

## Ocean Academy Charter School

### Phase 2 – Section 2 – Governance, Capacity, and Organizational Plan

#### Section 2. Governance, Capacity and Organizational Plan

##### Capacity

1. Describe how the applicant group came together to form this school and why the group is united to establish the proposed charter school.

Ocean Academy Charter School has been Many Years in the Making!

The Idea for a Charter School in Lakewood started about 5 or 6 years ago by a Hispanic/Latina community activist, Lydia Valencia (CEO of the Puerto Rican Congress of NJ and Chair of the Advisory Committee for the Center for Hispanic Policy, NJ Department of State). Ms. Valencia set the ground work by visiting and connecting with Steve Adubato of the Robert Treat Academy in Newark. In looking for a qualified team, Ms. Valencia contacted Valarie Smith, currently the Lead Founder, who has a strong and extensive background in school governance and policy.

Ms. Valencia introduced Valarie Smith to several Lakewood residents/advocates who had serious concerns about the failing Lakewood School system. Most notably, Ken Seda, President of the Puerto Rican Civic Association of Central NJ, and Pastor Glenn Wilson of Restoration Family Worship Center and President of U.N.I.T.E. (United Neighbors Improving Today's Equality – a non-profit community organization focusing on public education in Lakewood.)

Through this initial group's networking, a Founding Board was created close to 3 years ago. Eight of the current 12 Founders have been on board for the last three years. All members of the Founding Board have demonstrated strong interest and hands-on involvement in trying to help disadvantaged students in failing school districts.

This is the third consecutive application for a charter school in Lakewood; yet, all of Ocean Academy Charter School's Founders are as committed now as they were from Day One! Actually, even more committed since there are more problems than ever with the school district.

Despite the large infusions of federal grants (Lakewood High School is a recipient of a federal School Improvement Grant and the District has been awarded more federal dollars in the Pre-School Expansion Program) and the appointment of a State Fiscal Monitor, the Lakewood School District continues to fail students and the community.

Although the school community is approximately 80% Latino/Hispanic, the District's Board of Education does not mirror the school district's student population. Due to an anomaly in community and school demographics, it appears that electing a Board of Education reflective of the student body would be most difficult. Due to this anomaly, The Latino Leadership Alliance of New Jersey and the Puerto Rican Civic Association of Central Jersey have been very active in Lakewood in promoting education reform. Both of these groups have

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representation on Ocean Academy Charter School’s Founding Board. Patricia Bombelyn is the Chair of the Education Committee of the Latino Leadership Alliance and both Valarie Smith and Ken Seda serve on that Committee. In addition, Ken Seda is President of the Puerto Rican Civic Association of Central Jersey and serves as a member of the Board of Delegates of the Latino Leadership Alliance of NJ.

In addition, the District has been under state and federal investigation and most recently (6/23/16 Asbury Park Press); the State’s Comptroller’s Medicaid Fraud Division has subpoenaed records from the district alleging potential misuse of funds. The Medicaid investigation comes just one month after state auditors (NJ DOE Office of Fiscal Accountability and Compliance) could not justify more than \$3.9 million of \$8,859,613 in federal funding that passed through its coffers during the 2011-12 school year. The auditors also found the school district misrepresented its student population during the same year, pocketing \$2.4 million in state funds that it should not have.

To say that the Lakewood Public School District is dysfunctional is an understatement.

Student Advocacy and Education Reform Advocacy are at a high level in Lakewood and have been for several years. It is rare that a Board of Education Meeting is attended by less than a few hundred people. Several of Ocean Academy Charter School’s Founding members attend meetings on a regular basis and present comment on behalf of various issues and conditions of the school district.

All of these factors have provided a strong common bond among Ocean Academy Charter School’s Founders and the general public in trying to find alternatives for Lakewood’s public school students. For this application alone, Founders were able to get close to 1,000 signatures in support of a charter school in simply one weekend (Actually, less than 24 hours)! This community support fuels the Founding Board.

Overall and above all, the Board of Founders is united in their commitment to Ocean Academy Charter School’s Mission: “to provide elementary students with a high quality and student-centered education in a safe, nurturing, and challenging environment so that all students achieve their highest level of academic success....”

2. Explain how often the applicant group meets and how the planning and writing process is completed. Identify the primary author of the application.

Valarie Smith, the Lead Founder, shares authorship with Founders Lorna Hassel and Marshall White, along with an outside consultant.

All Founders have worked together on this application and have met throughout the years in committee of the whole team and small group committees concentrating on particular aspects of the application. Major aspects of the application (number of students, mission,

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facilities, finances, etc) are brought forward to all Founders and they have been a part of the process.

In addition, contact is kept on a regular basis through email, text, and phone calls. All Founders have worked on one or more parts of the application process.

3. Provide founder resumes for all founders as **Attachment 8a**, including any additional founders who may have joined your team since the submission of the Phase I application. If your team has added any additional founders since the Phase I application, describe the role that these individuals have had in the planning of the Phase II application. **Attachment 8b is in place – Resumes of Founders**

4. Identify the Lead Person/School Leader and explain why this individual is well-qualified to lead the school in achieving its mission. Summarize the proposed leader’s academic and organizational leadership record. If the proposed leader has never run a school, describe any leadership training programs that (s)he has completed or is currently participating in.

The proposed School Leader is Lorna Hassel, one of Ocean Academy Charter School’s Founding Board members, former principal of private school, and the former Head of School of a Charter School. Her complete resume is enclosed in Attachment 8 as is all Founding Board members.

The Founding Board members identified the important duties and responsibilities of a School Leader in fulfilling the mission of Ocean Academy Charter School and referenced all the necessary qualifications for a School Leader as per N.J.A.C. 6A:9-12.4

The School Leader is responsible for oversight of the school operations and will report directly to the Board of Trustees. This individual will ensure Ocean Academy Charter School’s Charter, Bylaws, mission, policies, and strategic plan are implemented to the satisfaction of the Board of Trustees.

