

Mission

The mission of Dr. Lena Edwards Academic Charter School is to assure educational excellence and character development for all its students in Grades K through 8. The school will combine rigorous classical academic instruction with an emphasis on formal character education resulting in the highest levels of student achievement, ethical behavior, and cultural literacy.

Dr. Lena Edwards

SCHOLAR; PHYSICIAN; ADVOCATE; RECIPIENT, PRESIDENTIAL MEDAL OF FREEDOM

It is fitting that a Jersey City charter school dedicated to academic excellence and the development of ethical values should honor the life of Dr. Lena Edwards. In adopting her name, the school recognizes her academic accomplishments, her compassionate service to the people of Jersey City, and her commitment to family, community, and nation.

Dr. Lena Edwards was the valedictorian of the 1917 class at Dunbar High School, Washington, D.C. and completed her Bachelor's Degree in three years at Howard University. In 1924, she graduated from the Howard University College of Medicine. Shortly after graduation, she moved to Jersey City with her husband and classmate, Dr. Keith Madison. She opened an Ob-Gyn practice in the Bergen-Lafayette section of Jersey City and, in 1945, while practicing at the Jersey City Medical Center, became one of the first African-American National Board certified female Ob-Gyn's in the US. During 30 years of service to the city's working class and poor, she delivered more than 5,000 babies while raising six children of her own. Dr. Edwards was a staunch advocate on issues affecting women's health, and a proponent of natural child birth and quality health care regardless of income.

In 1954, she resumed her academic career, returning to Washington to teach Obstetrics at Howard University College of Medicine. In 1960, at age 60, Dr. Edwards, inspired by her religious faith, left her teaching position to minister to the needs of migrant workers in Texas, where she founded a modern maternity hospital. In 1964, President Johnson recognized her humanitarian work by awarding Dr. Edwards the Presidential Medal of Freedom.

In her later years, she returned to medical practice in Jersey City, working with her daughter, Dr. Marie Metoyer. Dr. Edwards received an honorary degree from St. Peter's College in 1966 and taught at the College's Institute of Industrial Relations until her retirement in 1972.

Admission Policy

Admission to Dr. Lena Edwards Academic Charter School is open to all interested students seeking enrollment in Grades K-8 on a space-available basis without regard to sex, race, color, creed, religion, national origin, intellectual or athletic ability, measures of achievement or aptitude, status as a handicapped person, proficiency in the English language, or any other basis prohibited by public school regulations.

As a New Jersey public school, the School charges no tuition.

Facilities

Dr. Lena Edwards Academic Charter School (DLEACS) will be located at 509 Bramhall Avenue, Jersey City. The total school facility includes a four-story brick school building and an adjacent, free-standing gymnasium located at 832 Ocean Avenue. The school building is currently used as a private grammar school, Grades K through 8. It will be available to DLEACS on July 1, 2011.

The school building includes 33,450 square feet of leased space including:

- 22 classrooms
- art room/studio
- computer room
- library
- Jacques d'Amboise Theater with a seating capacity for 658
- cafeteria with two restrooms
- teachers' room
- six additional large restrooms
- six offices

The gym is located in an 8,050 square-foot building and includes:

- a basketball court, which also serves as a multi-purpose room
- a girls' bathroom with showers
- a boys' bathroom with showers
- kitchen, office, and two equipment rooms

Academic and Non-Academic Goals and Objectives

The **Academic Goals and Objectives** of the Dr. Lena Edwards Academic Charter School (DLEACS) are:

Academic Goal 1: to assure that students enrolled will meet or exceed all grade-level standards in language and mathematics, and all other grade-level standards as defined in the New Jersey Student Learning Standards.

- **Objective:** on a year-over-year basis, 85% of DLEACS students will score a minimum of 5% higher on the New Jersey Assessment of Skills and Knowledge (NJ ASK) standardized tests in language arts and mathematics
- **Objective:** on a year-over-year basis, 80% of DLEACS students will score a minimum of 5% percent higher on NJ ASK standardized tests in all subjects other than language arts and mathematics
- **Objective:** 100% of students who do not score Proficient or Advanced Proficient on the NJ ASK will be provided with, and required to participate in, remedial, compensatory, or supplemental instructions until they score Proficient or Advanced Proficient on NJ ASK
- **Objective:** each DLEACS grade level that participates in NJ ASK will achieve higher average language arts and mathematics scores than 80% of their peers in other Jersey City district and charter schools

