
Pennsylvania Department of Education



COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF EDUCATION
333 MARKET STREET
HARRISBURG, PA 17126-0333

Charter Annual Report **Monday, November 10, 2008**

Charter School: New Foundations CS
Address: 8001 Torresdale Ave
Philadelphia, PA 19136
Phone:
Contact Name:

CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

Charter School Annual Report Summary Data 2008 - 2009

Name of School: New Foundations CS

Date of Local Chartering School Board/PDE Approval: March 13, 2000

Length of Charter: 4 years - renewed for 5 years in 2004 **Opening Date:** September 6, 2000

Grade Level: Kindergarten - 8 **Hours of Operation:** 8:15 A.M. - 3:00 P.M.

Percentage of Certified Staff: 94% **Total Instructional Staff:** 32

Student/ Teacher Ratio: 16:1 **Student Waiting List:** 2,850

Attendance Rate/Percentage: 94.6%

Enrollment: 511 **Per Pupil Subsidy:** \$7,708.33/regular education & \$16,760.03/special education

Student Profile

American Indian/Alaskan Native: 6
Asian/Pacific Islander: 14
Black (Non-Hispanic): 71
Hispanic: 46
White (Non-Hispanic): 366
Multicultural: 8

Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch: 60%

Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December: 70

Number of:	K (AM)	K (PM)	K (FTIME)	ELEM	MIDDLE	SEC.	TOTAL
Instructional Days	0	0	185	185	185	0	555
Instructional Hours	0	0	6	6	6	0	18

SECTION I. EXECUTIVE SUMMARY

Organization Description

New Foundations Charter School

8001 Torresdale Avenue

Philadelphia, PA 19136

215-624-8100

215-624-0600 (fax)

www.nfcsonline.org

New Foundations Charter School is a Kindergarten through eighth grade school. New Foundations Charter School was approved by the School District of Philadelphia in March of 2000, and began educating 350 children in grades K - 8 on September 6, 2000. New Foundations is located in the Holmesburg section of Northeast Philadelphia and provides services to students throughout the city; however the majority of the students live within a three mile radius of the school. During the 2007-2008 school year New Foundations Charter School had enrolled approximately 511 students. The school had three kindergarten through second grades classes with an average enrollment of 23 per class, and two classes each in grades 3 - 8 with an average enrollment of 25 student in each class.

Core Purpose

Mission

The mission of the New Foundations Charter School is to provide students with the academic, social, and emotional foundations and skills necessary to become high achieving, socially competent stewards of their communities. The founders of the New Foundations Charter school will ensure a commitment to lifelong learning and achievement of all our students by creating an atmosphere of caring that pervades every aspect of school life, and promotes attachment to and responsibility for all members of our school community.

Vision

The New Foundations Charter School is a caring community of learners, where every student learns to work collaboratively in all subject areas, and to take responsibility for the development of high academic and social skills for themselves and others. By participating in the establishment and pursuit of individual and community goals for emotional and academic growth linked to national as well as Pennsylvania's world class standards, students will become self-directed, ethically motivated active learners. The core program is based on the Child Development Project (CDP) of the Developmental Studies Center (DSC). The CDP is a researched-based, whole school academic, social, and ethical development program that focuses on six key areas: (1) a literature-based reading and language program; (2) collaborative classroom learning teaching fairness, teamwork, and responsibility; (3) an approach to classroom management that avoids the use of external rewards and punishments; (4) parent and family involvement in students' learning and in constructing the social life of the school; and (5) school wide activities that promote a culture of inclusiveness, caring, and collective responsibility. The students leaving New Foundations Charter School are able to achieve at the appropriate academic level, as well as being a socially competent steward in their next school.

As stated above, New Foundations Charter School is to provide students with the academic, social and emotional foundations and skills necessary to become high achieving, socially competent stewards of their communities. This core belief permeates every aspect of the school and each classroom. We have established our "Caring Community of Learners" atmosphere throughout the school and is evident in the classrooms and during lessons. We also place a high value on each student's educational

progress. We provide many opportunities for student improvement, including a reading specialist, tutoring, and many after school programs. Every teacher includes the State Standards into each lesson.

Shared Values

New Foundations Charter School is to provide students with the academic, social and emotional foundations and skills necessary to become high achieving, socially competent stewards of their communities. This shared belief permeates every aspect of the school and each classroom. We have established our "Caring Community of Learning" atmosphere throughout the school and is evident in the classroom and during lessons. We also place a high value on each student's educational progress. We provide many opportunities for student improvement, including a reading specialist, tutoring, and many after school programs. Every teacher includes the State Standards into each lesson.

- We believe that education should help to prepare students to become socially competent stewards of our community and its future.
- We believe consistent standards of academic and social excellence, responsible behavior and intrinsic motivation lead to self discipline and academic achievement.
- We believe that creating a highly focused and innovative school environment requires highly skilled and dedicated staff, focused on learning to meet the challenges of addressing the emotional and intellectual development of a broad and diverse student body. We believe this can be achieved through partnerships and intensive professional development and reflection around academic content, pedagogy, emotional growth and assessment.
- We believe we must provide for all students quality education through quality teachers, quality facilities, and a safe environment.
- We believe in a comprehensive approach to learning that includes development of both emotional and academic skills as implicit goals for every aspect of New Foundations Charter School to reduce risk factors for anti-social behavior while promoting increased academic learning for students in Kindergarten through eighth grades.
- We believe in developing individual talents,empowering students with diverse learning styles to become strategic learners, developing a sense of self worth, and a commitment to life long learning and achievement of all students in a caring school environment.
- We believe that cooperation between school, students, families and community is essential to the development of a productive school environment.
- We believe that each student family community member, or organization is a stockholder who impacts on our school environment. Each stakeholder brings skills and resources necessary to collaborate and work jointly together to enhance the school environment.

Academic Standards

New Foundations Charter School has based its curriculum directly from the Pennsylvania Standards. We also have incorporated the benchmarks for each subject and grade level using both the state standards and the curriculum guide from the School District of Philadelphia. In addition, teachers list the state standards in their lesson plans. Furthermore, each teacher has a copy of the state content standards as well as our benchmarks.

Our curriculum is formulated to help every student grow developmentally and academically by using the state content standards, the School District of Philadelphia curriculum guide, and the Developmental Studies Center materials. The Developmental Studies Center (which is a focus of our mission) curriculum materials, including reading and community development, is based on the academic, ethical and social development of children.

New Foundations believes that children learn best when they are actively engaged in their learning. This is only accomplished when teachers and students use all resources available, and a variety of teaching methods are incorporated into every lesson. New Foundations utilizes Dr. Howard Gardner's theories of multiple intelligences so that every student has an opportunity to utilize their learning style to meet their academic goals. New Foundations Charter School has dedicated one period per week for student electives. This period allows the student to select from seven different choices of academic/physical/fine arts classes to enhance their education.

New Foundations Charter School

Academic Standards

Primary Grades (K- 3):

Planned instruction in the following areas shall be provided to every student, every year. This instruction may be provided by the regular education teacher as part of the planned curriculum, or may be incorporated in separate courses such as technology, music, art, etc, or in special programs.

- Language arts: Integrating reading, writing, phonics, spelling, listening, speaking, literature and grammar, and information management, including library skills.
- Mathematics: Includes computational and problem solving skills.
- Science and technology: Involves active learning experiences and processes for students.
- Environment and ecology: Involves active learning experiences and processes for students.
- Social studies: Geography, history, civics and government, and economics are included.
- Health, safety and physical education: Includes instruction in skills which affect personal, family and community health and safety, nutrition, physical fitness, movement concepts, motor skill development, safety in physical activity settings , and the prevention of alcohol, chemical, and tobacco abuse.
- The arts: Includes active learning experiences in art music, dance, and theatre.

Intermediate Grades (4-5):

Planned instruction in the following areas shall be provided to every student, every year. This instruction may be provided by the regular education teacher as part of the planned curriculum, or may be incorporated in separate courses such as technology, music, art, etc, or in special programs.

- Language arts: Integrating reading, writing, spelling, listening, speaking, literature and grammar.
- Mathematics: Includes computational and problem solving skills.
- Science and technology: Involves active learning experiences and processes for students.
- Environment and ecology: Involves active learning experiences and processes for students.

- Social studies: Geography, history, civics and government, and economics are included.
- Health, safety and physical education: Includes instruction in skills which affect personal, family and community health and safety, nutrition, physical fitness, movement concepts, motor skill development, safety in physical activity settings , and the prevention of alcohol, chemical, and tobacco abuse.
- The arts: Includes active learning experiences in art music, dance, and theatre.
- Library & technology: Incorporates the use and understanding of information management, including library skills.

Junior High (6-8):

Planned instruction in the following areas shall be provided to every student, every year. This instruction may be provided by the regular education teacher as part of the planned curriculum, or may be incorporated in separate courses such as technology, music, art, etc, or in special programs.

- Language arts: Integrating reading, writing, spelling, listening, speaking, literature and grammar.
- Mathematics: Includes computational and problem solving skills.
- Science and technology: Involves active learning experiences and processes for students.
- Environment and ecology: Involves active learning experiences and processes for students.
- Social studies: Geography, history, civics and government, and economics are included.
- Health, safety and physical education: Includes instruction in skills which affect personal, family and community health and safety, nutrition, physical fitness, movement concepts, motor skill development, safety in physical activity settings , and the prevention of alcohol, chemical, and tobacco abuse.
- The arts: Includes active learning experiences in art music, dance, and theatre.
- Library & technology: Incorporates the use and understanding of information management, including library skills.