- ✚ Ms. Hassel has experience in working with a Board of Trustees to ensure compliance with local, state, and federal requirements
- ✚ She prepared and presented annual budget recommendations including personnel, committees, facilities, and programs
- ✚ Ms. Hassel was responsible for the day to day activities within the laws, regulations, and policies of the State of New Jersey for the overall administration of both a private and public school
- ✚ The charter school she oversaw created and maintained a community environment that was student centered, inspiring, and empowering and one that reflected the school’s mission & vision
- ✚ She completed and submitted all required reports to the NJDOE in a timely fashion
- ✚ Having developed school calendars, academic calendars, and operations calendars in collaboration with the Board of Trustees, she had experience with

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establishing annual administrative goals and objectives, based on the school’s strategic plan, Charter goals, and the Board of Trustees directives

- ✚ Ms. Hassel participated in the development and implementation of curriculum and assured correlations with the N.J. Core Curriculum Content Standards and the Common Core Standards
- ✚ She managed a student lottery process, ensured its fair and unbiased nature
- ✚ Working with a team, she oversaw the logistics of implementing all standardized testing
- ✚ She had experience with analyzing student achievement on the NJASK/PAARC and developed programs to dramatically improve student success
- ✚ Under her leadership, staff retention stayed at 96% over a four year period— unusual for a charter school! This could be attributed to her conscientious hiring practices, a robust Professional Development Plan, staff participation in Professional Learning Communities, and a positive, proactive approach to staff evaluation
- ✚ Ms. Hassel has extensive experience with the delivery process of Special Education services, ensuring that every child received, not only the services required by law, but exceeded that requirement in many situations in order to meet the needs of the child
- ✚ Ms. Hassel had exceptional reviews from her former Board of Trustees and only positive comments on surveys from both staff and parent

Most impressive is Ms. Hassel’s personal commitment to professional development and continuing learning;

- ✚ N.J. Charter Business & Technology – Rutgers University 2009
- ✚ Effective School Practices – Rutgers University 2010
- ✚ Transforming School Cultures – American Reading Co. 2010
- ✚ Creating a Collaborative Culture of Assessment – NJ DOE Leadership Development
- ✚ Leadership Summit – Rider University 2011
- ✚ Using Formative Assessment – Rutgers University 2012

Ocean Academy Charter School Founders are most fortunate to find such a well qualified, experienced, and innovative leader who is available to work with our school.

If a Lead Person/School Leader candidate has not been identified, provide the job description or qualifications for the school leader and discuss the timeline, criteria, and recruiting and selection process for hiring the Lead Person/School Leader.

The proposed School Leader is identified above in Question 4.

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6. Explain who will work on a full-time or nearly full-time basis immediately following the approval of the charter application to lead development of the school. Outline the plan to compensate these individuals.

As soon as this application is approved by the Commissioner of Education, Valarie Smith, Lorna Hassel, and an Ocean Academy Team Member (current education consultant for this application) will be committed to working full time. In addition, all current Board of Trustee members are committed to helping out on a part-time basis throughout the pre-planning period. There will be no financial compensation during the pre-planning period.

Ocean Academy Charter School will be receiving an unsecured loan for start-up costs from Grand Bank (headquartered in Hamilton, NJ). The funds will become available in January 2017. At that time, there will be small stipends for those working full time on getting the school started. Details of the loan and other financial information are presented in Second 3 of this application as required.

There are several other members of the Founding Board who have expressed strong interest in working on a volunteer basis in helping to get Ocean Academy Charter School started. In addition, Founding Board members have friends and others who have expressed strong interest in the school and have offered to help get the school started. Many of these volunteers are retired and have prior professional experience in education.

#### Governance

1. Provide the names of the members of the applicant group who plan to transition to the board of trustees of the school if it is approved.

According to the “Charter School Governing Board Training Handbook” presented by the Colorado Charter School Institute, a board should be large enough to provide good oversight for school committees. A very large board, however, can be unproductive. Most charter school boards have either seven, nine, and eleven member boards. An odd number of directors reduces the likelihood of tied votes. The Founders of Ocean Academy Charter School believes this to be good advice and is proposing an eleven member Board of Trustees so that there is coverage for all standing committees and possible subcommittees.

Lorna Hassel, one of the Founding Board members, has been identified as the proposed School Leader.

That leaves the eleven Founders left that would like to transition to the Board of Directors:

Patricia Bombelyn  
Danielle Desmarais  
Edwin Hernandez  
Christopher Leddy  
Anita Lepelstat  
Roxanne Martin  
Juan Monge-Santiago

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Ken Seda  
Valarie Smith  
Marshall White  
Glenn Wilson

Many members of this Board of Trustees have hands on experience in working with minority populations (both Hispanic/Latino and African descent). Several members are of Hispanic/Latino background or have family members of Hispanic/Latino background (5 out of the 11). Four of the eleven speak Spanish fluently and some have been, at one time, English Language Learners.

Ocean Academy Charter School's student population should reflect the demographics of Lakewood Public Schools which has a Hispanic/Latino student population of over 80%. The Board of Founders and eventually the Board of Trustees of Ocean Academy Charter School inherently has representation of this student population base as opposed to the Board of Education of Lakewood Public Schools which does not reflect the school community it serves.

Another distinguishing factor of Ocean Academy Charter School's Board of Trustees in sharp contrast to the members of the Board of Education of Lakewood Public Schools is that most members of the Board of Trustees have strong backgrounds in Elementary Education administration (Marshall White and Lorna Hassel), teaching (Danielle Desmarais, Lorna Hassel, Anita Lepelstat, and Marshall White), school law (Patricia Bombelyn and Christopher Leddy), Special Education (Marshall White and Anita Lepelstat) Board Experience and state and federal governance (Valarie Smith and Danielle Desmarais), Curriculum writing (Lorna Hassel and Danielle Desmarais), Hiring teachers/staff (Danielle Desmarais, Lorna Hassel, and Valarie Smith) and other areas of student/school experience.

The Board of Trustees is particularly pleased to have on board, Anita Lepelstat, who received the Governor's Award for Excellence in Education in 2001 while teaching at South Brunswick Public Schools. Anita has experience in both traditional public schools and a charter school and has served a diverse base of students.

Another star of the Board of Trustees is Marshall White who taught and was an Assistant Principal at three of Lakewood's public schools (High School, Oak Street Elementary, and Spruce Street Elementary).

Many members of the Board have been vocal advocates and leaders in the minority community in Lakewood and have direct hands-on experience in addressing the needs of parents and their children on a physical (health needs), social, emotional, spiritual, and academic basis.

Glenn Wilson, Ken Seda, Roxanne Martin, and Edwin Hernandez have been relentless advocates for the students of Lakewood public schools.

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As the Priest in Charge of Lakewood’s All Saints Episcopal Church, Father Juan Monge-Santiago keeps busy administrating various social services and other daily and long term needs to the town’s most disadvantaged populations.

Patricia Bombelyn is a former Executive Committee Board member of the Perth Amboy chapter of the National Association for the Advancement of Colored People and has been the Co-Chair of the Education Committee of the Latino Leadership Alliance of New Jersey.

Most certainly, the make-up of this Board of Trustees will inherently, intensely, passionately, stanchly, and strongly ensure that Ocean Academy Charter School will have policies, programs, and strategies in addressing and advancing the physical, educational, social, emotional, and health needs of the anticipated student population.

2. Describe how the board will recruit new members and provide information on the selection processes for new board members. Explain the priorities for recruitment of additional board members.

The sitting Board members will identify skills and knowledge needed for one to serve effectively on the Board for the next three years of school operations. The Board members will examine the existing skills of remaining Board members and identify skills that are desired by new candidates for upcoming openings. Board members will proactively outreach to the in-school community and to others through community, personal, and professional networks to find new Board members. Resumes of all potential candidates will be reviewed by the full Board and all candidates will be interviewed by the full Board. A successful candidate will receive the majority votes of the full Board. In addition, the Board will ensure that there is always at least one parent of a student attending Ocean Academy Charter School on the Board.