Academic Goal 2: to extend and enhance student mastery of the NJSLS through the acquisition of a defined “core knowledge sequence of specific content, concepts, and skills in math, science, language arts, history, geography, music and the visual arts, with incremental building on that foundation from Grades K through 8”

- **Objective:** 90% of students in Grades K through 8 will demonstrate acquisition, retention, and mastery of appropriate grade level content, concepts and skills of the defined core knowledge sequence as measured by curriculum-referenced tests, teacher-developed assessments, student portfolios, and performance on individual and project-based assignments
- **Objective:** 75% of students in Grades 6 through 8 will participate in co-curricular activities designed to enhance and deepen their classical core knowledge and cultural literacy, as measured by student participation rates in school-based programs in critical writing, public speaking, forensics, and debate

ACADEMIC AND NON-ACADEMIC GOALS AND OBJECTIVES (CONTINUED)

The **Non-Academic Goals and Objectives** of the Dr. Lena Edwards Academic Charter School (DLEACS) are:

Non-Academic Goal 1: To facilitate social and emotional growth, sound character development, and ethical pursuit of excellence in all students:

- **Objective:** 95% of students will demonstrate observable traits of good character, peer interaction, and pro-social behaviors
- **Objective:** 100% of classroom teachers will demonstrate their commitment to the DLEACS Character Education Program by developing weekly lesson plans to teach and cultivate in their students the capacity to understand, care about, and act upon core ethical values of honesty, respect, responsibility, and diligence
- **Objective:** by completion of its third full-year of operation, DLEACS will be designated a “National School of Character” by the Character Education Partnership as measured by the National Character Quality Standards

Non-Academic Goal 2: To assure that all DLEACS educational, administrative, and support staff will become and remain highly trained professionals, competent in the performance of their duties, and will respond to the needs and requirements of the DLEACS population:

- **Objective:** as measured by staff meetings and other joint activities, 100% of DLEACS teachers will be provided with an opportunity to work collaboratively and promote student achievement and faculty-ownership of student successes
- **Objective:** all faculty and staff will participate in comprehensive professional development activities attended by a minimum of 95% of faculty and staff
- **Objective:** a school-wide, written professional development plan, developed by faculty and staff, will be disseminated and will provide guidelines on all required services

Non-Academic Goal 3: To develop at DLEACS a school culture where parents and other stakeholders are true partners in the education of their children, and where the children establish and maintain strong connections to family and community

- **Objective:** all parents will be invited to be represented on the school’s Board of Trustees, participate on various school committees, and participate in school policy development
- **Objective:** 75% of parents will participate, on a voluntary basis, with their children and their children’s teachers in the planning and scheduling of co-curricular activities throughout the year
- **Objective:** a minimum of two community-based activities will be conducted by the school during each year to make the community aware of the added value DLEACS brings both to enrolled students and the community at large

Overview of Educational Program

The **Educational Philosophy** of the Dr. Lena Edwards Academic Charter School (DLEACS) is the academic and personal success of all its students, which will be achieved by providing them with and reinforcing a stable, unbroken, continuum of core knowledge and behavioral standards.

The school will build incrementally on this foundation from Kindergarten through Grade 8.

Academic success will be accomplished by:

- Attainment of the New Jersey Student Learning Objectives (NJSLO) including the development of “a curriculum that promotes the use of innovative learning strategies by integrating supportive technologies, inquiry and problem based approaches, and higher order thinking skills”
- Providing a content-rich, integrated and sequenced body of core knowledge as an adjunct to the school’s efforts to develop the curricular strategies and skills described above. The core curriculum will include math, science, language arts, history, geography, music and visual arts for Grades K through 8

The school also will focus on the character development of each student, which, as defined by the NJ Department of Education, “encompasses the enhancement of school-wide climate, infusion of core ethical values into the curriculum, and teaching strategies that are designed to assist young people develop positive character traits, relationships and behaviors that result in a nurturing environment for students.”