Also included is instruction at least once by the end of eighth grade for every student in the following areas:

- History of the United States: Emphasis in both fifth and eighth grades.
- History of the Commonwealth: Emphasized in fourth grade.
- Geography: Incorporated in all grades.
- Civics: Incorporated in all grades.

Our curriculum also gives instruction in Spanish and/or French to all students in Kindergarten through eighth grade. This also includes a study of the cultures of the Spanish and French speaking peoples.

Strengths and Challenges

New Foundations Charter School's strengths include an excellent, experienced faculty and staff. New Foundations Charter School does not have a large turn over of faculty. In our eight years of operation we have replaced a total of 11 faculty/staff. Nine of those left on their own accord due to pregnancy/move or other life circumstances. As a result of this, New Foundations has a strong faculty that makes for consistency throughout the curriculum, environment and atmosphere.

Another strength of our school is our "Caring School Community". This program in conjunction with our mission and the Development Studies Center is the focus of our school. Due to this program, our students have learned to cooperate in all aspects of their education. This allows for the faculty to teach every hour, every day. Discipline issues are minor and infrequent.

Another strength is our rising test scores. We have consistently scored on the Terra Nova's in the high 50 - 60 percentile in Reading, Math, Language and Total Score. Our PSSA scores continue to exceed the state requirements, and we have made AYP for four years in a row. However this year we are in a warning status due to our IEP sub-group not meeting the requirements in both math and reading. This has caused a great concern for our school because our special education department and our regular education teachers have worked very hard to insure that our IEP students have been meeting their goals and objectives on their IEP's. Using standardized assessments for baseline measures for our IEP students, all of our IEP students have been able to meet their goals, with approximately 90% of them achieving at least one years growth in the subject matter indicated on their IEP.

Two areas that need improvement include increasing the special education students achieving at the proficient levels in both math and reading and increasing the number of student achieving at the "advanced" level on the PSSA. For the 2008 school year we have instituted the next portion of a new science curriculum that is inquiry based and more in line with the PA standards for science. We have also adopted a new reading curriculum for the 2008 school year that also is more in line with the state standards.

In order to help increase our students scoring in the "advanced" levels on the PSSA's we have increased instruction time in both the reading and math curriculums. This also will be of value to those students that are also in the "below basic" and "basic" levels as well. In 2005 we hired a Reading Specialist that is also working with our "below basic" and "basic" groups to increase their skills to the proficient level. For the 2008 school year we also hired a Math Specialist who will be working with our "below basic" and "basic" groups to increase their skills to the proficient level.

SECTION II. STRATEGIC IMPROVEMENT PLANNING

Strategic Planning Process

New Foundations Charter School's Strategic Plan is an ongoing process. The plan has been developed by administration, professional staff and community members.

The current strategic plan was developed through three meetings involving the community (including parents, board members and community organizations), professional staff and administration. Each of these separate meetings invited the participants to identify the strengths, weaknesses, actions and threats to the actions, of the school. Based on these meetings, a committee was appointed to plan the areas of focus during the next five years.

In conjunction with this, New Foundations Charter School will need to update its Professional Development Plan, Induction Plan, Student Services Plan & Technology Plan. We anticipate completing these during the 2008-2009 school year.

Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Jerry Snyder	Consultant	Ed Specialist - Instructional Technology	P. Stadelberger
Mike Thomson	Consultant	Business Representative	P. Stadelberger
Mr. Charles Becker	Community Partner	Community Representative	P. Stadelberger
Mr. James Schmidt	Math Teacher	Middle School Teacher	P. Stadelberger
Mr. Kevin Lindner	Parent	Parent	P. Stadelberger
Mr. Mark Ornstein	Board of Trustees	Board Member	P. Stadelberger
Mr. William Schilling	Dean of Students	Administrator	P. Stadelberger
Ms. Barbara Tyndall	Teacher	Elementary School Teacher	P. Stadelberger
Ms. Cheryl Cantwell	Nurse	Ed Specialist - School Nurse	P. Stadelberger
Ms. Patty Childs	Parent	Parent	P. Stadelberger
Ms. Robbin Smart	Deputy CEO	Administrator	P. Stadelberger
Ms. Ronda Siedell	Reading Specialist	Elementary School Teacher	P. Stadelberger
Ms. Silvija Mezgailis	Teacher	Elementary School Teacher	P. Stadelberger
Ms. Theresa Colligan	Counselor	Ed Specialist - School Counselor	P. Stadelberger

Goals, Strategies and Activities

Goal: Caring School Community

Description: New Foundations Charter School will increase parent participation in school events. New Foundations Charter School will decrease the humiliation of students.

Strategy: Decrease the humiliation of students

Description: To decrease the humiliation of students by staff, the Caring School Community Coordinator will train teachers in alternate methods of addressing students. To decrease the humiliation of students by students, the Conflict Management Team, the Counselor, and the Caring School Community Coordinator will train students in alternate methods of handling conflict.

Activities:

Activity	Description	
Decrease the humiliation of students by staff.	The students will respond on a survey that they feel that the staff has increased their respect for them.	
Person Responsible	Timeline for Implementation	Resources

Paul Stadelberger	Ongoing	\$0.00
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Activity	Description	
Decrease the humiliation of students by students.	The conflict management team will decrease the number of incidents of student disrespect by 5%.	
Person Responsible	Timeline for Implementation	Resources
Paul Stadelberger	Ongoing	\$0.00

Statement of Quality Assurance

Charter school has met AYP.

SECTION III. QUALITY OF SCHOOL DESIGN

Rigorous Instructional Program

New Foundations Charter School has based its curriculum directly from the Pennsylvania Standards. We also have incorporated the benchmarks for each subject and grade level using both the state standards and the curriculum guide from the School District of Philadelphia. In addition, teachers list the state standard in their lesson plans. Furthermore, each teacher has a copy of the state content standards as well as our benchmarks.

Our curriculum is formulated to help every student grow developmentally and academically by using the state content standards, the School District of Philadelphia curriculum guide, and the Developmental Studies Center materials. The Developmental Studies Center (which is a focus of our mission) curriculum materials, including reading and community development, is based on the academic, ethical and social development of children.

New Foundations believes that children learn best when they are actively engaged in their learning. This is only accomplished when teachers and students use all resources available, and a variety of teaching methods are incorporated into every lesson. New Foundations utilizes Dr. Howard Gardner’s theories of multiple intelligences so that every student has an opportunity to utilize their learning style to meet their academic goals. New Foundations Charter School has dedicated one period per week for student electives. This period allows the student to select from seven different choices of academic/physical/fine arts classes to enhance their education.

When a student is found to be achieving below grade level in any academic area, the following procedures are followed: the teacher provides extra help at break and recess times; after school tutoring is offered; teachers conference with parents and provide materials and suggestions for help at home; students are assigned mentors; small group instruction is used; extra teachers and aides are used for “pull out” instruction; students are referred to our “PRIDE” (Professionals Responding to Individual Differences in Education) committee for a multi-disciplinary approach; special education services are provided if necessary; mandatory after school tutoring.

New Foundations has developed individual learning plans for each student. We also utilize our class meeting time to allow students to help plan with the teacher and classmates the lessons and materials that they will explore.

New Foundations Charter School is currently updating its Professional Development Plan and Teacher Induction Plan.

Rigorous Instructional Program - Attachments

- NFCS Induction Approval Letter
- NFCS Professional Development Plan Approval

English Language Learners

New Foundations, had seven English Language Learners enrolled. We utilized a total English Language Immersion program for these children. We had our world language teacher, as well as an extra regular education teacher, provide individual / small group instruction 30 — 45 minutes per day, 3 times per week. We based our program using the guidelines for Language Proficiency Standards for English Language Learners from PDE. These standards gave us a starting point for our program, which we will continue to expand during the 2008 — 2009 school year. The instruction this year included grammar, reading and writing, math and science tutoring. The teachers also labeled in English the common items in the classroom and throughout the school (i.e. door, window, sink, office, etc.).

Graduation Requirements

New Foundations Charter School is a Kindergarten through eighth grade school, therefore this does not apply.

Special Education

A major component of the school design is how the charter school addresses programming for special needs students. Special education refers to those instructional and related services that are provided to students with disabilities in accordance with an Individualized Education Program (IEP). The charter school may provide special education services or contract out to the chartering , the Intermediate Unit, or another outside agency.

New Foundations Charter School uses a variety of procedures to identify special education students. Our main procedure is through referral from the PRIDE (

Professionals Responding to Individual Differences in Education) team. The first step in this procedure involves a referral to the PRIDE team. The referral may be made by a parent, teacher, counselor or administrator. The person asking for a review would fill out a referral form. The committee would then get as much information as possible including, personal information on the student (ex.: age & grade, reading/math levels, standardized test scores, etc.) behavioral and social issues, and teacher observations. The committee would then implement as many strategies as possible to help the student, before doing an educational psychological evaluation. The committee also keeps the parents/guardians informed. An educational psychological evaluation would be done after all other strategies have been implemented. After the educational psychological and any other subsequent evaluations are done, an IEP conference is then held to determine eligibility for the special education program.