Some of the areas of skills and knowledge for potential Board of Trustee Members are but not limited to:

-  Education or Training Experience
-  Special Education/ELL
-  Fluent in Spanish
-  Community organizing & involvement in the Lakewood Community
-  School Governance in New Jersey
-  Parent of an Ocean Academy Charter School student
-  General Business, such as project management, hiring and marketing
-  Finance/accounting
-  Technical fields, such as computers, law and building/contracting
-  Social Services, such as social work and psychology

3. Describe the roles and responsibilities of the board of trustees for the school.

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The First order of the Board of Trustees will be to incorporate Ocean Academy Charter School as a non-profit entity.

The Board of Trustees is the official governing body of Ocean Academy Charter School and is responsible for creating school policy and ensuring that a quality education is delivered in alignment with Ocean’s charter, mission, and vision.

Board meetings are to be scheduled once a month to discuss emerging issues and regular business of the Board, and to obtain reports on ongoing committee work.

Working meetings are generally longer and are focused on a single topic (e.g. facility expansion, budget development, or strategic planning).

Board members may also attend workshops. Members vote at regular and publicly announced open working meetings, but not at workshops.

Board meetings will be scheduled in the evening in an environment that can comfortably seat board members and guests.

Regular meetings consist of an examination of unfinished business from previous meetings, reports from committees, and new business.

The board president with the help of the School Leader and Business Administrator sets the agenda and assembles appropriate materials for board packets. The president should distribute these well ahead of the meeting so that board members have ample time to review the documents under consideration. Board guests should also receive a packet.

Charter school board meetings must comply with New Jersey’s Open Public Meetings Act also known as the Sunshine Law. N.J.S.A 10:4-6, The Sunshine Law, requires that the public receive 48-hour notice of meetings and minutes be taken when three or more members of the board meet together and discuss school matters. The law dictates how and under what circumstances members may meet in executive session.

The functions of the Board of Trustees, as outlined by the N.J. School Boards Association, are to:

- ✚ Develop a Budget
- ✚ Provide Guidance Through Policy
  - Sets Policy or the WHAT (vision, goals, needs, & expectations)
  - The School Leader provides the HOW (hiring, evaluating, purchasing, assigning, implementing, coaching, teaching, testing, assessing)
- ✚ Provide management oversight (hiring and evaluating the administrative head of School, approving the curriculum)
- ✚ Ensure two-way communication with administration, staff, parents, and within the Board.

4. Describe the size and composition of the proposed board of trustees. Include a brief job description for each officer of the board of trustees and describe any committees, advisory groups, and/or task forces and their role in supporting school development and success.

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Ocean Academy Charter School will have an eleven (11) member Board of Trustees. Terms will be for three years each. To maintain a level of continuity, institutional memory, and expertise, it is important to stagger the terms of the first board. In the first year (Starting October 2016) straws will be drawn for 3 one-year terms, 3 two-year terms, and 3 three-year terms so that the board can start a process of turnover.

The School Leader and Business Administrator (functioning as the Board Secretary) are ex officio members (non-voting) of the Board of Trustees.

After the first year of operation (October 2017), the Board of Trustees will solicit parents who have a child/children attending the school to become Board Members. Members for the Board will be parents (at least one parent), community business representatives, civic association representatives, and other interested parties with knowledge that could enhance the performance of the Board.

The Board of Trustees will use multiple avenues for recruitment for new board positions. At every open public board meeting, an announcement will be made as to potential upcoming board member openings and information as to how to make application for the position. Such information will also be a part of the parent/student handbook. Outreach will be made in local media (both English and Spanish). This will include local e-publications, weekly newspapers, the Asbury Park Press, Latinos Unidos, radio.

Ocean Academy Charter School's Board of Trustees will employ benchmarks to be a Highly Effective Governing Board. According to "Governance Best Practices for Highly Effective Charter School Boards", presented by "Charter Board Partners" of Washington, DC, a nonprofit organization committed to strengthening the governance and quality of public charter schools, key factors for a highly effective board include:

- ✚ A charter school board becomes highly effective once it has effectively addressed the challenging issues that arise during the transition phase.
- ✚ A highly effective board has sound governance practices in place that allow it to work efficiently and focus on that which matters most.
- ✚ It has a high level of confidence and trust in the school leader and seeks a variety of ways to get information from multiple sources.
- ✚ This board understands the value of recruiting a strategically composed and diverse board.
- ✚ It has a strong, functioning committee and task force structure in place to advance the work of the board.
- ✚ It adopts performance evaluation systems at all levels of the institution.

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- ✦ The highly functional board is no longer involved in the operations of the school and has created systems to allow it to effectively provide appropriate oversight.
- ✦ It spends most of its time on strategic issues, building the school's reputation, and fundraising.
- ✦ It takes time to reflect, self evaluate, and implement changes in order to remain a high-performing board driven by mission.

Board President – The President makes up the meeting's agenda and ensures that all members have all the information they need at least five days before the meeting takes place. The President is the chief liaison to the School Leader and the Business Administrator and acts as the primary signing agent for official board documents, and is responsible for ensuring the Board is in compliance with the charter contract, board manual, and bylaws. The President will also lead the meetings and ensure the board follows appropriate parliamentary procedures.

The President will also be the second signature on all checks issued for any reason including all accounts payable.

Vice-President - The vice-president serves when the president is absent.

Board Secretary – this post will be filled by the School Business Administrator (who will be an ex officio member of the Board) with additional responsible of recording the minutes of the meeting, keeping copies of agendas and minutes, correspondence between the Board and other parties, committee reports, articles of incorporation, charter contracts, and the bylaws.

The Board of Trustees will have the following Standing Committees: Finance, Policy, Curriculum, Personnel, and Grievance. Each Committee will have 3 Board Members each. The Grievance Committee will be configured as required with teachers and parents, no board members will serve on this committee.

Each standing committee is in place to help the schools realize its mission of providing students with a high quality and student-centered education. In addition, they mirror the pillars of the Quality Single Accountability Continuum (QSAC) of Personnel, Instruction & Programs, Operations, Fiscal Management, and Governance; all of which support school development and success. "Operations" of the school is the responsibility of the School Leader as described in N.J.S.A. 18A:7A-3

Finance Committee, Policy Committee, Curriculum, Personnel, & Grievance \*

\*Grievance Committee will be discussed in detail in Question 10 of this section.

Finance Committee – This committee oversees the district budget and financial operations. The committee helps to prepare the school's budget along with the Business Administrator and

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School Account. On a monthly basis, they review the expenditures listed on the purchasing agenda. The committee works with the Business Administrator on bidding and Requests for Proposals. They also are responsible for reviewing contracts. They will present their findings on matters for a full board vote.