The **Focus** of the school’s efforts will be:

- to provide equal access to knowledge and standards for every student, thus reducing the “achievement gap” between diverse student subgroups
- to offer a Kindergarten through Grade 8 configuration as an alternative choice for many students and parents
- to offer specialized course options that may be available in a free-standing middle school, but limited in a K-8 building, via e-learning
- to improve teaching and learning on an ongoing basis through DLEACS’ accountability/ evaluation process and to design performance-based compensation packages for staff
- to extend the school day by 45 minutes, and the school year by 10 days; to develop college/ university partnerships
- to stress continued parental involvement, developing parent/community outreach and communications systems and volunteer options; to mobilize parent and community groups in the service of assuring academic success and character development

DLEACS Curriculum Overview

The Dr. Lena Edwards Academic Charter School is comprised of 7 gears. The gears are Character Education program, Music and Arts, Complete Direction after school academic enrichment program, STEM classes aligned with the NGSS, Health and Wellness, Mentoring and Parent University. "The seven Gears of success is a comprehensive, innovative approach to fostering academic achievement." "Each gear represents critical areas that impact a child's academic. Social and emotional development particularly in an urban environment, which in turn prepares students for higher achievement, college and future careers." In addition the curriculum supports the goals of students reading to learn by the end of first grade and reading to learn by the end of third grade. In Math students are prepared to correlate the 8 Mathematical practices in order to become proficient in the skills and concepts in every grade level in order to be prepared for the rigors of high school math according to the NJDOE Math standards <https://www.nj.gov/education/cccs/2016/math/standards.pdf>

The seven gears are infused throughout the content areas:

The six **character education** attributes are reiterated through a school pledge during the daily morning meeting. Students also receive character education workshops on a rotating basis as part of the curriculum. Students get opportunities to be selected as student of the month from each class. Students are selected by their teachers for the honor to represent their class as student of the month. In addition, middle school students participate on the school culture and climate team. Students survey the school and create positive affirmation posters, meet with administration to discuss concerns as well as represent the school at the NJDOE Conference on Social and Emotional Learning as school ambassadors where students get an opportunity to elaborate on the benefits of a social emotional learning approach.

Music and Arts are another part of the distinguishing factors of our school. Students receive choral and instrumental training. Middle school students learn how to play the flute, clarinet, drums and trumpet. Middle school band participate in the annual St. Patrick's Day Parade. They perform at various community functions.

The Complete Direction program provides students with multiple opportunities to learn about viable career opportunities in the culinary arts, STEM and after school music programs. Participating students also receive homework help during the after school experience.

DLEACS also has a **Science Enrichment** lab, another distinguishing feature, where students learn about Life, Physical and Earth Science through a curriculum aligned with the Next Generation Science Standards. DLEACS utilizes the Science Fusion Program that is a part of the Houghton Mifflin Harcourt (HMH) suite of programs. Students work in a project/peer-to-peer manner in order to learn about the principles of Life, Physical and Earth Science. DLEACS employs for Math, Social Studies and English Language Arts/Literacy.

Health and Wellness is another facet of the school that sets DLEACS apart from schools in the surrounding community. Students work with staff, parents and community partners to grow, harvest and consume fresh fruits and vegetables. DLEACS grows the fresh fruits and vegetables in the school garden.

Student mentoring program, another part of a factors that set DLEACS apart from other schools, offers students and families opportunities to hear from motivational speakers on various topics such as etiquette, the importance of higher education, career goals, interaction with law enforcement, social emotional learning and grief counseling. The goal is to reinforce the importance of striving for excellence now in order to prepare them for success in the future. This is one of the only school-based mentoring programs in the surrounding community that is supported by local college partners (St. Peters University & New Jersey City University).

Parent University is a compilation of supports for parents that include but are not limited to parent focus groups, fuel assistance through community agencies such as PACO, career path assistance, helping students with completing assignments, homework and understanding the DLEACS content materials to better support their children.

Academics/Curriculum

The seven gears support the academic framework to prepare each student at every grade level. All teachers are required to use the NJSLS as a guide to develop their lessons. Teachers turn in lesson plans weekly. Administration reviews plans weekly to ensure that teachers are following the prescribed scope and sequence. Administrators ensure teachers establish routines, promote a safe environment, use technology, differentiate instruction, assess student progress, participate in cluster meetings, develop peer learning groups, appropriately scaffold materials, use data, particularly for guided practice as well as providing students with rigorous materials through lesson planning, incorporate the Black Board Configuration and observe teachers. In addition to the general educator requirements teachers must synthesize the instructional and operational facets of the organization to provide culturally relevant instruction for students. To this end DLEACS adopted the Uncommon School Approach for instructional strategies, and assessments that help to prepare students for post-secondary education. The approach has been developed over a 20-year span and employs over 60 strategies that equip teachers for educating students.