Our instructional strategies for students identified as special education is to place the student in the regular classroom, with itinerant services provided. We try when ever possible to keep the itinerant services to less than 21% of the time, so that the student would be in the least restrictive environment. Our special education teachers work closely with the classroom teachers to help plan and implement an appropriate curriculum for each student. The special education teachers, not only provide appropriate learning support in pull out services, they also work with the students, on their case load, in the regular education classroom. Support services such as OT, PT, and speech are also delivered in the regular classroom as much as possible, with pull out service time kept to a minimum.

New Foundations Charter School attempts to provide a challenging curriculum for all of its students, especially recognizing gifted students. We do not have a specific program for gifted but we do utilize a multidisciplinary approach in every class. The 2007-2008 school year, New Foundations Charter School continued to provide an elective period once a week for all students. We also help our gifted students through a comprehensive music program, including instrumental music instruction. We offer drama, and fine art instruction as well as foreign language and technology clubs for our gifted students. For any student identified as gifted, New Foundations Charter School participates in Odyssey of the Mind and affords each gifted student the opportunity to participate.

New Foundations Charter School

Special Education Policies & Procedures

Students who require special education services as indicated by state guidelines are

evaluated by the Child Study Team which consists of the special education teacher,

two regular classroom teachers, the school nurse, the school counselor, a reading teacher and an administrator. Depending on the needs of the child being evaluated, other personnel may be added to the team, including a speech/language teacher, OT and PT instructors, and a psychologist. This evaluation identifies the student's special needs and an Individual Education Plan (IEP) is developed in accordance with IDEA. The special education teacher has the responsibility of writing the IEP. For any services that cannot be provided by the school but are needed by the student, the school contracts with outside agencies or individuals to meet those needs. As much as possible special needs students are integrated with their peers in a regular classroom setting. Once a student is being considered for referral, permission to evaluate the student is obtained and the procedural safeguards notice is sent to parents/guardians.

The school uses a variety of procedures to identify special education students:

New Foundations Charter School

Special Education Process

- I. Non — identified student:
 - A. A referral may be made at the request of a parent/guardian, teacher, counselor, or administrator for a student to be reviewed by our “PRIDE” (Professionals Reaching Individual Differences in Education). The committee then looks at the child's past and current performance including academic, social, intellectual, and emotion levels. They also look at past interventions, as well as any related circumstances (i.e. changes in the student's home situation.) After reviewing this information, recommendations may be made including, classroom strategies and interventions, such as moving the child's seat, signing homework book, study partner, in school tutoring, after school tutoring, or referral to the school counselor.
 - B. After the above steps and procedures have taken place, without improvement, a referral for educational testing by a school psychologist is made. The psychologist will administer a battery of test such as an IQ, achievement, reading inventory, etc. After the testing is completed, a conference is held to review the results. If the testing shows a two

year gap between IQ and achievement, a special education placement as learning disabled, mentally retarded or another disability is made.

C. If a child is having speech and/or language issues a referral and testing is made to a speech/language therapist. After the speech/language testing is completed, a conference is held with the parent/guardian to determine if placement in speech/language therapy is necessary.

D. If a parent/guardian, teacher, counselor, or administrator asks for educational testing without first having a review by the PRIDE committee, the psychologist would then do the testing following the timelines as required by the Special Education laws.

II. Identified students:

A. A student previously identified as learning disabled, or speech/language delayed, the review of the progress is monitored each year at the annual IEP meeting. A re-evaluation is held every three years for all students, with a two year re-evaluation for those identified as MR. A re-evaluation is performed by the school psychologist.

III. Medically identified students:

A. A student with a section 504 disability (medical disability, i.e. ADHD, cerebral palsy, etc.) is identified only by the student's physician or psychiatrist.

B. If it is suspected that a student has a medical disability, New Foundations Charter School would then follow the process as outlined in our intensive interagency policy.

IV. Other:

A. For all other students not meeting the above categories, New Foundations Charter School uses its intensive interagency policy in meeting the needs of the special education student.

New Foundations Charter School

Policy and Procedure

Records Management and Confidentiality

The Chief Executive Officer and the Deputy Chief Executive Officer shall be the primary persons responsible for ensuring the confidentiality and management of educational and personnel records for all students, parents or guardians or caregivers, and staff at the New Foundations Charter School.

RECORDS MANAGEMENT

Records Storage and Location

General Education — General Education Records will be stored in the school's main office in a locked file cabinet. The School Secretary and the Chief Executive Officer (CEO) will have copies of the key and will make sure that files are managed and secured at all times.

Records of past students (Withdrawn/Transferred) — These records are maintained by the School Secretary and the CEO and are filed in the office of the CEO.

Special Education — Special education records will be stored and maintained in a locked filing cabinet in the office of the Learning Specialist or other official designee of the CEO.

Faculty and Staff Personnel — Personnel records will be stored in the office of the CEO and/or the Deputy CEO.

Contents of Educational Records File

A child who is designated as a student in need of special education will have a general education file and a special education file.

General Education — A complete student file will include, but is not limited to, copies of report cards and teacher comments, standardized test scores, official letters and notes between the school and parents or child, health immunization records, enrollment and withdrawal forms, and notices of disciplinary actions.

Special Education — All documents pertaining to the legal process of special education, including but not limited to Permissions to Evaluate/Re-evaluate, Evaluation Reports,

IEP's, NOREP's, and IEP progress reports, as well as Psychological Evaluations. Communications between parents and school, copies of disciplinary actions and other items that may be part of the general education file.

Faculty and Staff Personnel — Personnel files will include, but are not limited to, communications between administration and staff, formal and informal observations and samples of children's work. They will also include background clearances, copies of any certifications, certificates, etc.

Access to Records

General Education

General education records will be secured in file cabinets in the offices. The school secretary and other designees of the Chief Executive Officer will maintain and update educational records and files. No one shall have access to student and family educational records without permission.

Teachers will have access to academic records and other information that have an educational impact. They must request permission to review the records from the school secretary who will go to the filing cabinets to retrieve the information. The child's original records may not leave the office at any time.

Parents may request the opportunity to see their child's file. Parents will be asked to put the request in writing and then they will be granted permission to view the file. The original file is not to be taken from the office and the CEO or an official designee will supervise the viewing. Parents will not be charged for copies of their child's records unless they have requested copies more than once in a given school year. Parents will, at that time, also be informed of their rights concerning their child's files.

Special Education

Special education records are highly confidential. These files will have additional restrictions. Special education records will be located in the office of the Chief Executive, or the Main Office, or the Learning Specialist Office. It will be in a locked and secured file cabinet. Contents of a child's special education records will be maintained by the Learning Specialist or designated special education teacher.

Faculty and Providers of Related Services (Speech and Language therapy, Occupational therapy, etc.) who wish to view the contents of a child's special education file must see the CEO or the Learning Specialist. The file cannot leave the office and must be viewed in the presence of and under the supervision of the CEO or the Learning Specialist. Teachers and Providers of Related Services must sign off that they have viewed a file.

Transfer of Records

Requests by parents, guardians, and caregivers to have educational records transferred to a new school will be done through the School Secretary, or CEO, or the Deputy CEO.

Voluntary Withdrawal

Parent or guardian or caregiver must complete and sign a Withdrawal form. The CEO or Deputy CEO is immediately notified of withdrawal requests.

School secretary processes the request for the records transfer by making a copy of the entire file and sending it to the receiving school.

A copy of the withdrawal form will be placed in the child's file. The school secretary should update district computers with the change of placement.

Special Circumstances

If a student with disabilities commits a crime and there is a change of placement all document transfer and official communication with the authorities will go through the CEO or the Deputy CEO. The CEO, the Deputy CEO, and the Learning Specialist will manage the transfer of records to the proper authorities.

Uses of Gathered Information

The information gathered by the New Foundations Charter School will be used to help make the community aware of the educational programs and the goals of the school. The school may use the information in fulfilling its duties of data gathering to local, state and federal governmental agencies and in writing of grants for funds and services aimed at improving the educational programs that are provided for its students. Whenever possible all efforts will be made to protect the identity of children and their families in the application for grants and the reporting of information to local, state or federal agencies.

Information may be used to increase understanding of the school through articles, photographs, possible postings on the school website and newsletters. Release forms must be secured. Parents will have an opportunity as they complete the annual registration process to sign permission slips for the release of information.

Trainings on managing and maintaining educational records

The CEO and the Deputy CEO shall provide training and informational sessions to new and veteran teachers and staff.

Informational sessions for parents will be done by the CEO and the Deputy CEO about the rights of parents with regards to their child's educational records.

When there is a need for additional training the CEO and the Deputy CEO will turn to outside sources such as PATTAN, the PA Department of Education and other training agencies.

CONFIDENTIALITY POLICY

REGULAR AND SPECIAL EDUCATION STUDENT RECORDS

The New Foundations Charter School, also known as NFCS, protects the confidentiality of personally identifiable information regarding its eligible, thought to be eligible, and qualified handicapped students (if not protected by IDEA '97) in accordance with the Family Educational Rights and Privacy Act of 1974 (FERPA) and other applicable federal and state laws, policies and regulations.