Policy Committee – This committee reviews various policies for full board acceptance. This committee oversees and reviews existing board policies, recommends new policies, as well as recommends any revisions to existing board policies. The policies are part of the structure of governance for the school. As a member of the New Jersey School Boards Association, Ocean Academy Charter School will subscribe to policy samples as advised by the Association.

Curriculum Committee - This committee oversees, reviews, and recommends revisions and updates to district curriculum. The School Leader supports and assists in the coordination of this committee. The Committee reports their findings to the full Board.

Personnel Committee – This committee establishes and reviews evaluation systems for school staff and the School Leader

- Assist in the review and development of policies related to staff
- Review and submit to the full Board hiring recommendations of the School Leader for full time and substitute positions.
- Review and advise Job Descriptions

This committee reports their findings to the full Board.

5. Describe training opportunities that will be available to the board of trustees in addition to mandated sessions provided by the New Jersey School Boards Association.

The School District Accountability Act requires training for first-term school Board members and charter school trustees in their first, second and third years of office, as well as for reappointed/re-elected members. N.J. School Boards Association offers two ways for Board members to fulfill their state mandated training requirement: in-person and online training; these courses satisfy the requirement of the School District Accountability Act.

In addition, the N.J. Charter School Association offers a consulting package especially for New Jersey charter school Boards. In this program, Board members learn how to improve the quality of their governance work, which in turn enables them to fulfill their charter school missions and achieve excellence.

Initial topics include:

- the development of hiring policies and contracts for personnel;
- effective evaluation of the director;
- Roberts Rules for conducting board meetings (for new members);
- budget development and fiscal policies (annually);
- challenges faced by new charter schools and strategies to address them;

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- reinforcement of school ethics policies
- and other items needed/identified by the Board members to effectively manage the charter school.

Unless noted, all board members will be required to attend all sessions of board training.

Training will begin in the pre-opening period beginning with the legal requirements for hiring and contracts for personnel and the development of fiscal policies. The board will enroll in the mandated program as soon as practical to attend as a group if at all possible. The board members will inquire of the NJSBA for recommendations for additional workshops that will benefit the smooth operation of the school and the board.

After attending the NJSBA mandated training the board members will draw up a list of topics and a schedule for implementation. It is anticipated that the board will engage in further training on a regular basis. Ideally, that would be every other month for the first year. Additional sessions will be scheduled as needed and to accommodate new board members. The board will develop and maintain a manual of resources for reference and review.

Some sample areas of additional training would be:

- Parent/Community Involvement
  - Updates on Common Core, PARCC, and the Performance Frameworks
  - Changes and/or New state education regulations
  - Board Self-Evaluation Strategies
  - Conflict Management
  - and other pressing “hot topic” issues
6. Describe the proposed reporting structure and relationship between the board of trustees and the Lead Person/School Business Administrator/School leader(s) who report(s) directly to the board. Describe how the board will evaluate these individual(s) on an annual basis.

The School Leader is hired by the Board of Trustees and reports directly to the Board. The School Leader is an ex officio (non-voting) member of the Board of Trustees. Evaluating the School Leader is one of the most important responsibilities of the Board. They must establish well considered policies and procedures to do this from the outset. Nothing is more critical to the life of the school or its mission.

The Board of Trustees will evaluate the School Leader on an annual basis based on two primary components: School Leader Practice (measured by observations and evaluation leadership,) and Student Achievement (measured by Student Growth Objectives, Administrative Goals, and for a select group of principals, Student Growth Percentiles).

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In general, the evaluation procedure for the School Leader will be as follows:

- ✚ The School Leader will give the Board of Trustees President an outline of school goals for each new school year. Those goals are discussed and adjusted according to the mutually agreed upon priorities and needs of the school.
- ✚ A monthly report on the activities and state of the school is given at the board meeting in order to keep the members u to date with the events of the school.
- ✚ At the end of the school year, the School Leader submits a Performance Narrative directed to the goals that have been established.
- ✚ The Board of Trustees will meet and discuss the Performance Narrative without the School Leader present.
- ✚ The input from all board members will be compiled. An evaluation that states whether the school leader is Deficient, Needs Improvement, Met, or Exceeded the goals will be written and given to the School Leader by the Board President.

Sample Areas of evaluation are; Academics, Sustain Financial Stability, Organizational Oversight, Personal Growth, Executive Skills, School Climate, and areas of improvement.

It is anticipated that the School Business Administrator will also serve as the Secretary for the Board of Trustees. The School Business Administrator/Board Secretary (SBA) shall strive to achieve the Ocean Academy Charter School’s mission and vision by providing leadership and supervision in the area of fiscal management, in other assigned programs, and by acting as a proper model for staff and students both in and outside the school.

The School Business Administrator (SBA) will be evaluated directly by Ocean Academy Charter School’s Board of Trustees. This evaluation will be an assessment of the SBA’s duties specified in his/her job description. The evaluation procedures may include, but need not be limited to, an informal conference with the SBA for the purpose of discussing his/her job performance, a written evaluation report to which the SBS may add comments, and the establishment of a written plan for performance improvement and growth. The Board may consult with staff members assigned to work with the SBA. The evaluation shall be done no later than April 30<sup>th</sup> of each year.

7. If applicable, describe the proposed reporting structure and relationship between the board of trustees and the education service provider (management organization). Describe how the board will evaluate the education service provider (management organization) on an annual basis.

Not Applicable – Ocean Academy Charter School is not engaging with a management organization.

8. Describe the proposed systems that will be put into place to ensure clear decision-making and communication processes.

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*“No other singular variable is more important for the health and vitality of a school than the way it is governed.”* - Gary Gruber, (1999), a nationally known consultant for public charter schools.

A highly functioning charter school board is committed to promoting the mission and vision of the school as these statements define the institution’s goals and philosophy and are foundational to the school’s culture and direction. The best way to ensure clear decision making is to keep all Board of Trustee members focused on the mission and vision of the school. This responsibility will rest on the Board President’s leadership qualities in getting all board members to work as a collective entity and to communicate effectively with each other and other stakeholders.

The state legislature requires that all school board members take mandated training in the 1st, 2nd and 3rd years of their 1st term and the 1st year of subsequent terms. The New Jersey School Boards Association (NJSBA) has been designated as the official provider of this training. To help board members fulfill this requirement, NJSBA offers regional training and web-based training opportunities.

This training is essential and will result in a governing body that will operate in the best interest of the school and all of its stakeholders. One of the base line classes for this is “Board Effectiveness Training” which concentrates on roles and responsibilities, improving relationships, building teamwork, conflict management skills, and conducting board self-evaluations.

High Quality charter school boards are prepared to govern for what really matters through their:

-  Strong governance structure.
-  Clarity of roles and responsibilities.
-  Delineation of the school’s mission to all stake holders.
-  Focus on results.
-  Purposeful meetings.

