with all applicable anti-discrimination laws governing public schools, including Title VI of the Civil Rights Act and New Jersey Education Law, governing admission to a charter school. New students will be admitted each year without regard to prior measures of achievement or aptitude, athletic ability, mental or physical disability, ethnicity, race, creed, gender, national origin, religion, or ancestry.

No admission policy will be used to reflect the mission and goals of the school and no criteria will be used to bar or discourage any applicant. The School will attempt to enroll a group of children representative of the diversity in the region, though the application process will ensure that race, religion, gender, academic ability, etc. are never considered as part of the admission process. It is our goal to enroll a cross-section of students.

The Principal or designee will verify each applicant's eligibility for admission to school. Parents must provide evidence of residence at the time of admission. Proof of residence includes the legal home address of the parent or guardian and/or other appropriate documentation. Residency may be periodically re-evaluated.

If there are more applicants than available spaces, the students will be selected by a lottery drawing to be held in accordance with N.J.A.C. 6A:11-4.4. The school will allow any student who was enrolled in the school in the immediately preceding school year to enroll in the charter school in the appropriate grade. In accordance with N.J.S.A. 18A:36A-8 c, Regis will also give enrollment priority to a sibling of a student enrolled in the charter school or siblings in families seeking admission for more than one child. A sibling is defined as a child who has at least one parent/guardian in common with another child.

Students from other school districts may attend the Regis Academy provided there are unfilled spaces at the scheduled lottery date.

Regis Academy will launch a program using the following strategies, among others, designed to recruit a cross-section of students:

- Conduct Information Sessions at varied locations, specifically community-based organizations

Regis Academy Charter School, Part 1. Section 12. Admissions Policy and Criteria

- Mail publicity materials to residents of the school district
- Post flyers and community notices in local newspapers, and area businesses, churches, community centers, housing complexes, and supermarkets
- Provide community based organizations a schedule of Information Sessions and lottery announcements to post
- Visit local youth organizations including but not limited to sports teams

All publicity material will be translated primarily into Spanish. We will conduct a needs assessment to see if materials need to be translated into the language of the dominant Asian culture in the region. Founders who have fluency in a foreign language with secondary dominance will be on hand at targeted information sessions

b. Provide the tentative dates of the recruitment and application periods and a timeline for the open and close of each enrollment period.

TENTATIVE RECRUITMENT AND APPLICATION PERIOD TIMELINE

By October 10, 2011	Press release announcements of the granting of the charter to local media
November 1 - 30, 2011	Information Sessions throughout the region
December 1, 2011	Posting of admission information Applications available
December 10-20, 2011	First Enrollment period / Lottery if needed
January 10 – 20, 2012	Second Enrollment period / Lottery if needed
January 25- February 10, 2012	Third enrollment period / Lottery if needed
February 15, 2011	Submit initial enrollment count to DOE

If the school is not fully enrolled by the end of the third enrollment period, we will begin the cycle again.

c. Describe student admission policies, including the random selection process (lottery).

Regis Academy Charter School will serve students in grade K-4 in its first year of operation, and grow to serve grades K-7 by its renewal period.

In accordance with 18A:36-7 &8, notice of the lottery will be given to all applicants at the time of receipt of their application. Local media will also be notified of the lottery via press release

Regis Academy Charter School, Part 1. Section 12. Admissions Policy and Criteria

and flyer. An independent auditor will be secured to conduct the lottery. Student materials will be reviewed for complete files including:

- Birth certificate
- Proof of Voorhees, Lawnside, Cherry Hill, or Somerdale Residency
- Medical records
- Transfer cards (at year end)
- Applications

A card for each student will be prepared in advance. Student cards entered will be grouped by grade (after Year 1). The auditor will review each admission packet and initial that the student has submitted all the necessary information to be placed in lottery. Student cards will be pulled by the auditor and announced. A record will be kept and later verified by the auditor as to the results of the lottery. A final report will be issued as part of the annual audit for enrollment verification and for compliance to policies and procedures. Students and families will be notified that night that they have been accepted into the school.

Once a student is admitted through the lottery, they will receive an admission packet, which will include a parental agreement and intent to attend. In addition, the student will be required to attend Summer Orientation where they will take a test to collect baseline data. Parents will also be encouraged attend an orientation session that will help orient them and their child to the Regis program. In subsequent years, only new students will be required to attend summer orientation program and spend a day at the school. In addition there will be a parents meeting with the Administration to ascertain as much information as possible to help provide a smooth transition for the student.

This process will be repeated for subsequent enrollment periods if needed.

d. Describe the wait list process. Include the length of time a wait list will be maintained.

In the event that there are more applicants than there are spaces available, a random lottery system will be used to select students. The drawing will continue until all the applicants' numbers have been drawn, thereby developing a sequential waiting list. Parents/Guardians will be notified of placement on the waiting list for the upcoming year. The waiting list will remain in effect until the close of the school year. If students wish to remain on the waiting list, they will be required to submit a new application for the upcoming school year.

Students called from the wait list will have five (5) business days from notice to accept or decline the open spot. If declined, or no response, the representative will offer the enrollment slot to the next name on the list.

e. Describe the procedures for enrollment priority for siblings of students, if applicable, enrolled in the charter school for:

- year one; and

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- *subsequent years.*

In year one, grades K-4 will be offered. In the event that there are siblings such as twins who are both entered into the lottery, if one is admitted the other will get the next available slot. This will only be honored if both applications are marked sibling at the time of the lottery.

Upon acceptance into the school, enrollment is guaranteed for subsequent years through graduation. As stated in The Charter School Program Act of 1995, siblings of enrolled students will be given priority in enrollment. In subsequent years, siblings of current students will receive preference for acceptance into the school. Siblings must complete and file an application prior to the lottery date. Siblings will be placed directly on the student roster, on a space available basis, thereby reducing the spaces available prior to the lottery drawing.

For definition purposes, "siblings" are two or more children that are related either by birth by means of the same father or mother or by legal adoption as well as foster children or any other children whose custody is held by the same father or mother.

- f. Describe the terms and conditions of non-resident student enrollment. Provide detail as to when the school will begin to recruit non-resident students, how the random selection process (lottery) will be conducted for non-resident students, and how the non-resident wait list will be established and maintained.*

During the enrollment period, applications will be accepted from non-resident students with the understanding that enrollment priority is given to students in the region of residence. With the exception of priority enrollment for resident students, the terms and conditions for non-resident student enrollment follow the same policies and procedures as for resident students.

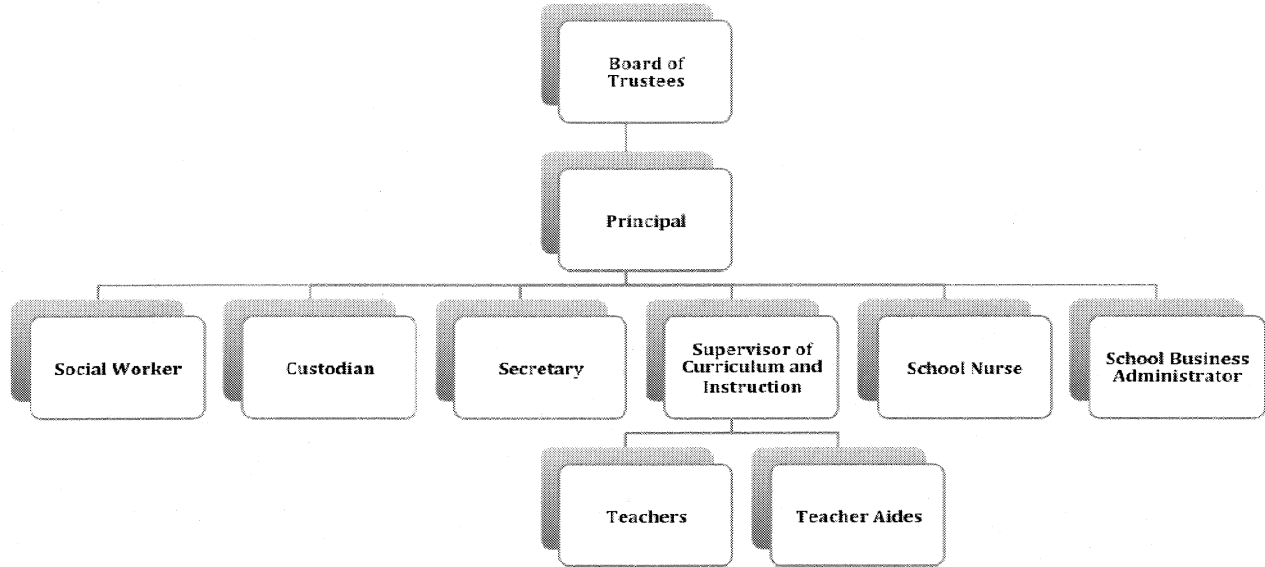
If space permits, the application and lottery process described in Part C will be repeated for non-resident students if needed. All non-resident students will be drawn via lottery to generate a separate wait list for each grade, which will be used after the resident wait list is exhausted.

- g. If serving kindergarten, provide assurances that, pursuant to N.J.S.A. 18A:38-5, all kindergarten students must be five years old by October 1 of each year. If not serving kindergarten, respond to the statement with the words "Does Not Apply."*

A Kindergarten child must be 5 years of age on or before October 1 for the September-June school year.

13. Human Resources

a. Provide an organization chart which includes the board of trustees and all employees.



We believe that attracting and retaining a high-quality staff, committed to organizational learning is key to the success of any high-performing school. We believe it is particularly critical to the successful implementation and sustainability of our model. Our research for this school included a meeting with Dr. Cary Cherniss, a psychology professor at Rutgers University – New Brunswick and the author of *School Change and MicroSociety*. Dr. Chernis emphasized the need to have people who are flexible, resilient, and emotionally intelligent on staff. As a result, we will screen for some key indicators of emotional intelligence based on the work of Dan Goleman:

MEASURES OF EMOTIONAL INTELLIGENCE	
SELF – Personal Competence	<p><u>Self-Awareness</u> Emotional Self-Awareness Accurate Self-Assessment Self-Confidence</p> <p><u>Self-Management</u> Self-Control Trustworthiness Conscientiousness Adaptability Achievement Drive Initiative</p>
OTHER – Social Competence	<p><u>Social Awareness</u> Empathy Service Orientation Organizational Awareness</p> <p><u>Relationship Management</u> Developing Others Influence Communication Conflict Management Leadership Change Catalyst Building Bonds Teamwork and Collaboration</p>

Regis Academy Charter School, Part 1. Section 13. Human Resources

- b. *Identify the job title of the lead person. Describe the qualifications, certification and responsibilities of the lead person.*

The job title of the lead person will be Principal. The job description appears below:

The Principal of Regis Academy Charter School will be directly accountable to the Board of Trustees for the goals outlined in this charter that are directly related to his/her duties. Subject to available funds, the starting base salary for the Principal will be \$90,000 - \$100,000. In Year 1, we have budgeted for the lower end of \$90,000.

PRINCIPAL

Qualifications

- Firm commitment and belief in the mission and model of the school
- New Jersey Principal's Certification
- A minimum of 5 years of urban classroom experience with proven, measurable, significant academic student growth
- Excellent verbal and written communication skills
- Emotional Intelligence Core Competencies
- Experience managing adults
- Experience managing assessment data and using it to drive instruction
- Knowledge of education laws, school finance, governance, and fundraising
- Knowledge of school finance, budgetary planning, and accounting principles
- Demonstrated ability to multitask effectively and prioritize strategically
- Open to feedback, willingness to take personal responsibility and remain unwavering in pursuit of excellence in the face of significant challenges
- Business or finance background preferred.

Responsibilities

- Create, monitor and sustain a school culture of academic rigor through the consistent implementation of systems, and structures to maximize student learning
- Oversee the implementation of the school's discipline core to ensure an orderly, safe school environment
- Inspire the faculty, staff, and students of the school to maintain continual progress in fulfilling the school's mission
- Achieve consistent improvement in student academic performance
- Lead community meetings and school-wide assemblies
- Lead faculty and administrative meetings
- Manage faculty and staff
- Prepare, or oversee the preparation and submission of timely reports, evaluations, and data to all external agencies and funding sources
- Lead professional development sessions, and assign staff to do the same

Regis Academy Charter School, Part 1. Section 13. Human Resources

- Serve as an ex-officio member of the Board of Trustees and on all Board committees, providing the essential data, relevant reports and information necessary to effectively and efficiently govern the school
- Control the recruitment, hiring and retention of all school staff, including provision of salaries and contracts, as well as job orientation, training and evaluation
- Communicate as the school's primary spokesperson to all external audiences including media, community partners, parents, and local, state and national leaders
- Coordinate lottery, admissions, enrolment, and waitlist process (until Director of Operations is hired)
- Establish and implement personnel and discipline policies and standards of conduct for students and staff, in conjunction with administrative staff
- Supervise and maintain ongoing awareness of the day-to-day accounting processes of the school, including general ledger, accounts payable and receivable, cash receipts and disbursements, payroll, benefits and taxes
- Manage and allocate the school's finances, and ensure the accuracy of all financial documents in conjunction with the School Business Administrator
- Work with the Board to marshal resources for instructional, extracurricular and enrichment programs
- Set a strategic plan for the school to embark on a capital campaign in order to secure resources for a permanent facility

c. *If the lead person is not certified, identify the job title of the person who will direct and guide the work of instructional personnel, including, but not limited to, the supervision and evaluation of staff and the development and implementation of curriculum. Describe the qualifications, certification and responsibilities this person will hold. If the lead person holds chief school administrator, principal or supervisor certification answer, "Does not apply" to this question.*

The lead person will be certified, however, we intend to hire a Supervisor for Curriculum and Instruction who will be the main driver of our instructional program. That person will hold at least a supervisor's certification.