“Education records” means those records that are directly related to the student, including computer media and videotape, which are maintained by an educational agency or by a party acting for the agency. “Educational agency,” for purposes of this policy, means The New Foundations Charter School. The New Foundations Charter School, also known as NFCS, protects the confidentiality of personally identifiable information regarding its eligible, thought to be eligible, and qualified handicapped students (if not protected by IDEA '97) in accordance with the Family Educational Rights and Privacy Act of 1974 (FERPA) and other applicable federal and state laws, policies and regulations.

For all students, The New Foundations Charter School maintains educational records, which include but are not limited to:

Personally identifiable information — confidential information that includes, but is not limited to, the student’s name, name of parents and other family members, the address of the student or the student’s family, and personal information or personal characteristics which would make the student’s identify easily traceable.

Directory information — information contained in an education record or a student which would not generally be considered harmful or an invasion of privacy, if disclosed. It includes, but is not limited to, the student’s name, address and telephone number, date and place of birth, major field of study, participation in recognized activities, weight and height, dates of attendance, award received and records from the most recent previous educational agency or institution.

The Family Educational Rights and Privacy Act (FERPA) afford parents and students over 18 years of age (“eligible students”) certain rights with respect to the student’s education records. They are:

1. Parents have the right to inspect and review a child's education records. The New Foundations Charter School will comply with the request to inspect and to review education records without unnecessary delay and before any meetings regarding an IEP or any due process hearing, but in no case more than 30 days after the request has been made. Requests should be made in writing to the CEO or the Deputy CEO indicating that the parents wish to inspect. Parents will receive a response from the school for reasonable requests for explanations and interpretations of the records. Parents may request and receive copies of the records. While the school will not charge a fee to search for or to retrieve information, it may charge a copying fee as long as it does not effectively prevent the parents from exercising their right to inspect and review the records. Parents have the right to appoint a representative to inspect and review their child's records. If any education record contains information on more than one child, parents have the right to inspect and to review only the information relating to their child.
2. If parents believe that information in an education record is inaccurate, misleading or violates the privacy rights of their child, they may request an amendment to the record. Requests should be in writing and must specifically identify the part of the record they want changed, and specify why it is inaccurate or misleading. NFCS will decide whether or not to amend the record and will notify the parents in writing of their decision. If NFCS refuses to amend a record, it will notify the parents of their right to a hearing to challenge the disputed information. Additional information regarding the hearing procedures will be provided to parents or eligible students when notified to the right of a hearing.
3. The New Foundations Charter School will inform parents when personally identifiable information is no longer needed to provide educational services to a child. Such information is no longer needed to provide educational services to a child. Such information must be destroyed at the request of parents. Parents have a right to receive a copy of the material to be destroyed. However, a permanent record of a student's name, address and telephone number, his or her grades, attendance record, classes attended, grade level completed, and year completed, may be obtained without time limitation. "Destruction" of records means physical destruction or removal of personal identifiers from information so that the information is no longer personally identifiable.
4. The New Foundations Charter School will provide upon request, a listing of the types and locations of education records maintained, the officials responsible for these records, and the person authorized to see personally identifiable information. Such personnel will receive training and instruction regarding confidentiality. New Foundations Charter School keeps a record of parties' obtaining access to education records, including the name of the party, the date access was given, and the purpose for which the party is authorized to use the records.
5. Parents have the right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. "Consent" means the parent(s) have been fully informed regarding the activity requiring consent, in their native language or other mode of

communication; they understand and agree in writing to the activity; and they understand that consent is voluntary and may be revoked at any time; information may be disclosed with consent to the Charter officials with legitimate educational interests. A Charter School Official is a person employed by the intermediate unit as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); state agency representative, person or company with whom the Charter has been contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, or assisting another Charter official in performing his or her tasks. A Charter official has a legitimate educational interest if the official needs to review an educational record in order to fulfill his or her professional responsibility. Director information may be released without parent consent. Parents have the right to refuse to let an agency designate any or all of the above information as directory information.

6. Upon written request, New Foundations Charter School will disclose educational records without consent to officials or another Charter School or school district in which a student seeks or intends to enroll.

7. Parents have the right to file a complaint to the U.S. Department of Education concerning alleged failures by New Foundations Charter School to comply with the requirements of FERPA. Complaints may be filed with the Family Policy Office, U.S. Department of Education, 401 Maryland Avenue, S.W. Washington, D.C. 20202-4605.

New Foundations Charter School

Interagency Participation and Coordination Policy

For those students requiring one-to-one support to address behavior problems in the school setting, New Foundations Charter School will coordinate with responsible agencies in order to ensure the provision of services. "One-to-one support" means the individual support of an adult to address the behavioral needs of a student, over and above the individualized assistance that the child receives from a teacher and other staff assigned to the child's classes.

When families agree and are eligible for Medicare (MA), the school can often meet the need for one-to-one support using the resources of the MA funded mental health system through Therapeutic Staff Support or TSS. Whenever the Individualized Education Plan (IEP) team or Section 504 team determines that a child needs one-to-one support for all or part of a school day, the service will be listed on the child's IEP or service agreement even if the family and the school expect that the support will be provided through MA.

The IEP or service agreement will identify other agencies or persons not employed by the school who will be involved with the provision of one-to-one support to the child; describe the role of each agency/person in implementing the IEP goals; and describe the manner in which the TSS or other non-NFCS, and the teachers, aide(s) or other personnel, will coordinate their efforts.

When determining whether a child requires one-on-one services, the IEP team or Section 504 Team will consider the following:

The results of the child's functional behavioral assessment, and any other evaluations available to the teams, including evaluations from the child's mental health provider;

Reports from the child's parents, teachers and other persons with information relevant to the child's behavioral needs;

The child's past history in making meaningful progress in his or her educational program - including the child's progress toward socialization goals - without one-to-one support;

The child's record of disciplinary offenses, including multiple short-term suspensions.

Students who are determined by their IEP or service agreement teams to need one-to-one support will have a behavior plan that is part of the child's IEP or service agreement. The behavior plan will list the one-to-one support and describe how the educational and behavioral needs of the child will be addressed; the amount of service that will be provided; and how progress will be measured. This information will permit NFCS to adequately collaborate and cooperate with a MA mental health agency, and to permit school staff to provide the one-to-one support as described in the IEP or service

agreement. This is also true for those instances where the TSS or other non- NFCS staff becomes unavailable.

To the extent that the child's treatment plan is developed by the MA mental health agency, the plan shall include information that is pertinent to the child's educational needs and describe coordination among school and MA personnel. Information developed by non-school mental health personnel will be included, with the parents' consent, in the school's behavior plan.

In all cases in which the team and the family anticipate that the needed one-to-one support will be provided by a TSS, the team will specify in the IEP or service agreement how the service will be provided without gaps or delays - especially when the child is unable promptly to obtain the TSS through MA, or the TSS becomes unavailable. NFCS may designate specific and sufficiently trained school staff to provide the support.

Upon determination of the need for outside agency services, NFCS will promptly schedule a meeting of the local interagency team, which includes the family of the student, the school, the Intermediate Unit (IU) (if applicable), and other relevant child serving agencies, such as county offices of Mental Retardation, Mental Health, and Children, Youth and Families, and regional offices of Vocational Rehabilitation.

With regard to services required to provide FAPE to an eligible child, NFCS will not require parents to sign up for or enroll in public insurance programs in order for their child to receive FAPE. NFCS will not require parents to incur an out-of-pocket expense such as the payment of a deductible or co-pay amount.

With regard to services required to provide FAPE to an eligible child, the NFCS may access a parent's private insurance proceeds only if the parent provides consent. A parent's refusal to consent to access to private insurance proceeds does not relieve NFCS of its responsibility to ensure that all required services are provided at no cost to the parents.

Special Education - Attachment

- NFCS Special Education Policies & Procedures

Special Education Program Profile - Chart I

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
Christian Laurence	1.00	Learning Support	New Foundations Charter School	28	None
Pam McAndrew	1.00	Learning Support	New Foundations Charter School	24	None

Special Education Program Profile - Chart II

Organization	FTE	Type of class or support	Location	# of Students	Other Information
None	0	None	None	0	None

Special Education Program Profile - Chart III

Title	Location	FTE
Wrap-Around	New Foundations Charter School	6
Secretarial	New Foundations Charter School	.25
Special Education Supervisor	New Foundations Charter School	.25

Special Education Program Profile - Chart IV

IU, Public Agency, Organization, or Individual	Title/Service	Amount of Time Per Week
Therapy Solutions	Speech Therapy	33.75 hours
School Therapy Zone	Physical Therapy	8 hours
School Therapy Zone	Occupational Therapy	16 hours
Dr. Hermaine Chern	School Psychologist	15 hours

SECTION IV. ACCOUNTABILITY

Student Assessment - Primary

Test/Classification	K	1	2	3	4	5
PSSA	No	No	No	Yes	Yes	Yes
PASA	No	No	No	No	No	No
Terra Nova	Yes	Yes	Yes	No	No	No

Student Assessment - Secondary

Test/Classification	6	7	8	9	10	11	12
PSSA	Yes	Yes	Yes	No	No	No	No
PASA	No	Yes	No	No	No	No	No