In addition, one of the first charges that the Board of Trustees will have is to set the By-Laws for the Board. Bylaws are the rules by which the Board of Trustees is governed. They put forth a fair legal framework in which the Board governs and guides Board Members in conducting business in a fair and impartial way to protect all stakeholders.

The Board of Trustees will be using the guidance frameworks as outlined in the Department’s *“Organizational Performance Framework Guidance”* (Updated August 2015). These frameworks will help advance Ocean Academy Charter School and to achieve the school’s mission.

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Roberts Rules also comes in to play in making sure there is order during meetings for decision making. Good parliamentary procedure is essential for any governing body.

9. Describe the proposed process by which the board of trustees will develop policies and make decisions.

Policy making decisions is the number one responsibility of any school governing body. The New Jersey School Boards Association (NJSBA) has been helping Boards of Education create, revise, and modify policies within the parameters of federal and state law and regulation for the last 90+ years. Their services include customized policy manuals, wellness checks, standard policy examples, and the Critical Policy Reference Manual.

The Critical Policy Reference Manual is a comprehensive compendium of policies that school districts should have in place. The manual is intended to serve as a reference tool in the development and maintenance of a district's policy manual. A policy is considered critical because it is addressed in the monitoring process, it is explicitly required by statute, administrative code or state board resolution, or common sense indicates it is necessary. The Critical Policy Reference Manual is a collection of almost 200 well-researched and legally documented policies. The manual is available in hard or electronic copies.

Ocean Academy Charter School will become a member of NJSBA or subscribe to their policy service.

Ocean Academy Charter School Board of Trustees will have, as a standing committee, a Policy Committee. The members of this Committee will be charged with finding the right policies to fit the needs of our school. NJSBA provides school governing boards with multiple policies in addressing issues confronting schools. No one policy fits all schools. There can be over a dozen policies addressing the same concern; yet, each one of them reflects various differences in school communities. The members of the Policy Committee will vet through the various policies to find the ones that best fits the needs of the school and meets the school's vision and mission.

The Policy Committee members will present policies that they think are best for Ocean Academy Charter School to the whole board for a vote. Policies proposed to the Board will be read publicly at two consecutive board meetings for stakeholder input.

10. Describe the proposed process and procedure for handling inquiries and complaints made to the board.

Statute: 18A:36A-15

Any individual or group may bring a complaint to the board of trustees of a charter school alleging a violation of the provisions of this act. If, after presenting the complaint to the board of trustees, the individual or group determines that the board of trustees has not adequately addressed the complaint, they may present that complaint to the commissioner who shall investigate and respond to the complaint. The board shall establish an advisory grievance committee consisting of parents and teachers who are selected by the parents and teachers of the school to make nonbinding recommendations to the board concerning the disposition of a complaint. L.1995,c.426,s.15.

*The Committee's Scope*

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The Grievance Committee's responsibilities are limited to alleged violations of the Charter School Act by Ocean Academy Charter School. Individuals or groups not satisfied by the School Leader's response, remedy, or course of action may then file a grievance but not before allowing for an administrative solution.

It is important to note the limitations of the committee especially while training the members. The Grievance Committee meets when a grievance exists concerning Ocean Academy Charter School's adherence to the Charter School Act of 1995. This process is not to be used outside of that scope.

#### *Committee Membership, Selection, Terms, and Training*

The members will consist of 2 parents and 1 alternate (selected by the parents) and 2 teachers and 1 alternate (selected by the teachers). Election to these positions must be made available to the entirety of each group. Ocean Academy Charter School should work to actively recruit membership as the formation of this committee is a statutory requirement. As part of the recruitment of candidates, expectations and limitations of the committee's authority and responsibility should be shared so everyone is on the same page. Elections will be held in the month of the anniversary of the first elections. Terms will last 1 year with each member able to serve a maximum of 2 consecutive terms. Once members are elected, they will be trained by the School Leader or his/her designee so they become very familiar with their advisory roles.

#### *Committee meetings, Responsibilities, and Process*

The committee will select a chairman/chairwoman who will run the meeting of the committee. All grievances must be submitted in writing to the chair of the committee and the School Leader in order to be considered. Grievance forms will be available in the School Leader's office. A grievance must be brought within 30 days of the alleged violation of the Charter School Act. A meeting will be convened within 15 days of the submission of the written grievance. In order to convene a meeting, at least 1 parent member and 1 teacher member must be present. Additionally, the chair will be responsible for drafting, with the help of the members, the committee's recommendation to the Board of Trustees.

The committee will consider the information submitted on or attached to the form as well as any testimony provided by the individual or group filing the grievance. The response from the School Leader and any related documents will be part of the Grievance Committee's packet and the committee will also consider testimony from the School Leader, his/her designee, and any witness to the alleged violation of the Charter School Act.

After all materials and testimony have been gathered by the committee, a recommendation will be formed. The committee will determine whether or not a violation of the Charter School Act occurred and recommend action for the Board of Trustees to take. That recommendation will be made in writing and submitted within 15 days to the President of the Board of Trustees, School Leader, and the individual or group that filed the grievance. The Board of Trustees will add the Grievance Committee's recommendation to the next regular meeting's agenda for discussion. The individual or group that filed the grievance will be made aware the grievance will be discussed at the next regular board meeting. The Board will discuss the grievance and share with the party who filed the grievance its decision formally in writing

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no later than 15 days after the board meeting where the grievance was discussed. Should the party who filed the grievance not be satisfied with the Board of Trustee's addressing of the complaint, they may present that complaint to the Commissioner who shall investigate and respond to the complaint.

The plan to inform the school community of the Advisory Grievance Committee and its procedures will consist of the following:

- The School Leader will provide information during the in-service workshops in August of each year to all school employees on the Advisory Grievance Procedures. This will include identifying the members of the committee by name and contact information and distributing copies of the procedures.
- The School Leader will outline the procedures, including the names and contact information of the committee members, in a written communication distributed to all parents at the beginning of the school year. And the procedure will be included in the Parent/Student School Handbook (updated every school year).

#### 11. Describe the proposed process the board will use to annually evaluate its own performance.

High Quality charter school boards routinely evaluate their success. Some of the examples of such self-monitoring and assessment include self-assessment, assessment from parents, staff, administrators, and students in regards to the board's progress in meeting the school's mission. Ocean Academy Charter School will also include individual board member self-evaluations regarding their contributions and expectations. The board will also evaluate the effectiveness of their standing committees and subcommittees.

Annual self-evaluation allows the Board of Trustees to examine their own performance and improve the way they go about governing. The process should be proactive and include an evaluation as to how the Board is implementing the school's Mission and Vision. Ocean Academy Charter School's governance process, through its charter, has set expectations for the school. A proactive approach to self-evaluation means that the Board of Trustees is evaluating themselves against the criteria that were predetermined in the Charter's Mission and Vision.