SUPERVISOR OF CURRICULUM AND INSTRUCTION

RESPONSIBILITIES

- Ensures that curricular design and implementation are of the highest rigor for all scholars
- Manages the design of academic curricula (scopes and sequences, unit plans, lesson plans, and assessments) for all subjects and grades that meet and exceed New Jersey State Standards
- Manages the development of interim assessments
- Coordinates State and non-mandated testing
- Ensures that unit plans are backwards-designed with enduring understandings, critical thinking questions, and "end of unit" goals

Regis Academy Charter School, Part 1. Section 13. Human Resources

- Monitors grade-level progress against scope and sequence benchmarks
- Communicates with the principal regularly to assess and monitor student achievement
- Observes and coaches teachers daily
- Runs weekly ELA and Mathematics data meetings, fostering teacher involvement, incorporating teacher feedback and data results, and ensuring high rigor
- Contributes to the principal's evaluation of school staff
- Trains and orients staff members on Atlantic Preparatory Charter School's curriculum and instructional methodologies during the summer and on-going throughout the course of the academic year
- Works with the principal to develop summer and on-going staff professional development
- Collaborates with teachers, learning specialists, and the Special Education Coordinator to develop instructional and intervention strategies that elevate achievement among struggling students
- Collaborates with the principal to ensure effective implementation of curriculum, lesson plan creation, and delivery of lessons
- Manage the teacher training and coordination associated with the *MicroSociety* program
- Performs other related duties as required and assigned

QUALIFICATIONS

Candidates for the position of Supervisor of Curriculum and Instruction will have at least the following experiences and qualifications:

- At least four (4) full years of demonstrated performance results in a school
- Familiarity with data-driven instruction and online learning
- Experience designing and implementing an instructional program
- Experience leading a group of teachers towards quantifiable results
- Master's degree in a relevant area of study
- Possess at least a NJ Supervisor of Curriculum and Instruction Certificate

d. Describe qualifications, certifications and responsibilities of each job title of the professional staff (teachers, administrators, school business administrator, nurse, child study team members, case manager(s), related service providers, counselors, etc.) and support staff (aides, secretaries, security officers, etc.). Describe the process to ensure that all teachers will be compliant with NCLB requirements.

TEACHERS

RESPONSIBILITIES

- Adhere to Atlantic Preparatory Charter School mission and educational philosophy, blended learning instructional model, and all NJCCCS
- Participate in ongoing professional development
- Maintain and enrich their expertise
- Plan with specialty teachers and after-school enrichment staff (if any) to ensure student

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achievement

- Differentiate instruction to best meet the needs of all students
- Provide direct and indirect instruction
- Develop long and short-term planning addressing the needs of individual students
- Develop and use a variety of assessments (e.g., quizzes, rubrics, written work, performances) that frequently measure student's progress
- Prepare students adequately for all required assessments
- Evaluate students' progress on an ongoing basis
- Keep all student records, updating as needed
- Communicate with parents on an ongoing basis to provide information, learn more about students, and share student successes
- Respond to parent concerns effectively and in a timely manner
- Encourage students' positive interactions with other students and adults
- Value and promote peaceful conflict resolution
- Maintain and communicate high academic and personal expectations for all students with families, support staff, specialty teachers, and administrators
- Prepare written progress reports and hold family conferences
- Stay current with regard to education literature
- Participate in staff development programs
- Participate in developing and meeting the goals of an individualized professional development plan
- Perform other duties to support the ongoing development of Atlantic Preparatory Charter School, as deemed appropriate

QUALIFICATIONS

- Teachers shall possess valid New Jersey Teaching Certification in content area hired to teach (ideally with two years experience minimum)
- Demonstrated expertise, as evidenced by personal skills and knowledge, an undergraduate and (if possible) graduate degree in the subject they will teach, or direct subject-area teaching experience
- Demonstrated oral and written communication skills
- Demonstrated ability to engage the interest of young people
- Demonstrated ability to work with a diverse group of students
- Demonstrated ability to work well with parents
- Demonstrated ability to work effectively as a team member
- Demonstrated willingness to be held accountable for student results

TEACHER AIDE

RESPONSIBILITIES

The primary job of a Teacher Aide will be to support the teacher to maximize his or her ability to educate and guide in the classroom. This includes understanding the existing materials as well as the new lessons that will be taught. The Teacher Aide will also be responsible for

Regis Academy Charter School, Part 1. Section 13. Human Resources

classroom management. The aide will provide the teachers the opportunity to prepare lesson plans. Non-instructional duties might include walking children to electives, monitoring lunch and supervising recess.

- Assist in the implementation of the daily program under the direction of the teacher.
- Assist in planning and preparing the learning environment, setting up interest centers and preparing needed materials and supplies.
- Support instruction by working with small groups or one-on-one
- Assist the teacher with any other duties.
- Supervise outside playground activities and lunch.
- Help with the operations of audio/visual aids (projectors, etc.).
- Attend all staff meetings and recommended training programs and conferences.
- Maintaining professional attitudes and loyalty to the school.
- Act as a coordinator for the *MicroSociety* program

QUALIFICATIONS

- Belief in the mission of the school
- Belief that every child can learn
- At least 30 college credits
- Direct experience in working with students
- Demonstrated ability to work as a team member
- Instructional Aide Paraprofessional Core Certificate

SCHOOL BUSINESS ADMINISTRATOR

RESPONSIBILITIES

The School Business Administrator will supervise, manage and coordinate the financial and business affairs of the charter school to ensure fiscal accountability, sustained viability, and accounting compliance with all state and federal statutes and codes. Specifically, the job responsibilities of the School Business Administrator will require the SBA to:

- Maintain knowledge of the charter school and personal commitment to its goals and objectives
- Select and implement the appropriate GAAP accounting software system such as CDH Systems Inc..
- Prepare monthly financial reports including the Board Secretary's Report identifying current/cumulative status of school expenditures and revenues
- Prepare report of budgetary transfers (if applicable), and monthly bill list for the Board of Trustees approval
- Oversee payroll processing including hiring and termination dates, department assignments, mandatory and voluntary deductions, distribution of W2's, and maintenance and archiving of school payroll
- Certify enrollments, monthly transmittals, and quarterly reporting of pension
- Provide financial oversight of all grant funds from the application process to the

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submission of carry over and/or final reports

- Assist in the preparation of the annual school budget, and administrate all phases of the budget throughout the fiscal year
- Audit all claims, invoices, and demands against the Board of Trustees and approve expenditures for subsequent Board approval
- Serve as the official purchasing agent for the Board of Trustees, establishing procedures for acquisition of services, supplies, and equipment in accordance with law and Board policy, and the mission of The Atlantic Preparatory Charter School; sign all purchase orders
- Assist in the function and maintenance of the school facility, and assist in the development and implementation of a multi-year (4 years), comprehensive maintenance and long range facilities master plan for the Atlantic Preparatory Charter School
- Provide consultation with the school's insurance/risk management program
- Implement a system for the preparation, maintenance, and archiving of documents related to auditing requirements -
- Investigate the possibility of, and if decided by the Board, provide implementation for and oversight of the efficient operation of a school food service program
- Ensure, that the procedures of determining eligibility for participation in, and record-keeping of this food service program, once implemented, are in accordance with law and regulation
- Assist in developing and updating the Board of Trustee's policies for all aspects of The Atlantic Preparatory Charter School's business administration and develop, a written Accounting Policy and Procedure Manual which will be implemented after being approved by the Board of Trustees
- Act as a non-voting member of the Board of Trustees and attend Board of Trustee meetings upon request

QUALIFICATIONS

- Valid New Jersey Certified School Business Administrator
- Demonstrated effective interpersonal skills and ability to work well with others
- Preferred minimum of two years employment by a school district in an administrative accounting position
- Direct experience in preparing financial statements in accordance with Generally Accepted Accounting Principles for an accounting firm or public school system, utilizing a budgetary-based-system
- Clearance of Criminal History Background Check
- Bonded for faithful performance
- Personal and professional integrity
- NOTE: The Board may at its discretion hire an outside vendor as School Business Administer. In such case the school will employ a full-time or part-time business manager who is not a New Jersey Certified School Business Administer.

SPECIAL EDUCATION TEACHER/COORDINATOR

RESPONSIBILITIES

- Provide instruction to classified students in accordance with their IEP.
- Develop lesson plans and instructional materials and provide individualized and small group instruction to meet the needs of each student.
- Set specific objectives wherever possible in lesson preparation and weekly lesson plans and carries through presentation to effectively achieve these objectives.
- Effectively communicate with teachers, parents, and administrators to facilitate the IEP process
- Effective consultation with parents, students, teachers, and administrators
- Effective professional liaison between school and home when necessary
- Remain current on rules set forth in special education law and regulations
- Maintain privacy of student records and information
- Provide instructional support to the teachers
- Ensure that all teachers have access to technical support regarding special education and strategies to modify instruction to meet individual student needs
- Oversee the progress on a timely basis of students with IEPs and students who are at-risk
- Coordinate the development and maintenance of IEPs
- Ensure the school's compliance with Special Education regulations and the maintenance of accurate special education records in accordance with state and federal law
- Ensure that students with IEPs receive the instruction and services required by law from qualified staff
- Coordinate Child Study Team in collaboration with the School Leader

QUALIFICATIONS

- Valid New Jersey Instructional Certificate and appropriate Special Education Endorsement or eligibility.
- Demonstrated ability to communicate and work effectively with parents
- Demonstrated ability to adapt to individual's specific needs
- Demonstrated ability to adapt to differences and changes in characteristics of students, programs, leadership, staff, and community
- Demonstrated ability to utilize varied teaching methodologies to accommodate students' learning styles
- Demonstrated ability to evaluate tests and measures of achievement
- Demonstrated ability to work effectively as a team member
- Demonstrated administrative or organizational ability
- Must have a B.A. and be certified as a Special Education teacher. Ideally has at least three years of prior experience in special education, preferably in an urban setting

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SOCIAL WORKER

RESPONSIBILITIES

The Social Worker will help students resolve such personal, emotional, and social problems as interfere with their adjustment to school and their capacity to enjoy the fullest benefits of the education offered them. Specific responsibilities include:

- Serve as a member of the Child Study Team
- Participates in the evaluation, classification and placement of all pupils with special needs.
- Assesses student community needs in terms of individual and family histories and the needs associated with the needs of the school's demographic population
- Interprets the implications of significant social findings as a member of the child study team, and participates in educational planning for exceptional students.
- Plans home visits or office interviews with family members to assess past and present history and development as well as family dynamics and interactions that are relevant to the child's adjustment.
- Maintains an ongoing relationship with families for the purpose of: sharing information regarding educational planning and programming for the student; assisting the family in utilizing appropriate community resources; and providing counseling to family members and/or students to facilitate social adjustment.
- Initiates, facilitates and maintains liaison with community agencies and other resources to meet special needs. Refers parents and child to agencies when appropriate.
- Consults with administration and staff regarding social adjustment factors of students in schools, at home and in the community.
- Counsels groups of students and/or parents regarding social adjustment problems.
- Serves as a case manager as assigned and maintains appropriate case records.
- Assists in upholding and enforcing department rules, administrative regulations and Board policy.
- Maintains professional competence through in-service education and participation in professional development activities.
- Assists in coordinating, developing, monitoring and evaluating the effectiveness of individualized education plans.
- Observe pupils in classroom, playground and/or other relevant settings.
- Interviews pupils as indicated.
- Observe children in special education classes on an ongoing basis.
- Attends and participates in meetings as deemed necessary and consistent with the needs of the school.
- Performs all duties required as a member of the child study team by administrative code, state and federal laws, and Board policy.
- Assumes other related duties/assignments delegated by the Principal

QUALIFICATIONS

- Bachelors degree, though a Masters degree is preferred.

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- Valid New Jersey Educational Services Certificate and School Social Worker Endorsement or other approved certification.
- Demonstrated experience working with families and community health and social services agencies as determined by the Board,
- Knowledge of laws and regulations governing special education effective problem-solving, human relations and communication skills
- Commitment to the school model, educational philosophy, and behavior philosophy.
- Effective written and oral communication skills

SCHOOL NURSE

RESPONSIBILITIES

- Maintains student health records, vision and hearing screenings, notifies local or county officials of any improperly immunized students, and conducts scoliosis examinations of students ages 10 through 18.
- Works collaboratively with teachers and School Leader in curriculum planning, development and teaching of health/family education studies.
- Provides routine first aid care and coordinates and/or provides for other health care needs as appropriate.

QUALIFICATIONS

- New Jersey School Nurse Certificate and experience working with young children.
- Be available for access to student needs at all times that school is open for students and be committed to school design and philosophy.

SCHOOL SECRETARY

RESPONSIBILITIES

- Maintain attendance records
- Maintain school, student, and personnel records
- Assist in purchasing, receiving, and filing mail and packages
- Assist in arranging transportation, travel arrangements, and field trips
- Perform scheduling duties
- Processes student and faculty applications
- File and distribute information as need in a timely manner
- Maintain/reorder office supplies for administrative staff
- Answer phones, record messages
- Coordinate meetings
- Welcome parents, children, and guests to the school
- Manage school breakfast program and school lunch program
- Will arrange for coverage for staff who will be absent
- Coordinate mailings and copying
- Other duties, as assigned

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QUALIFICATIONS

- Demonstrated organizational skills
- Prior experience in an administrative assistant position, preferably in a school setting.
- Demonstrated verbal communication skills
- Demonstrated written communication skills
- Demonstrated ability to work well with others

CUSTODIAN

RESPONSIBILITIES

- General janitorial duties such as cleaning, maintenance, etc.

QUALIFICATIONS

- Experience and ability necessary to perform standard janitorial duties and meet all state requirements.
- Boiler license preferred.

e. Specify the anticipated number of positions in each job title for year one through year four of the charter.