Teachers utilize the strategies, approach and assessments from Teach Like A Champion 2.0 and Driven by Data, respectfully. The approach serves as a unique instructional and behavioral reference for a unified approach to support teachers in their quest to align instruction to the following Math and ELA/L framework to help students prepare for the formative and summative assessments on their understanding and demonstration of learning on the major content, additional and supporting content.

Overview Math Curriculum Framework

Units within the curricular framework for mathematics are designed to be taught in the order in which they are presented in kindergarten through grade eight including Algebra I. There is a logical and developmentally-appropriate progression of standards, with strong consideration given to Major, Supporting, and Additional content standards presented because most concepts build upon each other. Major, Supporting and Additional Content standards are color coded for the districts to understand where to prioritize. The intent of the standards is to integrate the Major, Supporting and Additional standards.

Major, Supporting and Additional clusters of mathematics content standards are based on the New Jersey Student Learning Standards. Not all of the content in a given grade is emphasized equally in the standards. Some clusters require greater emphasis than others based on the depth of the ideas, time needed to master or model, and/or their importance to future grade levels. The standards in the framework are color coded as Major (green), Supporting (blue) and Additional (yellow). Suggested Mathematical Practice Standards are listed in each unit to be imbedded regularly in daily math instruction. Major content areas are the instructional focus of each unit.

The beginning units in kindergarten through grade two are designed with more time spent on foundational mathematical concepts needed for future units to build towards fluency in mathematics. Units in grades three through five follow the a logical progression of standards ensuring enough time for formal instruction with the Major Standards while still embedding Supporting and Additional Content Standards as well as Mathematical Practice Standards. It is also important to note that the fluency requirement for kindergarten through grade five is critical for students to master.

References: <https://www.nj.gov/education/cccs/frameworks/math/>

Overview ELA/L Curriculum Framework

DLEACS aligns the ELA/L curriculum framework with the NJDOE. ELA/L units are intended and are designed to be presented in the order as they appear within the framework for kindergarten through grade five. This is due to the building of foundational skills throughout the year. For English language arts grades six through eighth in the case of DLEACS, curriculum standards spiral and repeat in a deeper manner grade-by-grade. That should reflect the transition from application to mastery of skills as assessed on summative tests. As suggested by the NJDOE, DLEACS cluster standards into four units incorporating speaking and listening and language standards.

<https://www.nj.gov/education/cccs/frameworks/ela/>

To this end DLEACS uses the following materials to guide students through the teaching and learning process combined with using a co-teaching platform utilizing teacher assistants and in class support teachers whenever possible as a means to differentiate the educational experiences that have distinguished DLEACS from community schools resulting in students being accepted into every top-tier ranking schools in Hudson County:

K – 2

- Our K-2 Cluster utilizes the Journey's Curriculum for Language Arts.
- Readworks articles are used as a sub curriculum to align with topics associated with Journeys.
- We glean Informational text articles from Readworks as part of the curricula material.
- Go Math, a Houghton Mifflin Harcourt product, is the Math text Curricula material.
- We use the online HMH tool – ThinkCentral.Com
- Teachers are required to assign differentiated assessments for both Language Arts and Math through the Think Central portal.
- K – 2 incorporates the I-Ready, adaptive online system for Math and ELA/L to build student content/skill levels.
- Standards are aligned to the curriculum.
- For the first time in the school's history teachers have been taught to create Interim Assessments aligned with the NJSLS using LINKIT
- K – 2 & the "floating TA" assigned to classrooms assist the teacher with guided practice for students in small groups as well as identified targeted students.
- TA's also assist with keeping the students on task while the classroom teacher is launching the lesson for the entire class or differentiating instruction for identified small groups of students.
- The "Floating TA" is a result of reassessing the use of TAs to support instruction and operations for the current school year

Grades 3 – 5

Curricular Materials Used:

Teachers from Grades 3-5 use the following curricular materials, both book and online resources, in their respective classrooms:

1. Journeys Text book and Skills Book
2. Go Math Textbooks
3. Science Fusion
4. Think Central ELA and Math
5. IREADY Reading and Math
6. Leveled Reading Books (ELA)

The following are online platforms that are used for skills enrichment and assessment:

1. Readworks
2. LINKIT for Skills Lessons and Assessment
3. IREADY

Supplementary resources are also used in the classroom to enhance mastery of skills both in Reading and Math.