Ocean Academy Charter School plans on a three-prong approach to self-evaluation:

- Evaluation of the Board as a Whole
- Evaluation by Each Board on Themselves regarding their Performance & Involvement
- Evaluation of Fellow Board Members

The N.J. Charter School Association offers training / guidance in self-evaluation. The Board of Trustees will take this course or another similar course (NJ School Boards Association) in order to assure proper application of the self-evaluation process. It is also anticipated that Ocean Academy Charter School will use their evaluation forms for this process.

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The areas covered under the NJSBA's Self Evaluation Process are as follows:

- Planning
- Policy
- Student Achievement
- Finance
- Board Operation
- Board Performance
- Board / School Leader Relationship
- Board / Staff Relationships
- Board and Community Relations

12. Identify any existing relationships that could pose actual or perceived conflicts if the application is approved. Discuss specific steps that the board will take to avoid any actual conflicts and to mitigate perceived conflicts.

There are no actual or perceived conflicts at this time.

Ocean Academy Charter School will follow New Jersey's Conflicts of Interest Law N.J.S.A. 52:13D et seq and the The School Ethics Act, N.J.S.A. 18A:12-21 et seq. is intended to ensure that the conduct of school officials holds the respect and confidence of the people. The Legislature declared that school officials must avoid conduct which is in violation of their public trust or which creates a justifiable impression that the public trust is being violated. N.J.S.A. 18A:12-22(a). The School Ethics Act applies only to school officials as defined by N.J.S.A. 18A:12-23, which includes administrators.

NJSBA offers locals school entities policies that the Legal Education Entity (LEA) may adopt to assure compliance with the above referenced laws and regulations. Ocean Academy Charter School plans on adopting such policies.

### School Staff Structure

1. Complete the table below outlining your school staffing plan. Adjust or add functions and titles as needed. If proposing a staffing model that diverges from the norm, please explain.

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**School Staffing Model and Rollout**

<b>Year</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>
<b>School Leader</b>	<b>1 FTE</b>	<b>1 FTE</b>	<b>1 FTE</b>	<b>1 FTE</b>
Add'l School Leadership Position 1 [specify] <b>Assistant School Leader</b>			<b>1 FTE</b>	<b>1 FTE</b>
Add'l School Leadership Position 2 [specify]				
<b>Administrative Assistant / Secretary</b>	<b>1 FTE</b>	<b>1 FTE</b>	<b>1 FTE</b>	<b>1 FTE</b>
<b>School Business Administrator</b>	<b>1 FTE</b>	<b>1 FTE</b>	<b>1 FTE</b>	<b>1 FTE</b>
<b>Specialized School Staff – 1 Bookkeeper</b>			<b>1 FTE</b>	<b>1 FTE</b>
<b>Classroom Teachers (Core Subjects)</b>	<b>9 FTE</b>	<b>12 FTE</b>	<b>15 FTE</b>	<b>18 FTE</b>
<b>Classroom Teachers (Specials) Physical Education &amp; Health</b>	<b>1 FTE</b>	<b>1 FTE</b>	<b>1 FTE</b>	<b>1 FTE</b>
<b>Student Support Position 1 [specify: i.e., Social Worker] Counselor</b>	<b>Consult</b>	<b>Consult</b>	<b>1 FTE</b>	<b>1 FTE</b>
<b>Student Support Position 2 [specify] School Nurse</b>	<b>Consult</b>	<b>Consult</b>	<b>1 FTE</b>	<b>1 FTE</b>
<b>Specialized School Staff 1 [specify]</b>				
<b>Specialized School Staff 2 [specify]</b>				
<b>Teacher Aides and Assistants</b>	<b>6 FTE</b>	<b>7 FTE</b>	<b>8 FTE</b>	<b>9 FTE</b>
<b>School Operations Support Staff</b>				
<b>Total FTEs</b>				

2. Note the teacher-student ratio, as well as the ratio of total adults to students.

Year	# of Students	# of Teachers	Teacher / Student Ratio	Total # of Adults	Total Adult / Student Ratio
1	<b>160</b>	<b>9</b>	<b>1:17.7</b>	<b>19</b>	<b>1:8.4</b>
2	<b>220</b>	<b>12</b>	<b>1:18.3</b>	<b>23</b>	<b>1:9.6</b>
3	<b>280</b>	<b>15</b>	<b>1:18.6</b>	<b>31</b>	<b>1:9</b>
4	<b>340</b>	<b>18</b>	<b>1:18.8</b>	<b>35</b>	<b>1:9.7</b>

3. Provide an organizational chart as **Attachment 9b**.

Attachment 9b is in place.

**Staffing Plans, Hiring, Management, and Evaluation**

1. Describe the strategy, plans, and timeline for recruiting and hiring the teaching staff. Explain key selection criteria and any special considerations relevant to the school mission and design.

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Founders Lorna Hassel and Valarie Smith have experience in hiring educational employees. Lorna Hassel, as a former school principal for a private school and a former school leader for a charter school, has extensive experience in hiring teachers, aids, business administrators, clerical and janitorial staff. Valarie Smith, as a member of the Cherry Hill School Board, was part of a team that engaged in a nation-wide superintendent search for the district (which took no longer than 3 months from start to finish). In addition, she participated in reviews of teacher candidates for board confirmation.

Recruitment for School Business Administrator will begin in December 2016, interviews will take place January 2017, and hired on a limited part time basis as a consultant in February 2017.

The recruiting for the teaching staff is anticipated to begin aggressively in January 2017 with interviews taking place February – April and offers of employment made in April/May 2017. Hiring the teaching staff will be a major priority of the School Leader.

Teachers must demonstrate the ability to develop and execute lesson plans utilizing multiple teaching and learning strategies including UDL principles.

Applicants with dual certifications will be actively sought. The second certifications sought will include Special Education and Spanish. If an applicant speaks Spanish but is not certified they will be strongly considered if they meet all the other criteria. Key selection criteria will include a demonstrable love of teaching young students, encouraging academic growth, a belief in the Ocean Academy Charter School's mission and vision, and a commitment to public charter schools. The criteria will emphasize experience with differentiated instruction techniques and in multi-cultural classrooms.

Candidates should be selected and presented to the board for confirmation by the June 2105 regularly scheduled board meeting.

There will be advertisements and announcements seeking applications sent to all teaching colleges in the state including Georgian Court University, Monmouth University, Rutgers, Montclair State, etc. Ads will also be placed on N.J.Hire.com and NJ SchoolJobs.com and in local newspapers and their online editions including The Asbury Park Press and The Star Ledger. Others will be added. The intent is to attract as many certified applicants as possible to create a large pool from which to make selections.

2. Outline the salary ranges and employment benefits for all employees, as well as any incentives or reward structures that may be part of the compensation system.

Salaries are commensurable with Lakewood Public Schools (as per Lakewood District's website and Board of Education Minutes):

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Payroll for 9.5 teachers at an average salary of approximately \$49,000 per year with at least 3 teachers having dual certification including special education or Spanish.