Student Assessment

New Foundations Charter School is concerned with our PSSA results this year. They indicate that we are in a warning status for the 2007-2008 school year. Even though the results indicate that we have made improvements in both reading and math in all grades compared to 2006-2007 school year, we were not able to meet the AYP criteria for our IEP students. An analysis of these scores comparing the 2003-2004 school year through to the 2006-2007 school year, shows that New Foundations Charter School is making significant progress in meeting the AYP requirements in all sub-categories. In 2003-2004, our fifth grade math scores reflected 57.4% at or above proficient, while we had 17% at below basic. In 2004-2005, we had 34% at or above proficient while 17% scored below basic. In 2005-2006, we had 58.7% at or above proficient while 15.2% scored below basic. In 2006-2007, we had 60.4% at or above proficient, while reducing the below basic to 6.25%. In the fifth grade reading, in 2003-2004, 42.5% scored at or above proficient, while 10.6% scored below basic. In 2004 — 2005 our 5th grade results indicate that 36.2% were at or above proficient, and 21.3% scored below basic. In 2005 — 2006, again there were significant gains with our scores improving to 43.5% at or above proficient. These scores, although much improved do indicate that there is still room for improvement. The eighth grade results are similar. The math scores in 2003-2004, 29.5% scored at or above proficient, while 34.1% scored below basic, our lowest percent in that category in four years. In 2004 — 2005 the 8th grade scored 54.5% at or above proficient, while in 2005 — 2006 the scores dropped to 36.4% at or above proficient. In reading, in 2003-2004, 43.2% scored at or above proficient, and 31.8% scored below basic. In 2004 — 2005 the 8th grade scored 63.6 % at or above proficient, while in 2005 — 2006 they were 61.3% at or above proficient. These results would indicate that the curriculum and teaching methods and practices are effective, but that each class has different needs. In particular the 2003-2004 eighth grade had seven students with reading disabilities as identified by their IEP's, of the total forty-four students, scoring at the below basic level. This high number of special education students, in comparison to the class size, brings the percent of below basic to a high number. Similarly, the 2005 — 2006 8th grade had 7 students receiving special education services for math and reading disabilities. The third grade results for the 2005 — 2006 PSSA's indicate a high level of proficiency, with 79% of out 3rd graders scoring at or above proficient in Reading, while 96.0% of the 3rd graders scored at or above proficient in Math. Finally, when comparing these scores with the 2007-2008 results, they indicate very similar scores.

In reflecting upon our 2007-2008 scores we will have to focus on increasing the number of IEP students scoring in the advanced and proficient categories while reducing the students in the basic and below basic categories, in both math and reading. Our previous results do indicate that our efforts have been successful with increasing targeted groups for math in grades four, five, six and eight, while decreasing the below basic group in math in grades four, five and eight. In reading, there were similar results. We increased the advanced group in grades four, five, seven, and eight, while decreasing the below basic group in grades five, six, seven, and eight.

The attached charts indicate our Terra Nova results from the 2003-2004 school year through the 2007-2008 school year. However for the 2007-2008 school year we assessed only the Kindergarten through second grades. However we are not able to ascertain national percentile ranks for reading in first grade and reading, math, language & total scores for second grade. The results indicate that New Foundations consistently scores above the national percentile in every grade, in every subject area, in every year, with few exceptions. We currently are using these results to help identify students that might need remediation in the indicated subject area. This further allows us to enhance their education, providing them with the skills and tools necessary to be successful. The Terra Nova's also help us to provide extra tutoring for students that we find may be in danger of falling into the basic and below basic groups in the PSSA assessments for the third grade. We use the most recent results of the PSSA's to help us target those students that need extra tutoring and academic help.

All of these results have indicated that New Foundations Charter School had made improvements in the AYP on the PSSA in both reading and math in grades 5 & 8 for the 2007-2008 school year to meet the qualifying scores of 63% at or above proficient for reading and 56% at or above

proficient for math. Our third grade results also indicate that we have established a strong foundation in our lower grades. We will continue to explore ways to foster that progress into the upper grades. We still want to improve our results, so that we will be able to meet the ever increasing demands of the No Child Left Behind Act. To that end New Foundations will continue to expand it's after school tutoring program, to include more at risk students. We will also hire more classroom aides to help with assisting the teacher in providing small group instruction. We also will provide more accommodations for special education students. During the 2006-2007 school year we also incorporated "Study Island", a computed assisted instructional program for all students in grades three through eight. This program is used by the regular education teacher on a weekly basis, with student encouraged to use it at home. Often the teacher will assign homework form this program. We also use this program in our tutoring program for the at-risk students.

As important as these standardized tests are, they are by no means the final way of evaluating students and programs. We continue to use testing materials that are provided with our program materials. These assessments, as well as teacher made assessments, provide our first indication for a student at risk. Based on these results we provide extra help after school and Saturday instruction, as well as small group instruction during the day, for those students.

New Foundations recognizes the individuality of each student and that student's learning style, therefore teacher evaluation is a multi-pronged approach. Teachers use the testing materials provided by the publisher, as well as teacher made assessments. The teachers provide students with rubrics, when appropriate, for assignments so that every student knows what the requirements and expectations are. The teachers will use portfolios to help them chart the progress of each student.

Because we were able to analyze the results of the scores of the testing, we were able to provide extra help to those students identified as performing below the median national percentile. The help given involved small group instruction, before and after school tutoring, assigning classroom aides to particular students identified as at risk.

Student Assessment - Attachments

- NFCS Terra Nova Comarison by Year
- NFCS Terra Nova Comparisons Year to Year

Teacher Evaluation

A standards based teacher evaluation system will be implemented on an ongoing basis during the school year. The system of evaluation will be focused on a common vision of teaching elaborated across broad domains of practice, comprehensive standards, rubics, and multiple-sources of evidence. The evaluation tool was developed by CEO Paul Stadelberger and Deputy CEO Robbin Smart to assess and promote teacher development across career stages, school levels, subject matters and performance levels. The evaluation framework is organized into five domains: planning and preparation, the classroom environment, instruction, implementation of DSC model, and professional responsibilities. The assessment tool was developed to foster teachers development by specifying techniques for assessing each aspect of practice, evaluate training including formative as well as summative evaluation. The teacher evaluation system includes many of the standards and suggested sources of evidence included in the framework for teaching (Danielson, 1996). Observations will be considered by the CEO, the Deputy CEO, and the Dean of Students with collaboration to assure mutual agreement on staff evaluations conducted and written by Deputy CEO.

Multiple sources of evidence are called to assess performances relate to the standards. Evidence may include a teacher self assessment, a pre-observation data sheet (lesson plan), classroom observations, pre-and post-observation conferences, other observations of teaching practice (e.g.

parent-teacher meeting or collegial discussions), samples of teaching work, instructional artifacts, reflection sheets, and logs of professional activities.

Teachers are evaluated annually and specific procedures exist based on where teachers are in three evaluation stages: probationary teacher, novice teacher, seasoned teacher (complete at least 3 years of teaching at New Foundations Charter School). Probationary teachers are those who are new to teaching. Probationary teachers are observed twice a month in September, October, November, and once a month in December, January, February, March, April, May and June. Probationary teachers are observed at least 13 times over three marking periods and are provided a written evaluation at the end of each period.

Novice teachers are evaluated in a major evaluation based on two of five performance domains, one selected by the teacher, and the other by the evaluator. Formal observations occur 2 times over the course of the year and a written evaluation is provided toward the end of the year.

Seasoned teachers are evaluated on one of the five domains and receive one formal observation, resulting in one written evaluation at the end of the year.

The written evaluation includes a cover sheet with the teacher's name and basic demographic information, including whether the teacher is on the Probationary, Novice or Seasoned teacher cycle, and when the evaluation and observation occurred. Pursuant to State regulation, the form also indicates whether the complete evaluation was satisfactory or unsatisfactory. The form ends with evaluator and teacher signatures.

Mr. Paul Stadelberger — CEO /Principal

Ms. Robbin Smart — Deputy CEO / Vice Principal

Mr. William Schilling — Dean of Students

Mr. Stadelberger has been doing teacher evaluations for seventeen years; however he has also reviewed several other charter schools, and public schools evaluation procedures. Ms. Smart has been trained by Mr. Stadelberger, as well as, Ms. Stacey Cruise, principal at First Philadelphia Charter School for Literacy. Ms. Smart has been doing evaluations for seven years. Both Mr. Stadelberger and Ms. Smart have investigated and utilized the evaluation procedures from the Pennsylvania Department of Education. Ms. Smart has completed an Educational Leadership Program with Pennsylvania Principal Certification that also help develop evaluations for all areas of the school. Ms. Smart is participating in the Pennsylvania Department of Education's Inspired Leadership Program and will complete the program in 2008-2009. This program will help to further enhance her evaluation knowledge and skills. Mr. Schilling has been an administrator at MAST Charter School and also Principal at Westville Elementary School in NJ. With Mr. Schillings varied experience, he has added to the instructional techniques of the faculty as well as adding to the understanding of the special education program.

Teacher Evaluation - Attachment

- NFCS Teacher Evaluation Plan

SECTION V. GOVERNANCE REQUIREMENTS

Leadership Changes

There were no changes to the school administration during the 2007-2008 school year. For the 2008-2009 school year, there will be some minor changes to the administration of the school. Mr. Paul Stadelberger will be serving as the CEO, and Ms. Robbin Smart will continue as Deputy

CEO and Principal. Mr. Bill schilling is becoming the Vice Principal for the school as well as continuing his duties as Dean of Students. The Board of Trustees did have changes. These changes included the resignation - non renewal of Mr. Jay Braman's term, the addition of three new members, Ms. Karen Bowman, Mr. John Ginley and Ms. Kisha Thompson. Mr. Stan Cohen was elected Vice-President. Another change was the death of the President, Mr. Gordon Johnston. Mr. Stan Cohen, Vice-President, assumed the duties of president. At the August 19, 2008 public meeting of the Board of Trustees the officers and at-large members for the 2008-2009 year will be elected.