1. Ed Helper
2. Varsity Tutors
3. Super Teacher Worksheets
4. Common Core Worksheets

TA Instructional and Operation Support

1. Teacher Assistants are essential members in the 3 – 5 cluster.
2. TAs teach basic skills to students, reinforce the lessons, help in classroom supervision (relieving teachers when necessary) and transitions.
3. In the absence of classroom teachers, they are assigned to cover respective classes. TAs also cover for Special Subjects when needed.
4. IEP teachers provide push-in and pull - out instructions.

Grades 6 – 8 Alignment to Standards (teaching of major/minor standards)

Every teacher is required to adhere to the New Jersey Learning Standards (NJSLs) for both ELA and Math. These standards had been organized in a framework for a given number of weeks and to be assessed periodically. These standards are categorized as major, supporting, and additional. Critical standards are prioritized and are given in depth mastery and rigor as much as possible. Furthermore, these standards are reflected in every teacher's weekly lesson plan, differentiated activities, and ongoing and periodic assessments (both formal and informal).

Math Program

A combination of HMH Go Math and MyHRW designed to help students use what they learned in 5th grade (operations/numbers base 10) start to learn/apply statistics, ratios & proportionality and Geometry in preparation for 7th grade.

7th grade students continue to become more fluent in solving problems, dealing with equations & working on ratios & proportionality.

8th grade students continue to work on ratios & proportionality, equations and learn about functions to prepare students for HS math.

To this end we use:

1. 6th grade - HMH Go Math/IREADY-Adaptive program and LINKIT.
2. 7th grade - MyHRW This platform reinforces and readies students for pre-algebra and basic geometry concepts.
3. Grade 8 - Also use My HRW and IREADY to introduce functions, slope and graphing linear equations. It also gets students ready to take algebra In high school.

ELA/L

Middle school ELA/L works on Reading Literature, Writing, Language, and Speaking and Listening throughout the 4 units in grades 6 – 8. Middle school identify appropriate texts for each grade level. In addition to grade appropriate texts supplemental reading, and writing resources are used to synthesize and/or connect reading and writing to the to the standards covered

throughout the 4 units in order to help students deepen their capacity regarding reading and writing skills. DLEACS uses the uncommon school assessment approach to assess their understanding and/or demonstration of learning particular skills based on the unit standards that students were taught within the 4 – 6 week period typically during October, December, February and April.

- By the end of the year in 6th grade students are expected to grasp/understand reading literature stories, poems, and dramas.
- By the end of the year in 6th grade students are expected to grasp/understand reading informational texts and comprehend literary nonfiction text.
- By the end of the year in 6th grade students are expected to grasp/understand how to write research for specific topics and purposes
- By the end of the 6th grade students are expected to be able to utilize speaking/listening techniques to synthesize their reading and writing skills to sequence ideas and facts using details to make presentations
- By the end of the year in 6th grade students are expected to begin the process of writing and narrating History Science and technical events, scientific procedures/experiments/processes in an organized manner.

All of the above prepares students for the Literary Analysis and Research Simulated Tasks as assessed on the NJSL. Grade 7 & 8 take a deeper dive into the same standards. To this end, Middle school ELA/L utilizes the following text and/or written curricula supplemental materials:

- Prentice Hall
- Achieve the Core
- Readworks
- Flow Vocabulary
- Audible Internet Resources – such as “The Boy in the Stripped Pajamas, The Skin I’m In
- We use IREADY as a bridge resource for Journeys that is also used in the 6th grade as part of the 5th grade to 6th grade continuum.

ESSA Title 1

Title I, formerly known as Chapter 1, is part of the Elementary and Secondary Education Act of 1965 and is the foundation of the federal commitment to closing the achievement gap between low-income and other students.

Title I funds generally are used to improve academic achievement in reading and math, but the resources can be used to help students improve their achievement in all of the core academic subjects. Title I funds are flexible, and can be used to provide professional development for teachers; support hiring additional teachers and classroom aides; improve curriculum; enhance parent involvement; extend learning time for students who need extra help; and provide other activities that are tied to raising student achievement.

A school that receives Title I dollars and that has a student enrollment in which more than half of the students are low-income is eligible to operate a "schoolwide program." A schoolwide program requires a plan to improve the academic achievement of all students in the school using Title I dollars on all of the students.

DLEACS is a Schoolwide Elementary/ Middle School. The Title 1 program at DLEACS adheres to an initial push-in model, offering in-class support for reading, writing, and math. This allows for a lower student-teacher ratio, small group learning, and the implementation of a variety of teaching methods. Title 1 Academic Interventionists collaborate with classroom teachers and follow the same curriculum as adopted by the DLEACS District.