\$22,167 for August Professional Development period, \$44,334 per month for 10 months.  
Salary estimate consistent with wage scale for Lakewood Public Schools.

(Lakewood details: Step BA Step 1, \$45,689, BA Step 8 \$49,909, MA 15 Step 6 \$52,089 Board minutes 08-26-15, <http://www.lakewoodpiners.org/domain/27> Retrieved 6/29/2016)

Payroll for 9 Assistant Teachers at an average salary of \$22,000 per year.

(Lakewood details: Step Step 1 60 hours, \$17,910, Step 12, Praxis \$18,243 Board minutes 05-13-15, <http://www.lakewoodpiners.org/domain/27> Retrieved 6/29/2016)

Salary for one Director (\$90,000) for 12 months

Salary for one School Business Administrator (65,000) for 12 months

Salary for one Administrative Assistant \$35,000

Salary for one Custodian \$28,000

Consultant costs

Nursing Services - \$50,000

Child Study Team Services - \$25,000

Supervisory/Professional Services (Part time)-- \$35,000

Social Work Services (Part time)- \$30,000

Employee benefits will include Health Insurance (first year of school operation, the health insurance will be limited to employee coverage only; after, it is anticipated that family coverage will be available) and 4 personal days per year for all staff. Administrative Staff will receive 2 weeks' vacation per year.

The Board of Trustees is planning on investigating merit pay in year 2 of operation.

3. [Outline the procedures for hiring and dismissing school personnel.](#)

All candidates for employment must submit resumes, copies of required certifications, and at least three references. Candidates for teaching positions may be required to submit

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sample lesson plans, outlines for learning center content, and other materials that may be requested. The School Leader will evaluate submissions, conduct interviews, and make hiring recommendations to the Board.

All teachers will be evaluated by the School Leader or his/her appropriately certificated designate at least three times annually.

Non Tenured teachers will be formally evaluated three times each school year. Tenured teachers will be formally evaluated at least once each year. Specific feedback will be offered and discussed and long and short term objectives agreed upon.

Additional observations may be scheduled if deemed necessary. In situations where a teacher does not improve despite repeated corrections and/or does not support the Mission and Vision of the school or fulfill the terms of their employment, the teacher will be given a 60 day written notice of their dismissal.

The termination of all staff members will be effectuated via a process that respects the notice requirements in their contract and the requirements of applicable statutes, such as those relating to the termination of tenured employees.

Each teacher will participate in an end of year evaluation meeting of their performance with the Academic Supervisor. At this meeting each teacher will be advised, based on their overall performance for the year, whether they will be offered a position for the subsequent school year. Tenure recommendations will be made based on the cumulative evaluations for the five-year period and confirmed by the Board of Trustees.

Teachers, who do not demonstrate improvement as recommended by the evaluator and/or do not meet the terms of their employment, or support the Mission and Vision of the school will be dismissed.

4. Explain how teachers will be supported, developed, and evaluated each school year and how the school will retain high-performing teachers.

The Board of Trustees will support and respect the School Leader's decision making positions in executing the mission, vision, policies, and administration of the school. The Board of Trustees needs to ensure that the School Leader has the moral and professional support he/she needs to further the goals of Ocean Academy Charter School.

The School Leader is one of the most important keys in supporting and retaining high-performing teachers and making the school a success as envisioned by the mission and vision statements. Research has clearly and consistently shown that quality teaching is in direct relationship to successful student learning and is the most important school based factor in

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achievement. (Rivkin, Hanushek, & Kain, 2000, McCaffrey, Lockwood, Koretz, & Hamilton, 2003, Mendro, Jordan, Gomez, Anderson, & Bembry, 1998)

With the evidence from this research, it is inherently important that Ocean Academy Charter School be supportive of the teaching staff, provide opportunities so that the teachers can develop and enhance their skills, and retain the best high quality teachers.

There is no firm consensus as to a clear and precise definition of exactly what constitutes a high quality teacher. However, the Center for High Impact Philanthropy in 2010 has presented a nationally recognized working definition that reflects what areas/qualities that are representative of a good teacher / highly quality teacher.

*“A quality teacher is one who has a positive effect on student learning and development through a combination of content mastery, command of a broad set of pedagogic skills, and communications/interpersonal skills. Quality teachers are life-long learners in their subject areas, teach with commitment, and are reflective upon their teaching practice. They transfer knowledge of their subject matter and the learning process through good communication, diagnostic skills, understanding of different learning styles and cultural influences, knowledge about child development, and the ability to marshal a broad array of techniques to meet student needs. They set high expectations and support students in achieving them. They establish an environment conducive to learning, and leverage available resources outside as well as inside the classroom.”*

Ocean Academy Charter School takes lessons from the definition above in human capital management in supporting, developing, and retaining quality teachers:

- ✚ Good communications throughout the school – keeping the Mission & Vision alive
- ✚ Opportunities for meaningful professional development
- ✚ High Expectations of Teachers
- ✚ A positive and enjoyable school climate with collaborative efforts in planning & strategies
- ✚ Possible financial incentives
- ✚ Teacher evaluation – based on multiple measures as a part of a Value-Added approach (student achievement)
- ✚ Establish professional learning communities where (generally with grade-level cohorts) lesson-planning can be done in a cooperative manner and ideas, experiences, issues, and support can be shared among peers
- ✚ Providing teaching assistants to assist with everything from instruction to scheduling bathroom times – the everyday realities of the classroom
- ✚ Ocean Academy Charter School will Encourage and Direct Talent

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Data for the evaluation of the School Leader, teachers, staff, and Board of Trustees will be gathered by any one or more of the following methods: direct observation, review of a document produced in the performance of the employee's assigned duties; interviews with the employee regarding his/her knowledge of assigned duties; paper and pencil instruments (such as competency tests, staff surveys, and the like); audio-visual monitoring of the employee in the performance of his/her assigned duties; and reference to previous performance reports. Students Assessment scores will be a key factor in all of the school's evaluation process; this is important in keeping with the mission and vision of Ocean Academy Charter School.

These areas (cited below) of Outside Assessment Data are advised by the National Center for Education Evaluation and Regional Assistance of the Institute of Educational Sciences (IES) of the U.S. Department of Education, *"Using Student Achievement Data to Support Instructional Decision Making"* (2009)

Other Data (Outside of Assessment) will be Used in the Evaluation Process for Teachers;

Examples of Such Data Are

- ✚ Curriculum-Based Unit Tests
  - ✚ Class Projects
  - ✚ Classwork & Homework
  - ✚ Attendance Records
- ✚ Records from Parent Meetings & Phone Calls
  - ✚ Classroom Behavior Charts
- ✚ Individualized Education Plans (IEPs)
- ✚ Prior Data from students' Cumulative Folders

In addition, each teacher will be asked to submit their own individual plan for professional growth and development. Such a plan should be prepared annually by the teacher and in cooperation with the School Leader. The plan will include areas of professional growth, methods of achieving that growth, schedule for implementation, and the responsibility of the Academic Supervisor and Board (if needed) for helping to implement the plan. The plan will derive from applicable evaluation criteria and focus on critical areas of professional growth.