Board of Trustees

Name of Trustee	Office (if any)
Mr. Stan Cohen	Vice President
Mr. Mark Orstein	Treasurer
Ms. Karen Bowman	At-Large Member
Mr. John Ginley	At-Large Member
Mr. Walter Johns	At-Large Member
Ms. Mindy Lange	At-Large Member
Kisha Thompson	At-Large-Member
Mr. Paul Stadelberger	Advisory/Secretary/CEO
Ms. Robbin Smart	Advisory/Deputy CEO
Mr. Michael Thomson	Advisory/Business Manager
Ms. Ms. Ashley Redfearn-Neswick	Advisory/Faculty

Professional Development (Governance)

A comprehensive training program was provided by Foundations, Inc. during our first year of operation. Three of our current members participated in that training. However, training for all new members is provided to them when they are installed. During the 2007-2008 school year New Foundation held a Board retreat to conduct governance training. the training was provided by Latsha, Davis, Yohe & McKenna, PC, attorneys; Santilli & Thomson, LLC, comptrollers; and LeadershipEnergies, LLC, leadership & governance training. New Foundations Charter School follows all applicable laws in regard to Sunshine Law and the Public Officials Act. All of the Board of Trustees meeting dates are published in the local newspaper annually, as well as reminder notices posted on the entrance to the building one week prior to each meeting, as well as a monthly calendar sent to every school family with the date and time of the meeting. We also publish the date and time of the Board meeting in the Parent Student Handbook and also one week prior to meetings in our weekly newsletter, the CCU (Caring Community Update). The Board meeting dates, time & location is also listed on our website (www.nfconline.org).

Coordination of the Governance and Management of the School

The Board of Trustees coordinates governance and management of the school through monthly meetings, visits, observations, Executive Committee meetings and Activities Committee meetings. The Board President also meets/discusses with the schools CEO biweekly all school issues. Board members, as well as the CEO, have attended several School District of Philadelphia Board Meetings. The CEO or the Deputy CEO has attended all required meetings with the School District of Philadelphia, as well as all meetings that were scheduled by the School District of Philadelphia Charter School Office.

Coordination of the Governance and Management of the School - Attachment

- NFCS Board of Trustees Meeting Schedule

Community and Parent Engagement

Our Board of Trustees is quite active in the promotion of opportunities for parent and community engagement with school activities. They are visible at school activities, which are held frequently and well-attended by parents and the community-at-large. Specific messages to the community are published and distributed, they sponsor events and fund raising projects. Board members are often present at the school, mingling with students, staff and parents. Board meetings include representation from the Home & School Association, and the Board sends representatives to Home & School Association general assembly meetings and functions. Additionally, our Board sends representatives to local community activities and civic association meetings.

SECTION VI. FINANCIAL RESPONSIBILITIES

Major fund-raising activities

The Home and School Association and the school conducted fundraising throughout the school year and expect to continue the practice during the upcoming school year.

Fiscal Solvency Policies

The Board of Trustees has adopted financial policies and procedures which include the topics - budgeting, accounting practices, procurement, contracts, internal control, cash management, grants management, time and attendance, contracted services, etc.

The school's budget, adopted in accordance with the timetable prescribed by the Commonwealth, serves as a blue print for financial decision making during the fiscal year. The budget provides for the educational, building and administrative needs of the school community and also includes a reserve for contingencies. All purchases and personnel decisions are reviewed for budgetary funds available prior to the issuance of a contract or purchase order.

The business office provides interim financial reporting for the board of trustees and CEO on a monthly basis. The Controller meets with the school administrative team regularly and attends all board and finance committee meetings. Through careful monitoring of expenditures and revenues the school is able to assure that all expenditure and revenue categories remain within budget.

Accounting System

The accounting system is QuickBooks and is loaded with the State Chart of Accounts. Transactions are posted by the Controller's Office staffed by experienced school business administrators. A trial balance, statement of revenue and expenditures and a statement of disbursements are prepared monthly. Reports are generated in compliance with State requirements.

Preliminary Statements of Revenues, Expenditures & Fund Balances - Attachments

- PRELIMINARY STATEMENTS OF REVENUES, EXPENDITURES & FUND BALANCES
- NFCS Statement of Revenues, Expenditures & Fund Balances

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

The school's auditing firm is LarsonAllen. The last audit is dated April 22, 2008 for fiscal year 2006-2007 and has a clean unqualified opinion with no findings. It is impossible to submit an audit for 2007-2008 by August 1, 2008.

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

- Auditors Annual Report

Citations and follow-up actions for any State Audit Report

The school has completed its eighth year of operation and has not been audited by the State Comptrollers Office.

SECTION VII. FACILITY RESPONSIBILITIES

Acquisition of Facilities, Furniture, Fixtures, and Equipment During the Last Fiscal Year

New Foundations Charter School leases a facility at 8001 Torresdale Avenue. All furniture and equipment was purchased after obtaining quotations from various vendors.

Future Facility Plans and Other Capital Needs

The current facility provides adequate space for the 2007 — 2008 school year. The Board of Trustees has negotiated with the buildings owner for construction of an 20,000 square foot expansion to be completed by August 2008. It is anticipated that the expansion along with the current facility will provide for future enrollment throughout the life of the charter. The lease currently in place is within the limits of the school's future projected budgets.

SECTION VIII. HEALTH AND SAFETY RESPONSIBILITIES

Compliance With Health and Safety Requirements and Maintenance of Health and Immunizations Records for Students

New Foundations has complied with all health and safety requirements. The city of Philadelphia's Department of Licenses and Inspections has issued a Certificate of Occupancy for our buildings. The City of Philadelphia Department of Public Health has done an inspection and did not find any violations. The City of Philadelphia Commercial & Industrial Fire Unit of Licenses and Inspections has also done an inspection and found no violations. The City of Philadelphia Department of Public Health also conducted an inspection and did not find any violations. New Foundations also complies with all fire drill requirements conducting ten fire drills throughout the school year. We also have conducted two "Shelter-in-Place" drills, as well as five "Intruder Alert" drills. Our school nurse maintains all up to date health and immunization records. Attached is a copy of the immunization records form as required by the State of Pennsylvania. Attached is a copy of the cover page of the Request for Reimbursement and Report of School Health Services for the 2006— 2007 year as an attachment. The 2007 — 2008 Request for Reimbursement and Report of School Health Services will be submitted in September when it is due.

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

- NFCS Wellness Policy
- NFCS Health Reimbursement Request

Current School Insurance Coverage Policies and Programs

Personal Choice; Keystone Health Plan; Worker's Compensation; General Liability; Corporate Officers Errors and Omissions and contents insurance, wage continuation, life insurance.

Current School Insurance Coverage Policies and Programs - Attachment

- NFCS Certificate of Liability Insurance

SECTION IX. ADMINISTRATIVE NEEDS

Quality of Teaching and Other Staff

Education is the compilation and product of many varied resources. Among these, teachers stand out as a key to realizing the high standards that are increasingly emphasized in schools and school systems across the country. Teacher quality is one of the most important school related factors influencing student achievement.

New Foundations Charter School had 36 full time professional staff for the 2007-2008 school year. All eligible staff from the 2006-2007 school year returned for the 2007-2008 school year. Due to the growth of our school we added an additional Second grade teacher for the additional second grade class beginning in the 2007-2008 school year . Since our inception New Foundations created 3 new middle school positions, added 1 new special education teacher, 2 specialty area teachers, 1 service learning position, 1 after school program coordinator and 4 new classroom teachers. All teachers finished the 2007-2008 school year.

Your file has been accepted by PDE and your signed accuracy =ertification statement has been received. Thank you for your =articipation.

Deb Rodrigues
717-783-6761

Quality of Teaching and Other Staff - Attachments

- Quality of Teaching and Other Staff
- NFCS ACS ESPP

Student Enrollment

New Foundations Charter School is a Kindergarten through eighth grade school. Our enrollment policy for Kindergarten and first grade is that the student must be 5 (for Kindergarten) or 6 (for first grade) before September 1st.

We annually hold our public lottery on the fourth Thursday in April. The lottery is conducted at New Foundations Charter School at 3:15 P.M.. We use Micro-soft Excel spread sheet to enter all students with applications (@ 3,250) by grade, assigned each student a number at random, then do a random sort. This then gives us an order for placement for each grade.

Student Enrollment

1. Enrollment history for the past year 2007- 2008: We began the year with 525 students and due to parent withdrawals due to moves outside of the City of Philadelphia, the enrollment was 511 at the end of the year. We added 5 students during the school year. The table below shows our enrollment snapshot in November, with the racial breakdown included.