Early Learning Intervention: Strategies that give children reading and writing activities they can implement at home to strengthen their comprehension skills, resulting in more proficient readers. Activities include fiction and nonfiction, vocabulary-building exercises, how to establish a reading routine, and suggestions focusing on literacy.

Extended Day Support: Title 1 Academic Interventionists use the following eligibility criteria in the selection of students who would benefit from in-class and supplemental Title 1 support: Previous end-of-year grades in ELA and Math; September district diagnostic test results; differentiated Math and ELA matrix scores; standardized test results (if applicable); and teacher recommendation.

Student Assessment

Dr. Lena Edwards Academic Charter School (DLEACS) will make student success in all areas of the Statewide Assessment Program a priority in its operations. The goal is for students to achieve Proficient or Advanced Proficient levels on the New Jersey PARCC Assessment as defined by the New Jersey Department of Education (NJ DOE). Test results will be used to measure the progress of the school as required for Adequate Yearly Progress (AYP) as defined by the NJ DOE to meet the goals of ESSA as well as to provide data to be used to inform the public about the success of the teaching in the School. Achievement of Proficient and Advanced Proficient scores in all subject areas are also key goals of the School.

Non-mandated tests will be used by DLEACS to assist in the preparation of students to be successful in required end-of-year New Jersey tests. They will also be used to formulate baseline data for the first school year and as a beginning measure for comparison to end-of-year testing. These tests will also be used to identify student weaknesses in specific areas and as a tool to improve the School's curriculum.

Kindergarten students will be evaluated during the first 45 days of the start of classes.

Student Discipline

Dr. Lena Edwards Academic Charter School (DLEACS) will establish a three-pronged approach to student behavior and the disciplinary process by:

- establishing positive School behavioral expectations
- creating and operating a caring, supportive environment, conducive to student learning and personal development, thereby minimizing disruptive negative behavior
- implementing a structured, understood, and consistently applied Code of Conduct and Discipline Policy accepted by all stakeholders in the educational process

A "Levels of Interventions and Standard Response" schedule will be developed and provide guidelines for use by the Board of Trustees, School management, teachers, and staff to ensure a uniform approach regarding conduct and discipline.

DLEAC's criteria for short- and long-term suspensions, and for expulsion, will be consistent with applicable New Jersey statutes and regulations.

Parental and Community Involvement

Dr. Lena Edwards Academic Charter School (DLEACS) considers the relationship between home and school at the heart of the School's philosophy, and believes it provides the foundation for an excellent educational and developmental program for its students. The School welcomes and anticipates the full involvement of parents and the Jersey City community in all aspects of its development and operation.

The Founders of DLEACS have long histories of providing educational opportunities and social services to the Jersey City community. Among the School's 11 Founders are parents of children attending Jersey City schools; others are educators in Jersey City, and business and community representatives with long histories in the city. All Founders are deeply committed to creating an outstanding charter school in a community that desperately needs improvement in its educational system.

DLEACS will form a Parents' Council, which will assume its full role once the School has opened. The Parents Council will be involved in planning School programs and operations, development efforts, communications, and community outreach.

The School's Board of Trustees will include one parent as a voting member.

DLEACS has already developed a strong relationship with St. Peter's College Department of Education, which will play a critical advisory role in the development of the School's curriculum.

DLEACS will also build on relationships with the following:

- The Urban League of Hudson County
- PACO (Hispanic community development group)
- National Dance Institute (NDI).

School Governance

Dr. Lena Edwards Academic Charter School (DLEACS) will be governed by a Board of Trustees completely committed to the mission, goals, and objectives of the School. The Board of Trustees will be designated within 45 days of the charter's approval and a parent member will be appointed after enrollment is completed.

The initial Board will be comprised of 11 Members; nine voting members and two non-voting members.

The public is welcome at all meetings of the Board of Trustees and the Board will comply with the requirements of New Jersey's Open Public Meetings Act.

Among the Board's responsibilities are:

- aggressively pursuing the goals of the School
- long-range planning
- developing financial support for the effective operation and future of the school
- establishing, approving, and monitoring the annual school budget
- maintaining an efficient and effective governance structure
- hiring, evaluating, and overseeing the School's Principal; approving the hiring of all School staff members recommended by the Principal