NUMBER OF POSITIONS AVAILABLE FOR EACH JOB TITLE				
Position	YR. 1	YR. 2	YR. 3	YR. 4
Position	# of Anticipated Employees			
Principal	1	1	1	1
School Business Administrator/Business Manager	1	1	1	1
Supervisor of Curriculum and Instruction	1	1	1	1
Classroom Teachers	10	12	14	14
Teacher (World languages, Art, Physical Education)	3	3	3	3
Bilingual Teacher	1	1	1	1
Teacher Assistant	5	6	7	7
Special Education Teacher	2	2	2	2
School Nurse	1	1	1	1
Custodian	1	1	1	1
Secretary	1	1	2	2
Social Worker	1	1	1	1

- f. Provide guidelines for each job title regarding the following:*
- *salary scale for each position (ensure agreement to Budget Summary);*
 - *employee contracts;*
 - *hiring and dismissal policies; and*
 - *employee benefits.*

Salary Scale

Salary levels for staff Regis Academy Charter School will be consistent with the minimum and

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maximum salary scales set forth in N.J.S.A.18A:36A-14(b).

Salaries will be individually negotiated, taking into account the total availability of funds and the total resource requirements of the charter school, in conjunction with each candidate's qualifications and experience. It is anticipated that the average salary for teachers for Year 1 will be \$50,000 in order to remain competitive with the sending districts. Salary raises will be determined by a salary guide approved by the Board of Trustees. If deemed appropriate by the board of trustees, contracts may include provisions for merit stipends.

Additional compensation may be given to staff for activities such as extra curricular activities or accepting the additional responsibility of a team or committee chairperson. The table below provides a draft salary scale:

SALARY SCALE FOR EACH JOB TITLE	
Position	Budgeted Starting Salary
Principal	\$90,000
School Business Administrator/Business Manager	\$70,000
Supervisor of Curriculum and Instruction	\$75,000
Classroom Teachers	\$50,000
Teacher (World languages, Art, Physical Education)	\$50,000
Bilingual Teacher	\$65,000
Teacher Assistant	\$31,000
Special Education Teacher	\$60,000
School Nurse	\$70,000
Custodian	\$22,000
Secretary	\$50,000
Social Worker	\$60,000

Employee Contracts

Yearly contracts will be offered to both tenured and non-tenured staff by the board of trustees upon recommendation by the Principal. The board of trustees must approve all teacher contracts, their terms and conditions, salary levels, and any promotional advancement. Contract terms will be in effect within the start and end date of each specific contract period. The Principal will negotiate his/her individual contract directly with the board of trustees. All staff will be notified, in writing, of the school's intention to rehire them for the next academic year by May 15th. Staff must notify the charter school of their intent to return for the next academic school year by June 1st, and will receive a contract for the upcoming academic year by June 30th.

The contract will be explicit with respect to salaries and benefits and will specify the minimum, but not the maximum, number of work hours, including hours on duty. It will also be explicit with respect to the performance standards determined that each staff member must meet.

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Contracts will be for one year with a thirty-day probation period for all new hires. All teachers will be required to complete the 2-week summer training as a contractual obligation. A stipend will be given to teachers in their first paycheck. The stipend amount will be determined based on school resources.

HIRING AND DISMISSAL POLICIES

Regis Academy Charter School will advertise available positions in all relevant newspapers in order to ensure staff characteristics consistent with the school's population. No person will be denied employment based on ethnicity, race, age, gender, or national origin. The Board will approve staff contracts and salaries after considering the recommendation of the Principal.

The Principal may dismiss employees at any time during the probationary period for unsatisfactory work performance or for serious infractions. At the end of each contract year, the Principal will recommend to the Board contract renewal or non-renewal of staff.

A recommendation to the Board of Trustees by the Principal may be made at any time when the employee demonstrates a serious infraction in the standards of performance that jeopardize the safety and well-being of the students. However, the employee is entitled to due process; dismissals are subject to appeal to the Board of Trustees.

EMPLOYEE BENEFITS

Benefits will begin after the successful completion of a mandatory thirty-day probation. The School will provide health benefits for all full-time employees, who will be enrolled in the New Jersey State Health Program and retirement benefits as specified in statute. Staff members will be required to contribute the required 1.5% to their benefits package, and the School will cover remaining costs for employees and their children.

Holidays and vacations will primarily be similar to the Cherry Hill School District calendar and, as much as possible, reflect the holiday schedules of the other sending districts. Sick days will be accrued at the rate of nine days per school year. Up to three personal days will be provided per year, subject to approval by the Principal.

g. Identify any positions that will be filled by consultants, the estimated cost for each and the functions to be performed.

The school may use consultants for special education services, nursing services, business administration, accounting, legal and other identified needs. The school may also from time to time contract with consultants for professional development, curriculum development, fund-raising, and other legitimate needs not yet identified.

Child-Study Team Case Manager \$1,500 per student

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Treasurer	\$400 per month
Payroll	\$550 per month
Legal	\$300 per month

h. Describe the process to ensure that the charter school will comply with the Streamlined Tenure Guidelines established by the Commissioner.

All teaching staff members, janitors and secretaries, who are either newly employed in the or who are employed in same while on leave from a public school district, shall acquire Streamlined Tenure according to the same criteria set forth in N.J.S.A. 18A:28-5, N.J.S.A. 18A:28-6, N.J.S.A. 18A:17-2, AND N.J.S.A. 18A:17-3. Once Streamlined Tenure is acquired, the individual will only be dismissed or reduced in compensation for the reasons specified in N.J.S.A. 18A:28-5, N.J.S.A. 18A:28-6, N.J.S.A. 18A:17-2, and N.J.S.A. 18A:17-3.

The Streamline Tenure Guidelines state that after three consecutive school years, together with employment at the beginning of the next succeeding school year, all teaching staff members, custodians and secretaries shall acquire streamline tenure in a charter school. Due process will be afforded any teacher whose streamline tenure is called into question once it has been granted.

14. Self-Evaluation and Accountability Plan

- a. *Describe the self-evaluation process that will be utilized to track the school's progress. Describe the role of each of the following in the self-evaluation process and how this process will assist the charter school in meeting its goals and objectives:*
 - *board of trustees;*
 - *administrative staff;*
 - *teaching staff;*
 - *parents;*
 - *students; and*
 - *consultants.*

With input from Board of Trustees, administrative staff, teaching staff, parents, and students, the Principal will lead the development of the self-evaluation. The self-evaluation will assess the organizational structure, governance, policies, and operational effectiveness of the school. Evaluation results will be included in the Principal's annual report to the board.

The evaluation will include facility, financial and programmatic audits and will assess student outcomes, student assessment, staff success, parent involvement, community partnerships, and cost efficiency. In response to self-evaluation results, the Regis Academy Charter School will develop a plan for improvement that is consistent with the school's mission and goals.

The Board of Trustees has specific responsibility for establishing and reviewing the overall institutional and educational policies of the school. The Finance Committee has oversight of the budget, cash management and audit. The Educational Accountability Committee has oversight of assessment and performance measures of school, the maintenance of school records and public documents, and the publication of the school's annual report.

Board members will be asked to conduct self-evaluations annually. The Regis Academy Board will use a self-assessment tool that asks Trustees to review their own performance as well as the performance of the Board as a whole, based on the Trustee and Board Job Descriptions. The responsible Board committee will review these documents, identify areas of weakness and create a plan to improve the Board's performance.

Families and staff satisfaction will be assessed using annual surveys. Regis Academy Charter School will strive to have 100 percent satisfaction with both families and staff but will set the goal of having 90% of all families and staff indicating that the school has a positive school culture. Regis Academy Charter School will have the additional goal that parent and staff satisfaction will increase over the first five years and then stabilize at 95%.

Regis Academy Charter School, Part 1. Section 14. Self-Evaluation and Accountability Plan

The evaluation and improvement plans will be submitted to the Board of Trustees for review and approval and then to the New Jersey Commissioner of Education, the Camden County School Superintendent, and the School District Superintendents of the sending regions.

b. *Describe how the charter school will evaluate:*

- *lead person/administrators;*
- *teachers;*
- *support staff; and*
- *programs.*

The founding team of Regis Academy Charter School understands the importance of leadership and believes that one of the essential components of a high performing, growing institution is effectively evaluating leadership and in turn insuring that the leadership effectively evaluates the staff. The process of overseeing and evaluating all staff will be based on the principles of backwards design, beginning with what each staff member needs to be able to do as reflected in their job descriptions. For teachers the goals will always be tied to increasing student performance by improving pedagogical practice. For the Principal this will mean improving overall school performance through the improvement of their instructional leadership and overall leadership practice.

Principal Evaluation and Review

The Principal will be reviewed separately by the Board of Trustees, based on the responsibilities in the job description. The Principal will evaluate all other staff.

Evaluations and reviews of the Principal will occur annually using the Council of School Supervisors and Administrators Principal Performance Review, which will be adapted using other highly respected performance review models,²³ to each description. An important element of each evaluation will be the school's progress made towards achieving the goals set forth herein.

Teacher Evaluation and Review

Each teacher will actively engage in the review process as part of their professional development, which will be an important aspect of teacher the performance review. In addition teachers will be observed regularly by the Principal and given both written and oral feedback. At Regis Academy we believe that the best method for teacher evaluation is to be in classrooms on a regular basis providing teachers with ongoing feedback.

At Regis Academy Charter School, the evaluation goal is to move away from snapshots of both teacher and student performance and to spend the time and energy that it takes to get a more complete, deeper understanding of teachers, students and classrooms. These ongoing observations conducted by the Principal will be informal meetings and conversations, which function as instructional supports for teachers. Anecdotal records will have a focus, structure,

Regis Academy Charter School, Part 1. Section 14. Self-Evaluation and Accountability Plan

and at times be dependent upon the teachers Individual Professional Development Plan goals, The teacher will receive a copy of these anecdotal records. The anecdotal records will be compiled and reviewed with each teacher at regular intervals.

The Principal will always maintain an open door policy, inviting teachers to meet when questions, concerns, and ideas arise.

The Principal will meet with teachers at scheduled times throughout the year at grade level meetings with the specific objective to review student assessments and student work, and use the gathered data to inform instruction and planning. The purpose of these meetings is to reinforce the Regis Academy Charter School's professional development goals.

Support Staff Review

The Principal will complete annual performance evaluations for all support staff that measure actual performance to standards jointly developed at the beginning of the school year.

In general, criteria for performance review will include assessment of the following indicators:

- Commitment to the School's mission and goals
- Successful implementation of the curriculum and educational philosophy
- High level of professionalism
- High level of accomplishment
- Effective participation as a member of the School's staff "team"

Program Review

Regis Academy Charter School will identify concrete goals for each program that the school implements.

Regis Academy Charter School, Part 1. Section 15. Timetable

15. Timetable

- a. Provide a detailed timetable of projected activities with completion dates which include the planning period through the first year of operation. Such activities should include, but not be limited to, enrollment, purchasing, hiring, transportation, and required documentation due dates.

<i>Regis Academy Charter School Timetable of Projected Activities September 2011 – June 2013</i>															
<u>Activity</u>	<u>Date</u>														
<u>2011 - 2012</u>															
Receive Charter	September														
Finalize Board of Trustees at first official Board meeting.	October														
Outreach and recruitment for students	October 2011 – November 2011														
<table border="1" style="width: 100%;"> <tr> <td style="width: 20%;">By October 10, 2011</td> <td>Press release announcements of the granting of the charter to local media</td> </tr> <tr> <td>November 1 - 30, 2011</td> <td>Information Sessions throughout the region</td> </tr> <tr> <td>December 1, 2011</td> <td>Posting of admission information Applications available</td> </tr> <tr> <td>December 10-20, 2011</td> <td>First Enrollment period / Lottery if needed</td> </tr> <tr> <td>January 10 – 20, 2012</td> <td>Second Enrollment period / Lottery if needed</td> </tr> <tr> <td>January 25- February 10, 2012</td> <td>Third enrollment period / Lottery if needed</td> </tr> <tr> <td>February 15, 2012</td> <td>Submit initial enrollment count to DOE</td> </tr> </table>	By October 10, 2011	Press release announcements of the granting of the charter to local media	November 1 - 30, 2011	Information Sessions throughout the region	December 1, 2011	Posting of admission information Applications available	December 10-20, 2011	First Enrollment period / Lottery if needed	January 10 – 20, 2012	Second Enrollment period / Lottery if needed	January 25- February 10, 2012	Third enrollment period / Lottery if needed	February 15, 2012	Submit initial enrollment count to DOE	
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January 10 – 20, 2012	Second Enrollment period / Lottery if needed														
January 25- February 10, 2012	Third enrollment period / Lottery if needed														
February 15, 2012	Submit initial enrollment count to DOE														
Receive applications for student enrollment	Dec 1, 2011 – February 14, 2011														
Board Meeting	October (and monthly throughout year)														
Planning Year Activities: <ul style="list-style-type: none"> • Attend all meetings at NJ DOE. • Follow up on lessons learned and assignment received at NJ DOE meetings • Establish bank accounts, accounting system, etc. • Evaluating textbooks and educational software. 	Ongoing through planning year.														