2. By grade level:

Kindergarten	-	66 students	30 boys	36 girls
1 st Grade	-	78 students	44 boys	34 girls
2 nd Grade	-	72 students	32 boys	40 girls
3 rd Grade	-	49 students	24 boys	25 girls
4 th Grade	-	51 students	27 boys	24 girls
5 th Grade	-	48 students	27 boys	21 girls
6 th Grade	-	49 students	25 boys	24 girls
7 th Grade	-	48 students	26 boys	22 girls
8 th Grade	-	50 students	26 boys	24 girls

366 White 79 Black 46 Hispanic 6 Am Indian 14 Asian

3. The number of students initially enrolled as of September 2007 was 545.

4. The number of students that dropped/ transferred out was 37.

5. The number of students added during the school year was 3.

6. The number students who transferred out as indicated by the list below:

7 moved out of the Philadelphia School District CODE=W4A

5 transferred back to the School District of Philadelphia CODE=W3B

7. Number of students who completed the 2007-2008 year who are currently enrolled to return in September is 461.

8. There were no students who left at the requirement of the school. All the students (37) left voluntarily.

Once again, New Foundations Charter School finds that the main reason students transfer out during the year or don't return for the following year is due to moving out of the city. We do try to stay over enrolled to allow us to meet our financial obligations should a student transfer during the school year. Adding a student in mid-term, we have found, is very difficult for the student transferring in as well as the students already enrolled.

Transportation

New Foundations Charter School is provided transportation by the School District of Philadelphia's Transportation Department. This transportation includes all Special Education students. Free transportation is provided for every student in grades 1 — 8. Our Kindergarten students are not transported by the school. At this time there are no plans to provide transportation for the Kindergarten students.

Food Service Program

New Foundations Charter School contracted with the School District of Philadelphia Food Services Division for our Food Service Program for the 2007-2008 school year. The Food Service Program provided Universal Feeding for breakfast everyday. Free and Reduced Lunch (FRL) Program was utilized by the school with approximately 64% of the students qualifying. The School District of Philadelphia Food Services Division provided a full service lunch every school day. They also provided an after school snack for any student enrolled in our tutoring program. We anticipate that the food service program for New Foundations Charter School from the School

District of Philadelphia for the 2008 — 2009 school year will continue, but as a "pre-plate model and not as a full service cafeteria.

Student Conduct

New Foundations Charter School has developed a Code of Conduct that is centered on the concepts of partnership and shared responsibility. We all work toward the common goal of instilling in our students a respect for the rights of others and self-discipline. The goal of these efforts is to ensure a safe environment in which children can learn and develop the academic, social and emotional skills for successful living. This strategy of preventive discipline improves student self-esteem, problem solving abilities, and overall functioning as a community. This furthers our school mission by maintaining an atmosphere of kindness, warmth and caring. The discipline policy is listed in the parent/student handbook that is given to every family and student. As outlined in the discipline policy, we have several preventive steps to help correct any discipline problem that may arise. New Foundations Charter School follows these procedures, and if necessary would conduct a hearing involving all concerned parties prior to expelling a student. We follow all due process procedures as directed in Chapters 12 & 13 of the Public School Code.

During the 2007 — 2008 school year there were 23 students that were suspended and involved in 28 suspensions. There were no expulsions.

NEW FOUNDATIONS CHARTER SCHOOL

SCHOOL RULES

Below are the basic rules of our school. The New Foundations Charter School Code of Student Conduct is consistently enforced. The overview below highlights the most important areas of concern.

CODE OF CONDUCT AND DISCIPLINE

This Code applies to any conduct that occurs:

On School Grounds at anytime

Off School Grounds at any school activity, function or event

Off School Grounds when the conduct may reasonably be expected to:

- 1. Undermine the proper disciplinary authority of the school**
- 2. Endanger the safety of members of the School Community**
- 3. Disrupt the school**

While traveling to and from school, including but not limited to actions on any school bus, van or public transportation

Levels of Misconduct

The following list of conduct categories represents a continuum of misbehavior's based on the seriousness of the act and the frequency of occurrence.

The infraction classified at Level I are relatively minor and involve acts which only minimally interfere with the orderly conduct of the educational process.

At Level II, the seriousness of the misconduct remains a primary classification factor but the frequency of occurrence plays a significant role in determining the most appropriate disciplinary response.

At Level III, misconduct usually involves a serious action that shows disregard for the student, classmate, teacher, and the school.

By contrast, Level IV misconduct involves extremely serious behavior or criminal acts that represent a direct and immediate threat to the welfare of individuals. Level IV misconducts almost always require interventions by law enforcement authorities.

A minor misconduct appropriately classified at Level I could move to Level II, and subsequently Level III, if the act persisted after several interventions had been attempted at a lower level. Although the seriousness of the infraction remains the same, the frequency of the occurrence requires it to be classified at a high level where a different set of disciplinary responses could be applied.

In terms of seriousness, most Level I and II misbehavior could probably be characterized as "victimless infractions." since they are generally do not involve the welfare of others but could have a serious effect on the student's own education. On the other hand, misconducts in Level III and IV, take an added gravity because they frequently involve a violation of the personal property or personal rights of others.

The following list of infractions and consequences/corrective action list serves as a general guideline for student conduct and discipline. The School's Code of Conduct and Discipline is kept on file in the school's main office and is available upon request.

The consequences/corrective action for any level infraction, may include but is not limited too any one or more consequences/corrective actions listed.

Level I Infractions:

- Failure to obey directions from administrators, teachers or staff
- No homework or assignments incomplete
- Violation of a specific classroom norm
- Violation of a specific teacher classroom rule
- Classroom/school disturbance/interruption/disruption

- **Non-return of library book(s); school book(s)**
- **Hall violation or not having a hall pass**
- **Possession/eating/chewing of gum or candy**
- **Late to class**
- **Bathroom misconduct/procedure**
- **Failure to comply with any policy stated in this handbook or school or classroom rule**
- **Uniform infraction**

Level I Consequences/Corrective Action

- **Class Meetings may be used for problem solving**
- **Teachers may use a variety of in class consequences or redirection techniques**
- **A written infraction will be given in the discipline binder**
- **If a student accrues three (3) written infractions in one week, a “Because I Care”**

note will be sent home

If a student receives any infraction after a “Because I Care” note in the same week, he or she will receive an after school detention.

Level II Infractions:

- **Repeatedly having Level I Infractions**
- **Disrespectful language/gesture**
- **Possession of walkman (personal listening device), beeper or cell phone during school hours.**
- **Repeated violation of school dress code**
- **Chronic disruptive bus behavior**
- **Failure to comply with any policy/procedure stated in this handbook**

Level II Consequences/Corrective Action

- **Class Meetings may be used for problem solving**

- Student may receive a “Because I Care” note
- Student may receive an after school detention
- Meeting/Conference between student, teacher and Dean of Students

Level III Infractions:

- Repeatedly having Level I and/or Level II Infractions
- Falsifying teacher or parent/guardian signature
- Cheating
- Use of racial or other derogatory terms
- Threatening another student, adult or staff member
- Misuse of the computer or internet
- Use of a cell phone, beeper, etc. during school hours without permission
- Skipping or “cutting” class
- Tampering with or unauthorized use of elevator

Level III Consequences/Corrective Action

- Teacher will issue an administrative referral
- Meeting/conference between student, counselor and parent/guardian
- Meeting/conference between student, teacher, principal/vice principal/Dean of Students and parent/guardian
- Suspension from school
- Referral to Board of Trustees Discipline Committee

Level IV Infractions:

- Repeatedly having Level I, II and/or III Infractions
- Fighting
- Vandalism of school or private property
- Stealing/theft of school or private property
- Truancy

- **Assault**
- **Extortion**
- **Leaving school property without permission**
- **Smoking**
- **Violation of Drug/Alcohol Policy including but not limited to possession, sale solicitation, use of illegal drugs or alcohol**
- **Possession and/or use and/or transfer of matches, lighters, or any incendiary devices**
- **Possession and/or use and/or transfer of dangerous weapons, alcohol, or illegal substances/drugs**
- **Tampering with fire alarm/extinguishers**
- **Arson**
- **Terroristic threats**
- **Harassment**
- **Trespassing**
- **Counterfeiting**
- **Sexual harassment of another student, teacher, administrator or staff member**
- **Failure to comply with any policy/procedure stated in this handbook**

Level IV Consequences/Corrective Action:

- **Teacher will issue an administrative referral**
- **Meeting/conference between student/school counselor and parent/guardian**
- **Meeting/conference between student, teacher, principal, Dean of Students and parent/guardian.**
- **Suspension from school**
- **Referral to the Board of Trustees Discipline Committee**
- **Expulsion from school**

A student shall not possess on their person, in their belongings, or in any storage space provided by the school, any tool, instrument, implement or weapon capable of causing

serious injury or death. Such weapons, include, but are not limited to, firearms, knives, razors, stun guns, BB guns, starter pistols, harmful biological or toxic substances, explosives, fireworks with the potential to injure or devices with may cause a fire.

Under 24 P.S. Section 12-1217.2, New Foundations Charter School must take the following steps when a student violates the above policy:

- The student shall be detained
- Any incident involving any student 10 years of age or older shall be reported to the police immediately
- The parents/guardians shall be notified immediately
- The student shall be suspended
- A report to the School District of Philadelphia will be filed.
- The student will be recommended to the Discipline Committee for expulsion.
- Expulsion from school.

SUSPENSION/EXPULSION PROCEDURES

Saturday Suspension

No student may receive a Saturday Suspension unless the student has been informed of the reasons for the suspension and has been given an opportunity to respond before the suspension becomes effective.