It is anticipated that the Board of Trustees will investigate the possibility of merit pay in future years.

5. Describe the school's streamline tenure policy that aligns with *N.J.A.C. 6A:11-6.1 through 6.4*.

Ocean Academy Charter School will adopt a policy to be included in its policy manual that will require the school to comply with the Streamlined Tenure Guidelines established by

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the Commissioner and as detailed in 6A:11-6.1, -6.2, -6.3, -6.4. The Streamline Tenure Guidelines state that after five 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.

The policy for tenure disputes will include the following as detailed in 6A:11-6.3:

- (a) The charter school board of trustees shall adopt a policy that establishes a uniform process, including procedures and timelines, for hearing streamline tenure disputes. The policies shall include, at a minimum:
  1. Written notice to the employee of the charges;
  2. An opportunity for the tenured employee to respond to the charges, including the right to request a hearing to dispute the charges; and
  3. A process for the board of trustees to receive and consider, prior to issuing a decision, a record of the case's proceedings.
- (b) If a hearing is requested pursuant to (a)2 above, the tenured employee shall be provided with:
  1. An opportunity to be represented by legal counsel;
  2. A list of the charter school administration's witnesses no later than five days before the hearing; and
  3. An opportunity to confront and cross-examine witnesses of the administration and to produce his or her own witnesses or affidavits.
- (c) If disputed, the party issuing the tenure charges shall have the burden of substantiating the charges by a preponderance of competent and credible evidence.
- (d) A hearing held pursuant to (a) above shall be completed no later than 30 days after the charter school board of trustees' receipt of the tenured employee's response to the charges, barring any unforeseen circumstances warranting an extension of such time. The hearing shall result in a determination by the board of trustees as to whether the charges have been substantiated by a preponderance of competent and credible evidence in the record and whether the tenured employee shall be dismissed or reduced in compensation.
- (e) A written decision reflecting the board of trustees' determination whether to dismiss or reduce in compensation the tenured employee must be issued within 10 days of the determination. The written decision shall include, at a minimum:
  1. A summary of evidence considered;
  2. Factual findings relative to each charge; and
  3. A determination whether each charge was substantiated.

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The employee has the right of appeal to the Commissioner as detailed in 6A:11-6.4 Appeals of tenure disputes.

#### Facilities

1. 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.

Ocean Academy Charter School will be located at:

678 5th St, Lakewood, NJ 08701

The area surrounding the school is residential and is close to the entrance to Georgian Court University.

The facility will allow for 13,352 square feet for Ocean Academy Charter School. (this includes hallways, etc)

Multi-Purpose Room (Cafeteria, Gym, & Auditorium)

3,216 square feet

This Room has a fully equipped adjoining Kitchen @ 468 square feet

Kindergarten Center (Adjoining Classrooms) with “Little People” Bathroom (self-contained)

With emergency exit doors leading directly outside

2 Rooms @ 432 square feet each (18 x 24 each)

1 Room @ 368 square feet (23 x 16)

6 Classrooms

360 square feet each (20 x 18 each)

2 Classrooms

432 square feet each (18 x 24 each)

2 Classrooms (with a Divider – option to use as one room)

360 Square feet each (20 x 18)

1 Classroom

368 Square Feet (23 x 16)

2 Regular Sized Bath Rooms (labelled by Church as Men’s & Women’s Rooms)

1 Office (next to Bath Rooms – possible nurse’s room)

156 Square Feet (13 x 12)

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Large Lobby Area – room for Reception Desk

1 Office (Off Front Lobby)  
192 Square feet (16 x 12)

1 Office (Off Front Lobby)  
96 Square Feet (8 x 12)

1 Office (Office Front Lobby)  
120 Square Feet (10 x 12)

Ocean Academy Charter School will be leasing space from Christ United Methodist Church. The facility was built as a school facility as a partnership between Christ United Methodist Church and the former Ocean Day School, a private non-sectarian school that has recently closed due to declining enrollment. The classrooms and all ancillary areas are in good to excellent condition.

Total square footage of the area that Ocean Academy Charter School will be leasing is approximately 13,352 square feet. We are providing, in way of an attachment, a rough draft of the area of the building that Lakewood Academy will be using. Our rent calculation per square foot is approximately \$17.00. It is expected that Ocean Academy Charter School will have its lease with Christ United Methodist Church for many years.

2. 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 Summary and Budget Narrative. If available, provide copies of leases or financing agreements as well as estimates or quotations of anticipated renovation costs in **Attachment 10B**.

There are no renovations needed: thus, no funds are being reserved for this purpose. Ocean Academy Charter School knows that no state or local funding can be utilized for the construction of a new facility.

Christ United Methodist Church has agreed to putting up and paying for hallway security gates. This is to secure the school area from anyone visiting the church facilities.

Total square footage of the area that Ocean Academy Charter School will be leasing is 13,227 square feet. We are providing, in way of an attachment, a rough draft of the area of the building that Ocean Academy Charter School will be using. The total rent for the first school year is \$277,000.

This equals approximately \$17.00 per square foot.

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As detailed in the Cash Flow, Ocean Academy Charter School will begin to lease some of this space for use in March 2017. Christ United Methodist Church is offering Ocean Academy Charter School offices beginning in March 2017 at \$1,000 per month.

#### Start-Up

1. Provide a detailed start-up plan outlining the steps the founding group will undertake to ensure a successful start-up. As **Attachment 11b**, in a well-organized chart, the start-up plan should include:
  - All projected key steps in the pre-opening period (from NJDOE approval through the commencement of instruction) including, but not limited to, hiring personnel, setting up organizational, legal and financial structures, securing funding, selecting or developing critical aspects of the school's academic program including the curriculum/technology needs, compliance tasks, setting up transportation with the district and board activities;
  - The start date and projected completion date of each task; and,
  - The person(s) responsible for each task.

#### **Start-Up Plan Attached – Attachment 11b**

#### School Management Contracts

*If the applicant does not intend to contract with an education service provider mark "Not Applicable." If the applicant does intend to contract with an education service provider, provide information for the intended organization below. Note, however, that if the school is approved, it must conduct an open Request For Proposal (RFP) process before finalizing its proposed Educator Service Provider (ESP) selection.*

Not Applicable

Ocean Academy Charter School is not contracting with an Educational Service Provider

#### Waivers or Equivalencies of Regulation

1. 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 any laws and may only exempt regulations that do not pertain to assessment, civil rights, special education or student health and safety.
2. 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.

Not Applicable

Ocean Academy Charter School is not asking for any Waivers or Equivalencies of Regulations