Regis Academy Charter School, Part 1. Section 15. Timetable

<ul style="list-style-type: none"> • Investigate & apply for Charter School Aid Grant & other grants • Apply for 501(c)(3) Status • Initiate dialogue with Sending School Districts • Develop additional community partnerships • Select/order educational materials, supplies, furniture & equipment • Establish academic curriculum • Identify Principal and hire to consultant agreement for planning and start-up phase 	
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***Regis Academy Charter School
Timetable of Projected Activities
September 2011 – June 2013***

<u>2012</u>	
Negotiate and Sign lease for facility	January
Board Meeting	January
Conduct final lottery (if needed)– notify parent/caregivers	February 14
Establish waiting list	February 15
Notify NJ DOE of detail of initial enrollment data	February 15
Investigate & apply for Charter School Aid Grant & other grants	Ongoing
Board Meeting	March
Secure insurance	March
Publicize for staff hiring.	March – April
Notify sending district(s) of transportation needs	March 15
Year 1 Budget will be adopted and submitted to NJ DOE	By March 30
Information Session for prospective staff.	April 2
Board Meeting	April
Formalize community and college partnerships	April
Interview staff and make hiring recommendations to Board.	April – June
Board Meeting	May
Final Day for Late Enrollments	June 1
List of Enrolled Students sent to Sending Districts	June 5
Prepare employee and student-parent/caregiver handbooks	May – June
Sign staff contracts.	May – July
Submit School Calendar to District Bd. Of Ed. for Transportation	May 15
Board Meeting	June
Administrative review of students' documents	June
First meeting with parent/caregivers of enrolled students	June – Ongoing
Arrange transportation	June – July
Board Meeting	July
Annual Fire Certificate of Inspection, Health Depts. Insp. of Facility	July
Occupy Facility	July
Install phone system at facility.	July

Regis Academy Charter School, Part 1. Section 15. Timetable

Provide evidence to NJ DOE that School has a purchased, installed and operational GAAP accounting system.	Before July 31
Initiate staff orientation and training process	July – August
Receive equipment and supplies	July – August
Board Meeting	August
Arrange food service	August
Teachers report for start of school year	August
Students report for start of school year	August
Distribute Parent/Student Handbooks	September

***Regis Academy Charter School
Timetable of Projected Activities
September 2011 – June 2013***

2012 – 2013

Identify Special Education and ELL Population	September
Review IEPs	September
Review records from sending schools.	September
Conduct Initial Student Assessments	September
Initiate Parent Association	September
Elect members of advisory grievance committee	September
Select Affirmative Action Officer, Section 504 Officer and Title IX coordinator.	September
Conduct Monthly Fire Drills	September – Ongoing
Board Meeting	September
Outreach and recruitment for students	September – 1/15
Board Meeting	October
Individual Parent/Caregiver – Teacher Conferences	October
Board Meeting	November
School Thanksgiving Party for Staff & Parent/Caregivers & Students	November
Board Meeting	December
Staff & Board Holiday Celebration	December
<u>January 2013 – June 2013</u>	
Board Meeting	January
Certify Enrollment to Commissioner of Education	January 1-10
Certify Enrollment to District	January 15
Conduct lottery – notify parent/caregivers	January 15
Enrollment Period	January 15 – February 15
Establish waiting list	January 15
Board Meeting	February
Board Meeting	March
Publicize for staff hiring.	March – April

Regis Academy Charter School, Part 1. Section 15. Timetable

Interview staff and make hiring recommendations to Board.	April – June
Board Meeting	April
Sign staff contracts.	May – July
Select/order educational materials, supplies, furniture & equipment.	May – Ongoing
Submit School Calendar to District Bd. Of Ed. for Transportation	May 15
Board Meeting	May
Certify Enrollment to Commissioner of Education	May 1-10
Certify Enrollment to District	May 15
Submit School Calendar to District Bd. Of Ed. for Transportation	May 15
Final Day for Late Enrollments	June 1
List of Enrolled Students sent to sending School Districts	June 5
Board Meeting	June

- a. *Describe the procedure and provide a timeline for notifying the district board(s) of education in which the students reside about the charter school’s transportation needs. Include the process for certifying enrollment of the students in the charter school who receive transportation services or aid in lieu of transportation to the district board(s) of education in which the students reside.*

Regis Academy Charter School will comply with New Jersey Administrative Code for Charter Schools Chapter 6A:11, subchapter 4, (6A: 11-4.1, 6A:11-4.2, 6A: 11-4.3 and 6A:11-4.4). To determine need for transportation assistance, parents/guardians will be required to present verification of residence both during the time of application and after the lottery. The Principal will notify each District Board of Education in writing of the students’ need for transportation by the 3rd Monday of May of the preceding academic year for which transportation will be needed. This notification will include the students’ name, address, grade, one-way mileage from the residence to the charter school and the name of the last school attended, if any. The Principal will submit the school calendar to the District Boards of Education by May 15 preceding the school year in which transportation is being requested. Regis Academy Charter School will work with the sending districts to detail a transportation plan for each student in need.

Transportation Notification Timetable	
Activity	Date
Screening and enrollment period, address verification, and transportation needs assessed and confirmed	Application Period
Charter school will notify school district of needs	March 15
District to notify parents and Principal regarding determination of the request for services	August 1
Certification of enrollment for first half of the academic year due to district(s)	September
Certification of enrollment for second half of the academic year due to district(s)	January
Submit school calendar for following year to all districts	May 15

Regis Academy Charter School, Part 1. Section 15. Timetable

The school will notify the District Board(s) of Education in which the students reside when a student eligible for transportation or aid in lieu of transportation has a change in address or withdraws from the charter school

The Principal or designee will use enrollment and attendance records to complete the forms prescribed by the Commissioner that certify the students that were enrolled for the first and second half of the academic year between January 1 and January 10 and between May 1 and May 10 of each year. This certification form will be returned to the student's District Boards of Education by January 15 certifying the student's attendance for the first half of the academic year and by May 15 certifying the student's attendance for the second half of the academic year.

16. Conversion Documentation

If planning to convert an existing public school to charter school status:

- a. Submit the originals of the petitions in support of the district school's becoming a charter school from at least 51 percent of the teaching staff in the district school and at least 51 percent of the parents/guardians of students attending the district school.

Does Not Apply

- b. Provide a list of all teachers employed by the public schools of the district seeking to convert to charter school status.

Does Not Apply

- c. Provide a list of all parents with children attending the public school seeking to convert to charter school status.

Does Not Apply

Note: If not planning to convert an existing public school to a charter school, respond to this section with the words, "Does Not Apply."

Regis Academy Charter School, Part 1. Section 17. Waiver of Equivalencies of Regulations

17. Waivers or Equivalencies of Regulation

If requesting a waiver or equivalencies of regulations:

- a. Describe any waivers or equivalencies of regulations (not statutes) which the charter school may request through the New Jersey Department of Education's "Regulatory Equivalency and Waiver Process." Note that, the Commissioner may not exempt laws and may only exempt regulations that pertain to assessment, civil rights, special education or student health and safety.

Does Not Apply

- b. Provide a justification for each waiver or equivalency which is requested, explaining how the exemption will advance the educational goals and objectives of the school.

Does Not Apply

Note: If not applying for waivers or equivalencies, respond to this section with the words "Does Not Apply."

For Your Review:

Appendix A:

N.J.S.A. 18A:36A-4(b)

N.J.S.A. 18A:36A-5(m) and 36A-11(a)

Other Citations to Review:

N.J.A.C. 6A:5

Regis Academy Charter School, Part 2. Section 1. Budget Summary

Part 2: Financial Plan

Section 1: Budget Summary

Budget Summary				
REGIS ACADEMY CHARTER SCHOOL				
Line			Current FY2012	Common Size
1	Enrollments			
2	District of Residence		225	
3	Non-Resident District		25	
4	Total Enrollments		250	
5				
6	Beginning Fund Balance			
7				
8	Revenues			
9	General Fund			
10	Budgeted Fund Balance			
	Equalization/Local Levy Aid - Local Share		2,427,143	86.8%
	Equalization/Local Levy Aid - State Share		236,315	8.5%
13	Total Equalization/Local Levy Aid (Lines 11,12)		2,663,458	95.3%
14	Categorical Aid			
15	Categorical Special Education Aid		131,458	4.7%
16	Categorical Security Aid			
17	Total Categorical Aid (Lines 15 and 16)		131,458	4.7%
18	Other State Revenue			
19	First Year Nonpublic Student Aid			
20				
21	Other State Revenue			
22	Total Other State Aid (Lines 19 through 21)			
23	Other Revenue			
24	Total General Fund (Lines 10, 13, 22)		2,794,916	100.0%
25	Restricted - Special Revenue Fund			
26	Revenue from State Sources:			
27	Source:			
28	Other:			
29	Total State Projects (Lines 27, 28):			
30	Revenue from Federal Sources:			
	Source: Federal Start-up Grant			
	Other:			

Regis Academy Charter School, Part 2. Section 1. Budget Summary

32	Total Federal Projects (Lines 31, 32):			
	Revenues from Other Restricted Sources			
35	Source:			
36	Source:			
37	Other:			
38	Total Other Sources (Lines 35, 36, 37):			
39	Total Special Revenue Fund (Lines 29, 33, 38)			
40	Total Revenues (Lines 24,39)		2,794,916	100.0%
41	Expenditures-General Fund			
42	Instruction			
43	Salaries of Teachers		658,500	25.2%
44	Other Salaries for Instruction		340,000	13.0%
45	Purchased Professional/Technical Services		17,250	0.7%
46	Other Purchased Services		9,600	0.4%
47	General Supplies		50,000	1.9%
48	Textbooks		56,250	2.2%
49	Miscellaneous Expense		28,500	1.1%
50	Total Instructional Expense		1,160,100	44.5%
51	Administrative			
52	Salaries - Administration		241,250	9.2%
53	Salaries of Secretarial/Clerical Assistants		50,000	1.9%
	Total Benefit Costs		257,063	9.9%
55	Purch. Professional/Tech.Serv.(Consultants)		27,000	1.0%
56	Other Purchased Services			
57	Communications/Telephone		15,000	0.6%
58	Supplies and Materials		3,600	0.1%
59	Judgments Against Charter Schools			
60	Interest on Current Loans		4,725	0.2%
61	Interest for Lease Purchase Agreements			
62	Mortgage Payments-Interest			
63	Miscellaneous Expense			
64	Total Administrative Expense		598,638	22.9%
65	Support Services			
66	Salaries		87,000	3.3%
67	Purch. Professional/Tech. Serv.(Consultants)		90,000	3.4%
68	Other Purchased Services			
69	Rental of Land and Buildings		520,000	19.9%
70	Insurance for property, liability and fidelity		11,104	0.4%
71	Supplies and Materials		20,000	0.8%
72	Transportation - Other than to/from school			
73	Reserved for future use			
	Energy Costs (Heat and Electricity)		56,333	2.2%

Regis Academy Charter School, Part 2. Section 1. Budget Summary

75	Miscellaneous Expense		4,667	0.2%
	Total Support Services Expense		789,104	30.2%
77	Capital Outlay			
78	Instructional Equipment		46,250	1.8%
79	Non-instructional Equipment		14,750	0.6%
80	Purchase of Land/Improvements			
81	Lease Purchase Agreements-Principal			
82	Mortgage Payments-Principal			
83	Building Purchase other than Lease Purchase			
84	Miscellaneous Expense			
85	Total Capital Outlay		61,000	2.3%
86	Total General Fund (Lines 50, 64, 76, 85)		2,608,842	100.0%
87	Expenditures-Special Revenue Fund			
88	Restricted /Special Revenues Programs			
89				
90	State Projects:			
91	Source:			
92	Other:			
93	Total State Projects:			
94				
95	Federal Projects:			
	Source: Federal Start-up Grant			
97	Other:			
98	Total Federal Projects:			
99	Other Restricted Expenditures:			
100	Source:			
101	Source:			
102	Other:			
103	Total Other Sources:			
104	Total Special Revenue Fund (Lines 93, 98, 103)			
105				
106	Total Expenditures (Lines 86, 104)		2,608,842	100.0%
107				
108	Ending Fund Balance (Lines 6 + 40 - 10 - 106)		186,074	
		Total		
		Benefits	257,063.00	
		Salaries	1,376,750.00	
		%	18.67%	

Regis Academy Charter School, Part 2. Section 1. Budget Summary

		Instr. %		
		1,346,537.19	66.40%	
		Admin. %		
		395,956.40	19.53%	
		Support %		
		285,348.07	14.07%	33.60%
		Total		
		2,027,841.67		
		% fund bal. to Gen Fund		
		7.13%		

**REGIS ACADEMY CHARTER SCHOOL
START UP COSTS INCLUDED IN THE BUDGET SUMMARY AND CASH FLOW
FROM JANUARY 2011 TO JUNE 2011**

Line #	Description	Total
	Revenues	
	Revenues from Other Sources	Fundraising efforts \$0
	Loan Disbursement	Loan at 7.5% interest \$115,000
	Total Other Revenue	\$115,000
	Total Revenues	\$115,000
	Expenditures	
	Instructional Expenses	\$0
	Miscellaneous	\$0

Regis Academy Charter School, Part 2. Section 1. Budget Summary

	Expense				
	Administrative Expenses			\$6,250	
52	Principal Per Diem	From March to June averaging 1-2 days per week. Principal developing school curriculum		\$0	
52	School Business Administrator Per Diem	From March to June averaging 1-2 days per week		\$0	
52	School Leader/Curriculum Director	From March to June averaging 1-2 days per week		\$6,250	
55	Purchased Prof. Services			\$-	
	Treasurer	Monthly contract per budget specs		\$0	
	Financial Set Up and Technical Support/Consulting	Consultant 5 days at \$1,000 per day		\$0	
	Filing Fees and Payroll Setup			\$0	
	Payroll Services	reduced to reflect less staff		\$0	
	Curriculum Consultant	To assist with the development of the school curriculum		\$0	
	Advertising	Advertising for staff		\$0	
57	Telephone/Communications			\$0	
	Telephone/Communications	Initial set up		\$0	
	Postage			\$0	
58	Supplies and Materials			\$0	
	Printing	applications, manuals etc		\$0	

Regis Academy Charter School, Part 2. Section 1. Budget Summary

68	Interest on Loan		\$0
	Support Services		\$45,188
69	Rental of Facility	Rent starting in June assuming renovations by owner	\$40,000
70	Insurance	lease estimated to start on June 1, 2011. Insurance costs based on budget estimates	\$854
74	Energy Costs	lease estimated to start on June 1, 2011. Insurance costs based on budget estimates	\$4,333
	Capital Outlay		\$61,000
78	Instructional Equipment		\$46,250
	Classroom Furniture	@ \$2,000 per class	\$20,000
	Science Equipment	@ \$300 per class	\$3,000
	Physical Education Equipment	@ \$300 per class	\$3,000
	Audio/Visual Equipment	@ \$300 per class	\$3,000
	Computers	computers and software for 8 teachers plus 30 students @ \$450 each	\$14,250
	Art Equipment	@ \$300 per class	\$3,000
79	Non-instructional Equipment		\$14,750
	Office Furniture	@ \$500 per office	\$1,500
	Office Computers	@ \$450 per office	\$1,350
	Telephones- non recurring	@ \$100 per phone	\$600
	Copier Machine	2 copier @ \$400 per month for 1 month	\$800
	Accounting Software	CDK software and training	\$10,500
	Building Improvements		\$-

Regis Academy Charter School, Part 2. Section 1. Budget Summary

	Painting Classrooms and Offices		Pro Bono Work		\$0
	Total Expenditures				\$112,437
	Ending Cash Balance				\$2,563

Detailed Budget
Narrative

Regis Academy Charter School, Part 2. Section 2. Detailed Budget Narrative

Section 2: Detailed Budget Narrative

- a. Provide a detailed budget narrative describing each line-item of revenue and expenditure using the **Charter School Budget Summary Key** on page 35.
- b. Include a list of all the components that make up each line in the Budget Summary Key. For example, the narrative description corresponding to Line 43- Salaries of Teachers should provide a detailed itemization of number of teachers and average salary budgeted (i.e. 20 teachers @ \$39,000 each = \$780,000).