Communication to the parent/guardian shall follow the suspension action taken by the school.

Suspension

Suspension is exclusion from school for a period of from 1 to 10 consecutive school days.

Suspension may be given by the principal, vice principal, dean of students or person in charge of the public school.

No student shall be suspended until the student has been informed of the reasons for the suspension and given an opportunity to respond.

Prior notice of the intended suspension need not be given when it is clear that the health, safety or welfare of the School Community is threatened.

The parent/guardian and the superintendent of the district shall be notified immediately in writing when the student is suspended.

When the suspension exceeds 3 school days, the student and parent/guardian shall be given the opportunity for an informal hearing.

Suspensions may not be made to run consecutively beyond the 10 day school period.

Students shall have the responsibility to make up exams and work missed while being disciplined by suspension and shall be permitted to complete these assignments within guidelines established by the school's Board of Trustees.

Expulsion

Expulsion is exclusion from school by the Board of Education for a period exceeding 10 school days and may be permanent expulsion from the school rolls. All expulsions require a prior formal hearing.

During the period prior to the hearing and decision by the school's Board of Trustees in an expulsion case, the student shall be placed in his normal class except if it is determined after an informal hearing that a student's presence in his/her normal class would constitute a threat to the health, safety, morals or welfare of others and it is not possible to hold a formal hearing within the period of a suspension, the student may be excluded from school for more than 10 days, if the formal hearing is not unreasonably delayed. Any student so excluded shall be provided with alternative education which may include home study.

Informal Hearings

The purpose of the informal hearing is to enable the student to meet with the appropriate school official to explain the circumstances surrounding the event for which the student is being suspended or to show why the student should not be suspended. The informal hearing is meant to encourage the student's parent/guardian to meet with the principal to discuss ways by which future offenses can be avoided. The following due process requirements are to be observed in regard to the informal hearing:

Hearings

A formal hearing is required in all expulsion actions. This hearing may be held before the school's Board of Trustees or an authorized committee of the Board, or a qualified hearing examiner appointed by the Board of Trustees. Where the hearing is conducted by a committee of the Board of Trustees or a hearing examiner, a majority vote of the entire school board is required to expel a student.

The following due process requirements are to be observed with regard to the formal hearing:

Notification of the charges shall be sent to the student's parent/guardian by certified mail.

Sufficient notice of the time and place of the hearing must be given.

The hearing shall be held in private unless the student or parent/guardian requests a public hearing.

The student has the right to be represented by counsel.

The student has the right to be presented with the names of witnesses against the student, and copies of the statements and affidavits of those witnesses.

The student has the right to testify and present witnesses on his/her own behalf.

A record must be kept of the hearing, either by a stenographer or by a tape recorder. The student is entitled, at the student's expense, to a copy of the transcript.

The proceeding must be held with all reasonable speed.

Where the student disagrees with the results of the hearing, recourse is available in the appropriate court of the Commonwealth. If it is alleged that a constitutional issue is involved, the student may file a claim for relief in the appropriate Federal district court.

Student Expression

Students have the right to express themselves unless such expression materially and substantially interferes with the educational process, threatens immediate harm to the welfare of the school or community, encourages unlawful activity or interferes with another individual's rights.

Class Meetings

Class Meetings are used throughout our school to solve problems, learn procedures, check-in with students, and to keep an open dialogue between faculty and students.

Class Meetings may be used to discuss behavior and discipline as a class. Class Meetings give the students opportunities to explore and understand the meaning of a caring community at New Foundations Charter School.

In-class Consequences and Redirections

Teachers may use a variety of methods in class to redirect students' behavior. Methods may include conversations or conferencing, temporary restrictions of class privileges, temporary separation from the group. These methods may be used for Level I infractions.

Written Infractions

All infractions will be documented in writing in the class discipline binder.

Written infractions may be issued by faculty or administration for Level I infractions.

As mentioned above, there may be in-class consequences or redirections that accompany the written infractions

Because I Care Notes

"Because I Care" notes are an important method of communication between families and teachers. These notes are written when a teacher or administrator has concerns about a student's behavior or actions in school. These notes are automatically written if a student receives three Level I infractions in one week of school. These notes may also be written at any time there is a concern to be addressed. This is a warning that a detention will be issued if the behavior is not corrected. A parent or guardian must sign the note and it must be returned the next school day. Failure to get notes signed will result in additional infractions.

Detentions

Detentions are served on Wednesday afternoons from 3-4pm. Detentions are not optional and must be served on the assigned Wednesday. A written notice is sent home when a student receives a detention. This notice must also be returned on the next school day to avoid additional infractions. Students who fail to serve detentions on the day assigned will receive an additional detention (see administrative referral below).

Detentions will be issued to a student who receives 4 or more Level I infractions in one week. Detentions may also be issued for Level II infractions.

Lunch detentions can only be issued by a school administrator.

Saturday Suspensions

Saturday Suspension is a positive alternative to Out of School Suspension.

Saturday Suspension at New Foundations Charter School is utilized when a student has frequent infractions or acquired Level III infractions. Saturday Suspensions are assigned when other interventions fail to change a student's behavior. Saturday Suspension grants students an opportunity to stay in school, with potential for academic improvement, social engagement and building positive relationships. Saturday Suspension is a mechanism through which New Foundations Charter School's faculty and administration communicate to students in a positive fashion that they are important members of our Caring School Community. Saturday Suspension provides students with an opportunity to acknowledge behavior resolve conflicts and engage in problem solving activities.

Conferences

A student's behavior records are kept in the class discipline binder. If a teacher or administrator notices a problem of repeated infractions, a conference may be called with parents or guardians. The goal of such a conference would be to discuss the problems and attempt to resolve them.

Administrative Referrals

Having more than two detentions in one trimester will result in an administrative referral. Administrative referrals will also automatically be issued for any Level III or Level IV infractions. If such a referral is written, the school administration will review the problem and decide upon an appropriate action. Such actions may include suspension from school and/or loss of school privileges.

Suspension

There are times when a student's behavior, abuse of school rules or track record of discipline problems may warrant suspension from school.

Loss of School Privileges

After an administrative referral, a student may lose certain privileges for a period of time to be determined by the administrator based on the student's discipline record. Such privileges include field trips, dress down days, assemblies, class parties, or other special events.

Discipline Board

Any student with chronic behavior problems, chronic absence, chronic lateness and/or administrative referrals may be asked to sit before our discipline board. The discipline board meets to construct an individual plan for students. If the board's recommendations are not followed, a student may be asked to leave New Foundations Charter School.

Student Conduct - Attachment

- NFCS Code of Conduct

ASSURANCE FOR THE OPERATION OF CHARTER SCHOOL SERVICES AND PROGRAMS

School Year: 2008

The New Foundations CS within Philadelphia IU 26 assures that the charter school will comply with the requirements of 22 PA Code Chapter 711 and with the policies and procedures of Pennsylvania Department of Education (PDE). PDE will specify, in writing, policies and procedures to be followed. Requests for any deviations from these regulations, policies, and procedures must be made in writing to PDE. The charter school assures:

1. There are a full range of services, programs and alternative placements available for placement and implementation of the special education programs in the charter school.
2. The charter school has adopted a "child find" system to locate, identify and evaluate children who are thought to be a child with a disability eligible for special education residing within the charter school's jurisdiction. "Child find" data is collected, maintained, and used in decision-making. Child find process and procedures are evaluated for effectiveness. The charter school implements mechanisms to disseminate child find information to the public, organizations, agencies, and individuals on at least an annual basis.
3. The charter school has adopted policies and procedures that assure that students with disabilities are included in general education programs and extracurricular and non-academic programs and activities to the maximum extent appropriate in accordance with an Individualized Education Program.
4. The charter school will comply with the PA Department of Education annual report requirements including special education information.
5. The charter school follows the state and federal guidelines for participation of students with disabilities in state and charter school-wide assessments including the determination of participation, the need for accommodations, and the methods of assessing students for whom regular assessment is not appropriate.
6. The charter school assures the Pennsylvania Department of Education that funds received through participation in the medical assistance reimbursement program, ACCESS, will be used to enhance or expand the current level of services and programs provided to students with disabilities in this local education agency.

This assurance must be signed by the Board President and the Chief Executive Officer for the charter school to operate services and programs.

Board President

Date

Chief Executive Officer
2008 - 2009 Annual Report for Pennsylvania Charter Schools

Date

Verify that all DATA reports to PDE are complete

YES _____ **NO** _____

SIGNATURE PAGE

Identify the charter school's Chief Executive Officer.

Name Paul Stadelberger

Title Mr.

Phone 215-624-8100

Fax 215-624-0600

E-mail pstadelberger@nfcs.k12.pa.us

Signature of the Chief Executive Officer and Date

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

Name Stan Cohen

Title Mr.

Phone 215-624-8100

Fax 215-624-0600

E-mail pvteye071@aol.com

Signature of the President of the Board of Trustees and Date

Identify the charter school's Special Education Contact Person.

Name Paul Stadelberger

Title Mr.

Phone 215-624-8100

Fax 215-624-0600

E-mail pstadelberger@nfcs.k12.pa.us

Signature of the Special Education Contact Person and Date

Signature Page

Signature Page - Attachment

- NFCS Signature Page