BUDGE T LINE #	BUDGET NARRATIVE (Revenue & Expenditures)
2	Enrollment: 250
6	
11	Equalization/Local Levy Aid - Local Share: \$2,427,143 Calculated re Projected Financial Data Report provided by the New Jersey Department of Education Office of School Funding.
12	Equalization/Local Levy Aid - State Share: \$236,315 Calculated re Projected Financial Data Report provided by the New Jersey Department of Education Office of School Funding.
15	Categorical Special Education Aid: \$131,458 Calculated re Projected Financial Data Report provided by the New Jersey Department of Education Office of School Funding.
16	Security Aid: \$0 Calculated re Projected Financial Data Report provided by the New Jersey Department of Education Office of School Funding.
43	Salaries for Teachers: 12 Grade K-4 Full Time Teachers @ \$50,000 each = \$600,000 1 Physical Education Teacher @ \$50,000 = \$50,000 100 Substitutes @ \$85 a day = \$8,500 TOTAL: \$658,500
44	Other Salaries for Instruction: 2 Special Education Instructors @ \$60,000 each = \$120,000 1 Bilingual Instructor @ \$65,000 = \$65,000 5 Teacher Aides @ \$31,000 each = \$155,000 TOTAL: \$340,000
45	Purchased Professional/Technical Services: 15 Professional Development Sessions (includes MicroSociety Tech Asst.) @ \$1,000 each = \$15,000 Instructors (Performing Artists, Scientists, etc.)- 15 Days @ \$150/day = \$2,250 TOTAL: \$17, 250

Regis Academy Charter School, Part 2. Section 2. Detailed Budget Narrative

BUDGE T LINE #	BUDGET NARRATIVE (Revenue & Expenditures)																				
46	Other Purchased Professional Services: 2 Copier Lease @ \$4800 annually = \$9,600 TOTAL: \$9,600																				
47	General Supplies: Based on per student estimate, includes books for classroom library - \$200 per students for 250 students = \$50,000 TOTAL: \$50,000																				
48	Textbooks: \$225 per student for 250 students = \$56,250 TOTAL: \$56,250																				
49	Miscellaneous: Field Trips for 30 class trips @ \$750 per class = \$22,500 Misc Expenses Per class (teacher supplements, etc.) 12 teachers @ \$500 each = \$6,000 TOTAL: \$28,500																				
52	Administrative Salaries: 1 Principal - \$90,000 1 Vice Principal for Curriculum and Instruction - \$75,000 1 School Business Administrator - \$70,000 TOTAL: \$235,000																				
53	Secretarial/Clerical Salaries: 1 Secretary @ \$50,000 TOTAL: \$50,000																				
54	Benefits Cost Details: TOTAL: \$257,063 <table border="0" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th align="left" style="width: 60%;">Type</th> <th align="right" style="width: 20%;">RATE</th> <th align="right" style="width: 10%;">UNIT</th> <th align="right" style="width: 10%;"># OF STAFF</th> </tr> </thead> <tbody> <tr> <td>FICA</td> <td align="right">7.65%</td> <td align="right">\$372,000</td> <td></td> </tr> <tr> <td>Unemployment Compensation/ Disability</td> <td align="right">3.1%</td> <td align="right">\$1,370,500</td> <td></td> </tr> <tr> <td>Medical</td> <td align="right">monthly premium</td> <td align="right">\$550</td> <td align="right">12 25</td> </tr> <tr> <td>Workmen's Compensation</td> <td align="right">per quote</td> <td></td> <td></td> </tr> </tbody> </table>	Type	RATE	UNIT	# OF STAFF	FICA	7.65%	\$372,000		Unemployment Compensation/ Disability	3.1%	\$1,370,500		Medical	monthly premium	\$550	12 25	Workmen's Compensation	per quote		
Type	RATE	UNIT	# OF STAFF																		
FICA	7.65%	\$372,000																			
Unemployment Compensation/ Disability	3.1%	\$1,370,500																			
Medical	monthly premium	\$550	12 25																		
Workmen's Compensation	per quote																				
55	Purchased Professional Services: Auditing @ \$15,000 per year Treasurer Consultant @ \$400 per month = \$4,800 Payroll @ \$300 per month = \$3,600 Legal @ \$300 per month = \$3,600 TOTAL: \$27,000																				
57	Communications/Telephone: Telephone/Internet/Cable-Recurring = \$12,000																				

Regis Academy Charter School, Part 2. Section 2. Detailed Budget Narrative

BUDGE T LINE #	BUDGET NARRATIVE (Revenue & Expenditures)
	Postage = \$3,000 TOTAL: \$15,000
58	Supplies and Materials: Supplies @ \$300 per month for 12 months = \$3,600 TOTAL: \$3,600
60	Interest on Current Loans: Amortizing 1 Year Loan - \$180,000 @ 7.50% interest = \$4,725
63	Miscellaneous Expense: Memberships/Dues/Fees/Subscriptions @ \$10 per student for 250 students = \$2,500 TOTAL: \$2,500
66	Salaries for Support Services: 1 F/T Nurse @ \$70,000 1 P/T Social Worker @ \$60,000 = \$30,000 1 Custodian @ \$2,000/month for 11 months = \$22,000 TOTAL: \$87,000
67	Purchased Professional/Technical Services: P/T Speech Therapy = \$20,000 P/T Child Study Team = \$50,000 School Physician of Record = \$20,000 TOTAL: \$90,000
68	Other Purchased Services: \$0
69	Rental of Land and Building: 40,000 sq. ft building @ \$1 per sq. ft. \$40,000 per month for 12 months = \$480,000 TOTAL: \$480,000
70	Insurance for Property, Liability, and Fidelity: General Liability: \$9,500 Umbrella Policy: \$750 TOTAL: \$10,250
71	Support Services Supplies and Materials: 40,000 sq. ft. @ \$.50 per sq. ft. = \$20,000 TOTAL: \$20,000
74	Energy Costs (Heat and Electricity) Gas and Oil and Electricity @ \$1.30 per sq. ft. for 40,000 sq. ft. = \$52,000 TOTAL: \$52,000
75	Misc. Expense \$.12 per sq. ft. @ 40,000 sq. ft. = \$4,667 TOTAL: \$4,667

Cash
Flow Schedule

Regis Academy Charter School, Part 2. Section 3. Cash Flow Schedule

Section 3: Cash Flow Schedule

Charter School Cash Flow Schedule															
REGIS ACADEMY CHARTER SCHOOL															
	Budget	Planning Period	July	August	September	October	November	December	January	February	March	April	May	June	TOTALS
Receipts															
Beginning Cash Balances															
Local Share	2,427,143		\$2,563	\$70,268	\$136,805	\$141,731	\$146,659	\$151,586	\$156,513	\$161,440	\$166,367	\$171,294	\$176,221	\$181,147	
State Share	236,315		\$202,262	\$202,262	\$202,262	\$202,262	\$202,262	\$202,262	\$202,262	\$202,262	\$202,262	\$202,262	\$202,262	\$202,262	\$2,427,143
Categorical Aids	131,458				\$13,146	\$13,146	\$13,146	\$13,146	\$13,146	\$13,146	\$13,146	\$13,146	\$13,146	\$13,146	\$236,315
Other State Revenue															
Other Revenue															
Restricted Revenue															
Loans															
Total Receipts	\$2,794,916		\$202,262	\$702,262	\$239,039	\$239,039	\$239,039	\$239,039	\$239,039	\$239,039	\$239,039	\$239,039	\$239,039	\$239,039	\$2,909,916
Disbursements															
Instruction															
Salaries of Teachers	658,500				\$65,850	\$65,850	\$65,850	\$65,850	\$65,850	\$65,850	\$65,850	\$65,850	\$65,850	\$65,850	\$658,500
Other Salaries for Instruction	340,000				\$34,000	\$34,000	\$34,000	\$34,000	\$34,000	\$34,000	\$34,000	\$34,000	\$34,000	\$34,000	\$340,000
Purchased Professional/Technical Services	17,250				\$1,725	\$1,725	\$1,725	\$1,725	\$1,725	\$1,725	\$1,725	\$1,725	\$1,725	\$1,725	\$17,250
Other Purchased Services	9,600				\$960	\$960	\$960	\$960	\$960	\$960	\$960	\$960	\$960	\$960	\$9,600
General Supplies	50,000		\$15,000	\$15,000	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000	\$50,000
Textbooks	56,250		\$14,250	\$14,250	\$5,625	\$5,625	\$5,625	\$5,625	\$5,625	\$5,625	\$5,625	\$5,625	\$5,625	\$5,625	\$56,250
Miscellaneous Expense	28,500		29,250	29,250	110,160	110,160	110,160	110,160	110,160	110,160	110,160	110,160	110,160	110,160	\$28,500
Total Instructional Expense	1,160,100		\$19,583	\$19,583	\$19,583	\$19,583	\$19,583	\$19,583	\$19,583	\$19,583	\$19,583	\$19,583	\$19,583	\$19,583	\$1,601,000
Administrative															
Salaries - Administration	241,250		\$4,167	\$4,167	\$4,167	\$4,167	\$4,167	\$4,167	\$4,167	\$4,167	\$4,167	\$4,167	\$4,167	\$4,167	\$241,250
Salaries of Secretarial/Clerical Assistants	50,000		\$5,788	\$6,955	\$24,432	\$24,432	\$24,432	\$24,432	\$24,432	\$24,432	\$24,432	\$24,432	\$24,432	\$24,432	\$50,000
Total Benefit Costs	257,063		\$2,250	\$2,250	\$2,250	\$2,250	\$2,250	\$2,250	\$2,250	\$2,250	\$2,250	\$2,250	\$2,250	\$2,250	\$257,063
Purchased Professional/Technical Services	27,000				\$300	\$300	\$300	\$300	\$300	\$300	\$300	\$300	\$300	\$300	\$27,000
Other Purchased Services	15,000		\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$15,000
Supplies and Materials	3,600		\$500	\$500	\$300	\$300	\$300	\$300	\$300	\$300	\$300	\$300	\$300	\$300	\$3,600
Judgments Against Charter School					\$603	\$544	\$485	\$426	\$366	\$306	\$246	\$185	\$124	\$62	\$4,725
Interest on Current Loans															
Interest on Lease Purchase Agreements															
Mortgage Payments-Interest															
Miscellaneous Expense	4,725		\$717	\$661	\$603	\$544	\$485	\$426	\$366	\$306	\$246	\$185	\$124	\$62	\$4,725
Total Administrative Expense	598,638		34,055	35,166	52,385	52,326	52,467	52,408	52,348	52,288	52,228	52,167	52,106	52,044	\$598,638
Support Services															
Salaries	87,000		\$7,250	\$7,250	\$7,250	\$7,250	\$7,250	\$7,250	\$7,250	\$7,250	\$7,250	\$7,250	\$7,250	\$7,250	\$87,000
Purchased Professional/Technical Services	90,000		\$7,500	\$7,500	\$7,500	\$7,500	\$7,500	\$7,500	\$7,500	\$7,500	\$7,500	\$7,500	\$7,500	\$7,500	\$90,000
Other Purchased Services															
Rental of Land and Buildings	520,000		\$40,000	\$40,000	\$40,000	\$40,000	\$40,000	\$40,000	\$40,000	\$40,000	\$40,000	\$40,000	\$40,000	\$40,000	\$520,000
Insurance for property, liability and fidelity	11,104		\$854	\$854	\$854	\$854	\$854	\$854	\$854	\$854	\$854	\$854	\$854	\$854	\$11,104
Supplies and Materials	20,000		\$1,667	\$1,667	\$1,667	\$1,667	\$1,667	\$1,667	\$1,667	\$1,667	\$1,667	\$1,667	\$1,667	\$1,667	\$20,000
Transportation-Other than to/from school															
Reserved for future use															
Energy Costs (Heat and Electricity)	56,333		\$4,333	\$4,333	\$4,333	\$4,333	\$4,333	\$4,333	\$4,333	\$4,333	\$4,333	\$4,333	\$4,333	\$4,333	\$56,333
Miscellaneous Expense	4,667		\$389	\$389	\$389	\$389	\$389	\$389	\$389	\$389	\$389	\$389	\$389	\$389	\$4,667
Total Support Services Expense	789,104		61,993	61,993	61,993	61,993	61,993	61,993	61,993	61,993	61,993	61,993	61,993	61,993	\$789,104
Capital Outlay															
Instructional Equipment	46,250														
Noninstructional Equipment	14,750														
Purchase of Land/Improvements															
Lease Purchase Agreements-Principal															
Mortgage Payments-Interest															
Building Purchase other than - Lease Purchase															
Miscellaneous Expense															
Total Capital Outlay	61,000														\$61,000
Total General Fund	\$2,608,842		\$125,298	\$126,409	\$224,738	\$224,679	\$224,620	\$224,561	\$224,501	\$224,441	\$224,381	\$224,320	\$224,259	\$224,197	\$2,608,842
Restricted Expense															
Total Expenditures	\$2,608,842		\$125,298	\$126,409	\$224,738	\$224,679	\$224,620	\$224,561	\$224,501	\$224,441	\$224,381	\$224,320	\$224,259	\$224,197	\$2,608,842
Loan Payback			9,258	9,316	9,433	9,492	9,551	9,611	9,671	9,732	9,792	9,854	9,915	9,975	\$115,000
Ending Cash Balances	\$186,074		\$2,563	\$70,268	\$136,805	\$141,731	\$146,659	\$151,586	\$156,513	\$161,440	\$166,367	\$171,294	\$176,221	\$181,147	\$186,074

Regis Academy Charter School, Part 3. Appendices

Founders Statement of Interest

Proposed Charter School Name: The Regis Academy Charter School

Christian Barnes
Member, Board of Founders
25 Aberdeen Place
Woodbury, NJ 08096

September 20, 2010

Dear Commissioner Davy:

There is a dire need for a shift in education as we know it today. We cannot modify our educational system until we accept the concept of "change," something that is inevitable. I am very thankful for the diverse opportunity to provide school choice to the children in our communities. What a change!

Although I presently reside in Woodbury, I have been servicing the children of Camden County for the last 8 years. Through this experience I concur that a charter school to service the region of Camden County would be a remarkable asset to the community and its children.

The Regis Academy Charter School can provide an alternative yet enhancement to the current public education which is offered in this region. I fully support the effort to build a strong and viable charter school organization in this area. It is confirmed by my acceptance to be a founder of Regis Academy.

Thank you for accepting our application as we aim to make a difference in the lives for tomorrow's leaders.

Sincerely,


Christian Barnes

Regis Academy Charter School, Part 3. Appendices

10/14/2010 10:29 FAX 8565132468

ONE STOP SHOP

004

NEW JERSEY CHARTER SCHOOL APPLICATION

Gordon Sunkett, Founding member
Address: 10 Fort Court Sicklerville New Jersey 08081
School District of Residence:
Email address: gsunkett@comcast.net
Telephone Number: 267-881-9737
Fax Number: 609-939-0851
Affiliation:
Statement of Interest:

Proposed Charter School Name: The Regis Academy Charter School

October 13, 2010

Commissioner Duvy
New Jersey Department of Education
101 River View Plaza, Room 59
Trenton, NJ 08625-0500

Dear Commissioner Duvy:

Having served honorably as School Board President in Camden City and Windsor Township, New Jersey the experience gain was certainly invaluable. In these positions I was afforded the opportunity to witness the hand the future that exists in far too many State of New Jersey schools in terms of providing a quality education to our children. Although I am no longer a New Jersey school board member I volunteer daily at local schools and continue to work tirelessly to assist our children in preparing them for their future.

I am extremely excited about the vision of Regis Charter School and the positive impact that we will have on the students and parents as they become part of our Regis Charter School Family.

We at Regis Charter School will provide an environment that the entire family unit will benefit from greatly. MicroSociety where students develop their own society complete with a banking system, business and local government is a curriculum that is not only timely for our students but long overdue.

Our children deserve to be educated in an environment in which they are provided the resources and tools necessary to equip them for all the possibilities that will exist in their futures.

I look forward with great anticipation of our first graduation class of Regis Charter School students when our students who I will refer to as our extended family members graduate and complete the MicroSociety program, they will have gained an excellent academic base as well as an understanding for how society works.

And not only will our students have benefited greatly from our innovative curriculum but we as a global society will have become beneficiaries in this special and unique partnership.

Sincerely,



Gordon Pete Sunkett
former School President
Camden City Windsor Twp, NJ

If you are a qualifying founder, please check the appropriate box.

Certified NJ Teacher

Parent of a school aged child in the district/region of Residence

Regis Academy Charter School, Part 3. Appendices

NEW JERSEY CHARTER SCHOOL APPLICATION

Amir Khan, Pastor, Solid Rock Worship Center and Founder, Children of Promise Christian School and Childcare Center
Address: 8 Cedar Hill Court, Voorhees, NJ 08043
School District of Residence: Voorhees Public Schools, Voorhees, New Jersey
Email address: pastorkhan@solidrockwe.org
Telephone Number: 856.313.0155
Fax Number: 856.309.9003
Affiliation: Children of Promise Christian School and Childcare Center
Statement of Interest: See page below.

Proposed Charter School Name: The Regis Academy Charter School

October 13, 2010

Commissioner Davy
New Jersey Department of Education
100 River View Plaza, Route 29
Trenton, NJ 08625-0500

Dear Commissioner Davy:

My interest in being a founding member of The Regis Academy lies in my deep and demonstrated commitment to educating children with excellence. I am the founder and Senior Pastor of Solid Rock Worship Center, which I have pastored for thirteen years. In that time, I realized there was an education gap and need for a better education in our area, so my wife and I began Children of Promise Christian School & Childcare Center.

Children of Promise has done well and we are looking forward to having an even bigger impact as we file this charter to begin The Regis Academy. The Regis Academy has a mission to incorporate leadership and entrepreneurship into the academic instruction of the students. I am excited about the possibility of instilling in children not only an excellent education, but principles of leadership, entrepreneurship and a vision for living life with a purpose. The students will not only emerge from The Regis Academy with a solid foundation in math, science and English language arts, but with a vision and purpose for their lives and a feeling of empowerment to be active citizens in their society.

I have lived in Voorhees for years now, coached middle school football and have a grandson that attends a Voorhees School. I am encouraged to bring another model of education to the students in Voorhees that addresses multiple styles of learning and reaches students of diverse backgrounds. I believe that The Regis Academy will be a great benefit to the Voorhees, Cherry Hill, Lawnside and Somerdale School Districts. I am thankful for the opportunity to contribute my talents, time and experience.

Sincerely,


Amir Khan

If you are a qualifying founder, please check the appropriate box:

- Certified NJ Teacher Parent of a school aged child in the district/region of residence

Regis Academy Charter School, Part 3. Appendices

NEW JERSEY CHARTER SCHOOL APPLICATION

Elizabeth Alexander, Community Member
Address: 39 E. Charlestown Avenue, Lawnside, NJ 08045
School District of Residence: Lawnside Public Schools, Lawnside, NJ
Email address: eliz257@yahoo.com
Telephone Number: 856.278.7091
Fax Number: -
Affiliation: Member of the Lawnside Community
Statement of Interest: See page below.

Proposed Charter School Name: The Regis Academy Charter School

October 13, 2010

Commissioner Davy
New Jersey Department of Education
100 River View Plaza, Route 29
Trenton, NJ 08625-0500

Dear Commissioner Davy:

I am interested in being a Founder for The Regis Academy Charter School because I welcome the addition of the vision and purpose of The Regis Academy to the Lawnside Educational System. I have been a member of the Lawnside Community for seven years. I have raised two children and I have a granddaughter who attends Lawnside Public School.

The Regis Academy's purpose is to create an environment to teach, train and prepare the coming generation of leaders who will influence society and shift culture. It employs an approach called "MicroSociety" where students develop their own society complete with a banking system, businesses and local government. When students graduate from the school and finish the MicroSociety program, they will have gained an excellent academic base as well as an understanding for how society works. They will then be better prepared to engage society as healthy, productive citizens and to become leaders of society in the next generation.

I would have loved the opportunity to place my children in a school like The Regis Academy where different styles of learning are accommodated and the children are encouraged to develop leadership and critical thinking skills. I think school like this one is exactly what Lawnside needs to stimulate and inspire students and foster a love of learning and an awareness of their own potential to achieve greatness.

Sincerely,



Elizabeth Alexander

If you are a qualifying founder, please check the appropriate box:

- Certified NJ Teacher Parent of a school aged child in the district/region of Residence

Regis Academy Charter School, Part 3. Appendices

NEW JERSEY CHARTER SCHOOL APPLICATION

Cheryl Ross, Personnel Manager, Caesar, Rivise, Bernstein, Cohen and Pokotilow, Ltd.
Address: 1213 Lehigh Avenue, Somerdale, NJ 08083
School District of Residence: Somerdale
Email address: caross@crbcp.com
Telephone Number: 856.784.1468
Fax Number:
Affiliation: Caesar, Rivise, Bernstein, Cohen and Pokotilow, Ltd.
Statement of Interest: See page below.

Proposed Charter School Name: The Regis Academy Charter School

October 13, 2010

Commissioner Davy
New Jersey Department of Education
100 River View Plaza, Route 29
Trenton, NJ 08625-0500

Dear Commissioner Davy:

I am interested in being a Founder of The Regis Academy Charter School because I am a member of the Somerdale community and I have three children, two of which are currently in school and one who will be next year. I believe a school like The Regis Academy will be a great benefit to the area.

The Regis Academy's purpose is to create an environment to teach, train and prepare the coming generation of leaders who will influence society and shift culture. It employs an approach called "MicroSociety" where students develop their own society complete with a banking system, businesses and local government. When students graduate from the school and finish the MicroSociety program, they will have gained an excellent academic base as well as an understanding for how society works. They will then be better prepared to engage society as healthy, productive citizens and to become leaders of society in the next generation.

Sincerely,



Cheryl Ross

If you are a qualifying founder, please check the appropriate box:

- Certified NJ Teacher Parent of a school aged child in the district/region of Residence

Regis Academy Charter School, Part 3. Appendices

NEW JERSEY CHARTER SCHOOL APPLICATION

Aughtney Khan, Principal, Children of Promise Charter School
Address: 8 Cedar Hill Court Voorhees, NJ 08043
School District of Residence: Voorhees Public Schools, Voorhees, NJ
Email address: minakhan@soldrockwc.org
Telephone Number: 856.313.0151
Fax Number: 856.309.9003
Affiliation: Children of Promise Christian School
Statement of Interest: See page below.

Proposed Charter School Name: The Regis Academy Charter School

October 13, 2010

Commissioner Davy
New Jersey Department of Education
100 River View Plaza, Route 29
Trenton, NJ 08625-0500

Dear Commissioner Davy:

It is with great interest and enthusiasm that I write to you to express my commitment to the development of the 2010 charter school application for The Regis Academy Charter School. To this effort I bring over 13 years of experience working as an educator in both the public and independent schools of New Jersey and Pennsylvania. Having received my Bachelors in Elementary Education from Temple University and my Masters in Special Education from Rowan University, I am in support of a learning institution such as The Regis Academy whose focus will be to prepare and develop generations of young people, helping children find meaning and purpose in their education and ultimately into adulthood as productive, contributing citizens and skilled innovators in a global economy.

I currently serve as the Principal of the Children of Promise Christian School and Childcare Center. Children of Promise has done well in its eleven years of operation, and we are looking forward to having an even bigger impact in the lives of children in this areas as we file this charter to begin The Regis Academy. The Regis Academy has a mission to incorporate leadership and entrepreneurship into the academic instruction of the students. I am excited about the possibility of instilling in children not only an excellent education, but principles of leadership, entrepreneurship and a vision for living life with a purpose. The students will not only emerge from The Regis Academy with a solid foundation in math, science and English language arts, but with a vision and purpose for their lives and a feeling of empowerment to be active citizens in their society.

Sincerely,



Aughtney Khan

If you are a qualifying founder, please check the appropriate box:

Certified NJ Teacher Parent of a school aged child in the district/region of Residence

Regis Academy Charter School, Part 3. Appendices

Oct 14 2010 10:27AM ET International, Inc.

(302) 738-1436

p.1

NEW JERSEY CHARTER SCHOOL APPLICATION

Brian Heilig, President, J2 Technology
Address: 655 Cooper Road
School District of Residence: Pine Hill
Email address: brian.heilig@j2-technology.com
Telephone Number: (917)626-0369
Fax Number:
Affiliation:
Statement of Interest: See page below.

Proposed Charter School Name: The Regis Academy Charter School

October 13, 2010

Commissioner Davy
New Jersey Department of Education
100 River View Plaza, Route 29
Trenton, NJ 08625-0500

Dear Commissioner Davy:

I have 20 years of technical experience and education ranging from electronics maintenance in the United States Air Force to lead engineer in the GPS satellite program. My experience as a technical practitioner, my strong educational background in the foundations of technology, and my desire to see young people become contributors to technology, not just consumers, makes me an excellent candidate for founding member of The Regis Academy.

The Regis Academy's purpose is to create an environment to teach, train and prepare the coming generation of leaders who will influence society and shift culture. It employs an approach called "MicroSociety" where students develop their own society complete with a banking system, businesses and local government. When students graduate from the school and finish the MicroSociety program, they will have gained an excellent academic base as well as an understanding for how society works. They will then be better prepared to engage society as healthy, productive citizens and to become leaders of society in the next generation.

Sincerely,



Brian Heilig

If you are a qualifying founder, please check the appropriate box:

- Certified NJ Teacher
- Parent of a school aged child in the district/region of Residence

Regis Academy Charter School, Part 3. Appendices

NEW JERSEY CHARTER SCHOOL APPLICATION

Rodney Robinson, Esq.
Address: 16 Brantley Way, Sieldersville, NJ 08081
School District of Residence: Blackwood
Email address: robinson.rod@gmail.com
Telephone Number: (856) 374-8862
Fax Number:
Affiliation: Images of Africa

Proposed Charter School Name: The Regis Academy Charter School

October 13, 2010

Commissioner Davy
New Jersey Department of Education
100 River View Plaza, Route 29
Trenton, NJ 08625-0500

Dear Commissioner Davy:

Having a heart for the children and in some way being involved in their lives through excellence in education provides my motivation for being a Founding Member. I have experience with both private and public school boards. I am presently on the boards of George School, in Newtown, Pennsylvania, and The Village Charter School, in Trenton. At George School, a Friends Boarding School where my children attended, I am in my 11th year on the board (officially "Committee"), and have served on and chaired the Instruction and Student Life subcommittee, and served on the Diversity Steering Committee. I was instrumental in establishing the school's first work camp in South Africa in 2001, and have been a leader on all five service trips that we've taken. I have also been on the board of The Village Charter School since December 2009, serving on the Finance and Personnel Committees.

Professionally, I have been an attorney for 34 years. However, I am currently in the process of transitioning out of law to photograph African wildlife.

The Regis Academy's purpose is to create an environment to teach, train and prepare the coming generation of leaders who will influence society and shift culture. It employs an approach called "MicroSociety" where students develop their own society complete with a banking system, businesses and local government. When students graduate from the school and finish the MicroSociety program, they will have gained an excellent academic base as well as an understanding for how society works. They will then be better prepared to engage society as healthy, productive citizens and to become leaders of society in the next generation.

Sincerely,



Rodney Robinson

If you are a qualifying founder, please check the appropriate box:

- Certified NJ Teacher Parent of a school aged child in the district/region of Residence

Regis Academy Charter School, Part 3. Appendices

NEW JERSEY CHARTER SCHOOL APPLICATION

Mercy Amua Quarshie, Ob-Gyn Physician, CareCare Health

Address: 23 Charles Lane Cherry Hill, NJ 08003

School District of Residence: Cherry Hill

Email address: miaandobea@aol.com

Telephone Number: 845.424.2118

Fax Number: -

Affiliation: Parent of School Aged Children

Statement of Interest: See page below.

Proposed Charter School Name: The Regis Academy Charter School

October 13, 2010


Commissioner Davy
New Jersey Department of Education
100 River View Plaza, Route 29
Trenton, NJ 08625-0500

Dear Commissioner Davy:

I am interested in being a Founder for The Regis Academy Charter School because I welcome the addition of the vision and purpose of The Regis Academy to the Cherry Hill area. I currently have a five year old son attending Children of Promise Christian School and a fourteen month old daughter in the Children of Promise Childcare Center in Clementon, NJ. I have had a wonderful experience there and I would appreciate a school like The Regis Academy Charter School in my area.

The Regis Academy's purpose is to create an environment to teach, train and prepare the coming generation of leaders who will influence society and shift culture. It uses an approach called "MicroSociety" where students develop their own society complete with a banking system, businesses and local government. When students graduate from the school and finish the MicroSociety program, they will have an excellent academic foundation as well as an understanding of how society works. They will then be better prepared to engage society as productive citizens and as leaders.

Sincerely,



Mercy Amua-Quarshie

If you are a qualifying founder, please check the appropriate box:

- Certified NJ Teacher Parent of a school aged child in the district/region of Residence

Regis Academy Charter School, Part 3. Appendices

NEW JERSEY CHARTER SCHOOL APPLICATION

Calvin Brown, Chief of Operations, Solid Rock Worship Center
Address: 165 S. White Horse Pike, Clementon, NJ 08021
School District of Residence: Harrison Township, Mullica Hill, NJ
Email address: cbrown@solidrockwc.org
Telephone Number: 856.309.9002
Fax Number: 856.309.9003
Affiliation: Solid Rock Worship Center
Statement of Interest: See page below.

Proposed Charter School Name: The Regis Academy Charter School

October 11, 2010

Commissioner Davy
New Jersey Department of Education
100 River View Plaza, Route 29
Trenton, NJ 08625-0500

Dear Commissioner Davy:

My interest in being a founding member of The Regis Academy Charter School lies in my passion for education and strong belief in the purpose of The Regis Academy and in the MicroSociety model.

The Regis Academy's purpose is to create an environment to teach, train and prepare the coming generation of leaders who will influence society and shift culture. The vision of The Regis Academy Charter School is the effective development and release of potential, one student at a time. The mission of The Regis Academy Charter School is providing the assurance of advanced levels of student mastery for all types of learners while simultaneously developing their leadership, entrepreneurial and technological skills for the twenty-first century.

It employs an approach called "MicroSociety" where students develop their own society complete with a banking system, businesses and local government. When students graduate from the school and finish the MicroSociety program, they will have gained an excellent academic base as well as an understanding for how society works. They will then be better prepared to engage society as healthy, productive citizens and to become leaders of society in the next generation. The challenges we are facing as a society in this current economic and global climate dictate a shift in our approach to education. I believe the mission and approach of The Regis Academy Charter School is an excellent answer to the challenges we face.

Sincerely,


Calvin Brown

If you are a qualifying frunder, please check the appropriate box:

- Certified NJ Teacher Parent of a school aged child in the district/region of Residence

Regis Academy Charter School, Part 3. Appendices

NEW JERSEY CHARTER SCHOOL APPLICATION

October 11, 2010

New Jersey State Department of Education
100 River View Plaza, Route 29
Trenton, NJ 08625-0500

Dear Charter School Review Committee:

I am a practicing attorney who lives in Berlin. I have known Amir Khan for several years and admire the work he does in the community. I support him in his efforts to begin a charter school in my area. The City of Voorhees and Voorhees Public Schools have an excellent track record. The vision, purpose and mission of The Regis Academy make it a perfect addition to the Voorhees School System. In addition, the school plans to increase the diversity of students and the styles of teaching to reach a wider range of students. Thus, I wholeheartedly support the application of The Regis Academy Charter School.

The purpose of The Regis Academy Charter School is to create an environment to teach, train and prepare the coming generation of leaders who will influence our society and advance its culture. The small school environment of charter schools will give those students who thrive in small classrooms more of a chance to succeed. I firmly believe that innovative, rigorous schools like The Regis Academy Charter School with a dedicated and well-trained teaching staff are needed so that Voorhees can produce the educated populace necessary for the city to grow, thrive and help build our community.

I urge you to approve the charter application for The Regis Academy Charter School.

Sincerely,

Mark A. Rinaldi, Esq.

Mark Rinaldi, Esq.
Mark Rinaldi, LLC.

Regis Academy Charter School, Part 3. Appendices

10-14-10:10:50AM;

:9134919003

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NEW JERSEY CHARTER SCHOOL APPLICATION

October 11, 2010

New Jersey State Department of Education
100 River View Plaza, Route 29
Trenton, NJ 08625-0500

Dear Charter School Review Committee:

As a Dentist and a frequent volunteer in the community, I welcome the presence of The Regis Academy Charter School to our area. The vision, purpose and mission of The Regis Academy make it a perfect addition to our area. The school plans to increase the diversity of students and the styles of teaching to reach a wider range of students.

The purpose of The Regis Academy Charter School is to create an environment to teach, train and prepare the coming generation of leaders who will influence our society and advance its culture. The small school environment of charter schools will give those students who thrive in small classrooms more of a chance to succeed. I believe that innovative, rigorous schools like The Regis Academy Charter School with a dedicated and well-trained teaching staff are needed so that Voorhees can produce the educated populace necessary for the city to grow, thrive and help build our community.

I wholeheartedly support the approval of the charter application for The Regis Academy Charter School.

Sincerely,



Dr. Carla McGruder, DMD
Glorious Grins

Regis Academy Charter School, Part 3. Appendices

Cathedral Kitchen

1514 Federal Street
Camden, NJ 08105
Phone: 856-964-6771 • Fax: 856-964-6772
www.cathedralkitchen.org

October 12, 2010

New Jersey State Department of Education
100 River View Plaza, Route 29
Trenton, NJ 08625-0500

Dear Charter School Review Committee:

As the Executive Director of Cathedral Kitchen, I have had the opportunity to see firsthand how the lack of a quality education affects people's lives. Many of the people we serve have not had the opportunity to receive an education that prepares them to function as a self sustaining member of society, much less give them the chance to excel.

I understand that you will be reviewing an application for the establishment of The Regis Academy charter school. The vision, purpose and mission of The Regis Academy would make it an excellent addition to this area. Their philosophy of coupling a solid academic foundation with "real world" skills can truly prepare young people to be productive citizens of and leaders in society.

The purpose of The Regis Academy Charter School is to create an environment to teach, train and prepare the coming generation of leaders who will influence our society and advance its culture. The small school environment of charter schools will give those students who thrive in small classrooms more of a chance to succeed. I believe that innovative, rigorous schools like The Regis Academy Charter School with a dedicated and well-trained teaching staff are needed to help build our community and improve our society.

I wholeheartedly support the approval of the charter application for The Regis Academy Charter School.

Sincerely,



Karen Talarico
Executive Director

Regis Academy Charter School, Part 3. Appendices

NEW JERSEY CHARTER SCHOOL APPLICATION

October 11, 2010

New Jersey State Department of Education
100 River View Plaza, Route 29
Trenton, NJ 08625-0500

Dear Charter School Review Committee:

As Manager of the Camden County One Stop Career Center, I have had the opportunity to see firsthand the importance a quality education makes in the lives of individuals. Many of the people we serve lack an education that allows them to excel. The vision, purpose and mission of The Regis Academy make it a perfect addition to this area. The combination of a gaining solid academic foundation while learning "real world" skills is invaluable in preparing young people to be productive citizens of and leaders in society.

The purpose of The Regis Academy Charter School is to create an environment to teach, train and prepare the coming generation of leaders who will influence our society and advance its culture. The small school environment of charter schools will give those students who thrive in small classrooms more of a chance to succeed. I believe that innovative, rigorous schools like The Regis Academy Charter School with a dedicated and well-trained teaching staff are needed to help build our community and improve our society.

I wholeheartedly support the approval of the charter application for The Regis Academy Charter School.

Sincerely,



Terrance Leverett
Camden County One Stop Career Center

Regis Academy Charter School, Part 3. Appendices

10/14/2010 15:40 FAX 8569857098

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NEW JERSEY CHARTER SCHOOL APPLICATION

October 11, 2010

New Jersey State Department of Education
100 River View Plaza, Route 29
Trenton, NJ 08625-0500

Dear Charter School Review Committee:

My name is Jeff Bills and I am the Senior Pastor of Hope United Methodist Church in Voorhees. I have known Amir Khan for several years and admire the work he does in the community. I support him in his efforts to begin a charter school in my area. The City of Voorhees and Voorhees Public Schools have an excellent track record. The vision, purpose and mission of The Regis Academy make it a perfect addition to the Voorhees School System. In addition, the school plans to increase the diversity of students and the styles of teaching to reach a wider range of students. Thus, I wholeheartedly support the application of The Regis Academy Charter School.

The purpose of The Regis Academy Charter School is to create an environment to teach, train and prepare the coming generation of leaders who will influence our society and advance its culture. The small school environment of charter schools will give those students who thrive in small classrooms more of a chance to succeed. I firmly believe that innovative, rigorous schools like The Regis Academy Charter School with a dedicated and well-trained teaching staff are needed so that Voorhees can produce the educated populace necessary for the city to grow, thrive and help build our community.

I urge you to approve the charter application for The Regis Academy Charter School.

Sincerely,



Pastor Jeffrey Bills
Hope United Methodist Church
700 Cooper Road
Voorhees, NJ 08043

Regis Academy Charter School, Part 3. Appendices

OCT-14-2010(THU) 12:11 SF6

(FRX)0564248574

P. 001/001

NEW JERSEY CHARTER SCHOOL APPLICATION

October 11, 2010

New Jersey State Department of Education
100 River View Plaza, Route 29
Trenton, NJ 08625-0500

Dear Charter School Review Committee:

As a businessperson in Cherry Hill, I have become engaged in the community. The City and Cherry Hill Public Schools have an excellent track record school system. The vision, purpose and mission of The Regis Academy make it a perfect addition to the Cherry Hill School System. In addition, the school plans to increase the diversity of students and the styles of teaching to reach a wider range of students. Thus, I wholeheartedly support the application of The Regis Academy Charter School.

The purpose of The Regis Academy Charter School is to create an environment to teach, train and prepare the coming generation of leaders who will influence our society and advance its culture. The small school environment of charter schools will give those students who thrive in small classrooms more of a chance to succeed. I firmly believe that innovative, rigorous schools like The Regis Academy Charter School with a dedicated and well-trained teaching staff are needed so that Cherry Hill can produce the educated populace necessary for the city to grow, thrive and help build our community.

I urge you to approve the charter application for The Regis Academy Charter School.

Sincerely,

Debbie Santarpio

Debbie Santarpio
Santarpio Financial Group
1771 Springdale Road
Cherry Hill, NJ 08008

Regis Academy Charter School, Part 3. Appendices



TOWNSHIP OF CHERRY HILL
 830 Mercer Street
 Cherry Hill NJ 08002
 856-685-7855

Block: 562.01 Lot: 2 Qualification Code:
 Site Location: 124 E. Everham Road
 Cherry Hill
 Owner in Fee: Holy Rosary Parish
 Address: 124 Everham Road
 Cherry Hill NJ 08003
 Telephone: 856 735-4637
 Agent/Contractor: SOLID ROCK WORSHIP CENTER
 Address: 167 S WHEEL HORSE PRKE
 CLEMENDON NJ 08021
 Telephone: 856 525-0125
 Lic. No./Rlns. Reg./Pa.: Federal Reg. No.:
 Social Security No.:

**CERTIFICATE
 IDENTIFICATION**

Home Warranty No.:
 Type of Warranty Plan: State Private
 Use Group: RM-4 (MIXED USE GROUP)
 Maximum Live Load:
 Construction Classification: 3B
 Maximum Occupancy Load: 100
 Certificate Exp. Date:

Date Issued: 12/24/10
 Control #: 53404
 OCC #: 20100076

Description of Work/Use:

CHANGE IN TENANT- SOLID ROCK WORSHIP CENTER: ROOM NO: CHILD CARE FACILITY 26 OCCUPANTS, ALL OTHER ROOMS: DAYCARE FACILITY 75 OCCUPANTS. TOTAL OCCUPANT LOAD 101 OCCUPANTS (NON SPRINKLERED BUILDING).

CERTIFICATE OF OCCUPANCY

This certificate is issued when the building or structure has been constructed in accordance with the New Jersey Uniform Construction Code and is approved for occupancy.

CERTIFICATE OF APPROVAL

This certificate is issued when the work completed has been constructed or installed in accordance with the New Jersey Uniform Construction Code and is approved. If the permit was issued for related work, this certificate was issued upon which was visible at the time of inspection.

TEMPORARY CERTIFICATE OF OCCUPANCY/COMPLIANCE

If this is a temporary Certificate of Occupancy or Compliance, the following conditions must be met no later than: it will be subject to fine or order to vacate.

CERTIFICATE OF CLEARANCE-LEAD ABATEMENT 6:17

This certificate is issued based on written certification, lead abatement was performed as per NJAC 6:17, to the following extent:

- Total removal of lead-based paint hazards in scope of work
- Partial or limited abatement per NJAC 6:17, see file

CERTIFICATE OF CONTINUED OCCUPANCY

This certificate is issued based on a general inspection of the visible parts of the building there are no imminent hazards and the building is approved for continued occupancy.

CERTIFICATE OF COMPLIANCE

This certificate is issued when potentially hazardous equipment has been inspected and/or maintained in accordance with the New Jersey Uniform Construction Code and is approved for use.

Bud Cotto (Agent) 12/24/10
 Gerald E. Szewski Construction Official

UCC 269 (REV. 5/03)

1 - APPLICANT 2 - OFFICE 3 - TAX ASSESSOR

Fee: \$151.00
 Paid (X) Check No.: 6695
 Collected by: LT

12/22/2010 11:11 PM 57486475 0006 BPT PAGE 02/03

Regis Academy Charter School, Part 3. Appendices



TOWNSHIP OF CHERRY HILL
 870 MERCER STREET
 CHERRY HILL, NJ 08002
 856-484-7857

Block: 502.01 Lot: 2 Qualification Code: _____
 Site Location: 22 MOUNT MILL RD.
CHERRY HILL
 Owner or Fee: HOLY EUCHARIST PARISH
 Address: 344 KRESON ROAD
CHERRY HILL, NJ 08054
 Telephone: _____
 Agent/Contractor: SOLID ROCK WORSHIP CENTER
 Address: 103 S. WHITE HORSE PIKE
LEWISTON NJ 08034
 Telephone: _____
 Lic. No./Bills Reg. No.: _____ Federal Emp. No.: _____
 Social Security No.: _____

CERTIFICATE IDENTIFICATION

Date Issued: 11-02-2010
 Control #: 02828
 OCC #: 20100079

Home Warranty No: _____
 Type of Warranty Plan: State Private
 Use Group: B-2
 Maximum Live Load: _____
 Construction Classification: _____
 Maximum Occupancy Load: _____
 Certificate Exp. Date: _____

Description of Work/Use:

CHANGE IN TENANT AND/OR OCCUPANCY - SOLID ROCK WORSHIP CENTER

CERTIFICATE OF OCCUPANCY

This certifies that the end building or structure has been constructed in accordance with the New Jersey Uniform Construction Code and is approved for occupancy.

CERTIFICATE OF APPROVAL

This certifies that the work completed has been constructed or installed in accordance with the New Jersey Uniform Construction Code and is approved. If the permit was issued for major work, this certificate was based upon what was visible at the time of inspection.

TEMPORARY CERTIFICATE OF OCCUPANCY/COMPLIANCE

If this is a temporary Certificate of Occupancy or Compliance, the following conditions must be met and maintained or will be subject to fine or order to vacate:

CERTIFICATE OF CLEARANCE-LEAD ABATEMENT 5:17

This serves notice that based on written certification, lead abatement was performed as per NJAC 5:17, to the following extent:

- Total removal of lead-based paint hazards in scope of work.
- Partial or limited time period (____ years), see file.

CERTIFICATE OF CONTINUED OCCUPANCY

This serves notice that based on a general inspection of the visible parts of the building there are no imminent hazards and the building is approved for continued occupancy.

CERTIFICATE OF COMPLIANCE

This serves notice that any potentially hazardous equipment has been installed and/or maintained in accordance with the New Jersey Uniform Construction Code and is approved for use until:

Donald E. Sencuski

COPY

Donald E. Sencuski, Construction Official

OC.C.282 (REV. 2002)

1-APPLICANT 2-OFFICE 3-TAX ASSESSOR

Fee: \$111.00

Print # / Check No.: 0998

Collected by: LT

Regis Academy Charter School, Part 3. Appendices



TOWNSHIP OF CHERRY HILL
 430 MERCER STREET
 CHERRY HILL, NJ 08002
 484-488-7833

**CERTIFICATE
 IDENTIFICATION**

Date Issued: 11/09/2010
 Control #: 32405
 OCC#: 20100077

Block: 0020 Lot: 2 Qualification Code: _____
 Tax Site Location: 15 BURNETT MILL RD.
 CHERRY HILL, NJ
 Owner in Fee: CHURCH OF THE HOLY ROSARY
 Address: 344 KRESSON ROAD
 CHERRY HILL, NJ 08002
 Telephone: _____
 Agency Name: SOLID ROCK WORSHIP CENTER
 Address: 35 BURNETT MILL ROAD
 CHERRY HILL, NJ 08002
 Telephone: _____
 Lic. No./Title Reg. No.: _____ Federal Emp. No.: _____
 Social Security No.: _____

State Warranty No: _____
 Type of Warranty Plan: State Private
 Lot Group: A J
 Maximum Lot Area: _____
 Construction Classification: _____
 Maximum Occupancy Load: _____
 Certificate Exp. Date: _____

Description of Work: CHANGE IN TENANT AND/OR OCCUPANCY - SOLID ROCK WORSHIP CENTER

CERTIFICATE OF OCCUPANCY

This certificate is issued when the building or structure has been constructed in accordance with the New Jersey Uniform Construction Code and is approved for occupancy.

CERTIFICATE OF APPROVAL

This certificate is issued when the work (as required) has been constructed in accordance with the New Jersey Uniform Construction Code and is approved. If the permit was issued for interior work, this certificate was based upon what was visible at the time of inspection.

TEMPORARY CERTIFICATE OF OCCUPANCY/COMPLIANCE

If this is a temporary Certificate of Occupancy or Compliance, the following conditions must be met no later than _____ or will be subject to this order to vacate.

CERTIFICATE OF CLEARANCE-LEAD ABATEMENT 5:17

This certificate is issued when lead abatement was performed in accordance with N.J.A.C. 17:27, to the following extent:

- Total removal of lead-based paint hazards in scope of work
- Partial or limited time period (_____ years); see file

CERTIFICATE OF CONTINUED OCCUPANCY

This certificate is issued when based on a general inspection of the visible parts of the building there are no lead-based hazards and the building is approved for continued occupancy.

CERTIFICATE OF COMPLIANCE

This certificate is issued when said potentially hazardous equipment has been installed and/or maintained in accordance with the New Jersey Uniform Construction Code and is approved for use.

Donald E. Smetski

COPY

Donald E. Smetski, Municipal Official
 U.C.C. 201 (rev. 5/03)

1 - APPLICANT 2 - OFFICE 3 - TAX ASSESSOR

Fee: \$125.00
 Check No.: 5668
 Collected by: L.F.

Regis Academy Charter School, Part 3. Appendices



TOWNSHIP OF CHERRY HILL
 820 MERCER STREET
 CHERRY HILL, NJ 08002
 856-488-7855

Block: 52001 Lot: 8 Qualification Code: _____
 Work Site Location: 128 W. CYRILLIAN ROAD
CHERRY HILL
 Owner: in Fee: HOLY EUCARIST PARISH
 Address: 544 KRESSON ROAD
CHERRY HILL, NJ 08034
 Telephone: _____
 Agent/Contractor: SOLID ROCK WORSHIP CENTER
 Address: 162 S WHITE HORSE PIKE
CLEMENTON NJ 08011
 Telephone: _____
 Lic. No./Bldg. Reg. No.: _____ Federal Emp. No.: _____
 Social Security No.: _____

CERTIFICATE IDENTIFICATION

Date Issued: 11/16/2019
 Circuit # 75807
 COO # 20100178

Home Warranty No. _____
 Type of Warranty Plan: Basic Private
 Use Group: R-2
 Maximum Live Load _____
 Construction Class/Location: _____
 Maximum Occupancy Load _____
 Certificate Exp. Date: _____

Description of Work/Use:

CHANGE IN TENANT AND/OR OCCUPANCY - SOLID ROCK WORSHIP CENTER

CERTIFICATE OF OCCUPANCY

This serves notice that said building or structure has been constructed in accordance with the New Jersey Uniform Construction Code and is approved for occupancy.

CERTIFICATE OF APPROVAL

This serves notice that the work completed has been constructed or installed in accordance with the New Jersey Uniform Construction Code and is approved. If the permit was issued for minor work, this certificate was issued upon what was visible at the time of inspection.

TEMPORARY CERTIFICATE OF OCCUPANCY/COMPLIANCE

If this is a temporary Certificate of Occupancy in Compliance, the following conditions must be met no later than _____ or will be subject to fine or order to vacate:

CERTIFICATE OF CLEARANCE-LEAD ABATEMENT 5-17

This serves notice that based on written certification, lead abatement was performed as per NJAC 5:17, in the following extent:

- Total removal of lead-based paint located in scope of work
- Partial or limited time period (_____ years); see file

CERTIFICATE OF CONTINUED OCCUPANCY

This serves notice that based on a general inspection of the visible parts of the building there are no imminent hazards and the building is approved for continued occupancy.

CERTIFICATE OF COMPLIANCE

This serves notice that said potentially hazardous equipment has been installed and/or maintained in accordance with the New Jersey Uniform Construction Code and is approved for use until _____.

Donald E. Seneski
 Donald E. Seneski Construction Official

U.C.C. 201 (rev. 5/03)

1 APPLICANT 2 OFFICE 3 TAX ASSESSOR

Fees: \$151.00
 Paid X (Check No.: 6678)
 Collected by: L.T.

Regis Academy Charter School, Part 3. Appendices



TOWNSHIP OF CHERRY HILL
820 Market Street
Cherry Hill NJ 08002
856-488-7855

CERTIFICATE IDENTIFICATION

Drawn/Issued: 12/11/2010
Control #: 73904
COC #: 20100075

Block: 20201 Lot: I Qualification Code: _____
 Project Site Location: 124 Evesham Road - Room 102
Cherry Hill
 Owner in Fee: Holy Rosary Parish
 Address: 124 Evesham Road
Cherry Hill NJ 08003
 Telephone: 856-795-0817
 Agent/Contractor: SOLID ROCK WORSHIP CENTER
 Address: 163 S WHITE HORSE PKWY
CLEMENTON NJ 08021
 Telephone: 856-283-0155
 Lic. No./Mfr. Reg. No.: _____ Federal Emp. No.: _____
 Social Security No.: _____

Home Warranty No: _____
 Type of Warranty Form: State Private
 Use Group: 02-0
 Maximum Live Load: _____
 Construction Classification: _____
 Maximum Occupancy Load: 25
 Certificate Exp. Date: _____

Description of Work/Use:
 CHANGE IN TENANT AND/OR OCCUPANCY - SOLID ROCK WORSHIP CENTER -
 1-4 SPACE (ROOM 102) PER APPROVED DRAWING

CERTIFICATE OF OCCUPANCY

This serves notice that said building or structure has been constructed in accordance with the New Jersey Uniform Construction Code and is approved for occupancy.

CERTIFICATE OF APPROVAL

This serves notice that the work completed has been constructed or installed in accordance with the New Jersey Uniform Construction Code and is approved. If the permit was issued for minor work, this certificate was issued upon view was visible at the time of inspection.

TEMPORARY CERTIFICATE OF OCCUPANCY/COMPLIANCE

If this is a temporary Certificate of Occupancy or Compliance, the following conditions must be met no later than _____ or will be subject to fine or order to vacate:

CERTIFICATE OF CLEARANCE-LEAD ABATEMENT 5.17

This serves notice that based on written certification, lead abatement was performed as per NJAC 5.17, to the following extent:

- Total removal of lead-based paint hazards in scope of work
- Partial or limited time period (_____ years); see file

CERTIFICATE OF CONTINUED OCCUPANCY

This serves notice that based on a general inspection of the visible parts of the building there are no imminent hazards and the building is approved for continued occupancy.

CERTIFICATE OF COMPLIANCE

This serves notice that said potentially hazardous equipment has been installed and/or maintained in accordance with the New Jersey Uniform Construction Code and is approved for use until _____

Gerald E. Sensesi, Constructive Official

U.L.C. 200 (rev. 5/03)

1 - APPLICANT 2 - OFFICE 3 - TAX ASSESSOR

Fee: \$151.00
 Paid (Check no.: 8678)
 Collected by: LT