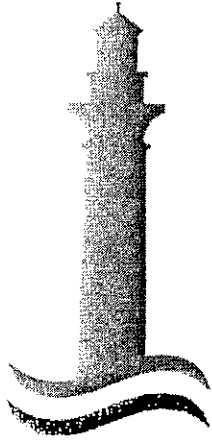


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Lighthouse Academies, Inc.

# Communication Guidelines

May 2007  
Updated October 23, 2008

## Introduction

Our mission is to prepare students for college through a rigorous arts-infused program. Our core values are:

- Work Hard. Get Smart. Graduate from college.
- High expectations equal results.
- Nothing less than excellence.
- Today is the day we make it happen.

To achieve our mission we need disciplined people who think and act in a disciplined manner. We need to model these characteristics with our students. We need to be seen by our external customers as serious minded people who understand that appearances and substance do matter in our communications and materials.

These communication guidelines are designed to help us communicate effectively and efficiently with our internal and external customers.

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- A. Communicating by email
- B. Calling a meeting with Microsoft Outlook
- C. How to post a vacation message
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- E. Documents
  - 1. Lighthouse Academies (LHA) standardized words and word usage list
  - 2. Header and footers
  - 3. Letterhead
  - 4. Saving your work

### **A. Communicating by email**

#### **1. Recommend layout**

- |  |
|--|
| <ul style="list-style-type: none"><li><i>a. Font: Arial 11pt</i></li><li><i>b. Font Color: Black or Navy Blue</i></li><li><i>c. Background: A plain white background</i></li></ul> |
|--|

#### **2. Required Signature**

Name Title Lighthouse Academies, Inc. 1661 Worcester Road, Suite 207 Framingham, MA 01701 P: 508.626.0901 ext. ___ F: 508.626.0905 www.lighthouse-academies.org
--

“We prepare our students for college through a rigorous arts-infused program. “

This message may contain confidential or privileged information. If you are not the intended recipient, please advise the sender immediately by reply e-mail and delete this message and any attachments without retaining a copy. Reviewing, disclosing, distributing, or using the contents of this message is strictly prohibited if you are not the intended recipient. Lighthouse Academies prohibits users of our system from sending any e-mail containing any defamatory or discriminatory statements. Please notify Lighthouse Academies immediately at 508.626.0901 ext. 10 if you feel anything in this e-mail is inappropriate. Thank you.

### 3. Sending email

- a. If sending an email to a group of people, do not put their email addresses in the “To” section. Putting email addresses in “To” section allows all recipients to view the email addresses. Only put an email address in this section if the parties are okay with the other recipients having access to their email. Example: board members. If they are not okay with it, then place the email addresses in the “Bcc” section. This hides email addresses from other recipients.
- b. Only “Cc” people who need to view the email but do not need to act on its contents.
- c. Make sure you use a clear and concise description in the “Subject” line.
- d. Use “Hello” or “Hi” so and so.
- e. Emoticons, such as ☺ are acceptable for use in intra-office communications, but should never be used in external communication.
- f. Do not: send chain emails; include or attach viruses; use any inappropriate language, including anything sexual, racist, discriminatory, or that a reasonable person would find offensive; personal issues and complaints; links to offensive or inappropriate websites; or try and recall a message.
- g. Avoid the never-ending email chain. If you find you are going back and forth on an email (more than a couple of exchanges) then pick up the phone and discuss the issue.
- h. Use Microsoft Word as the email editor. Make sure it is set up to check for proper grammar, spelling and passive voice. ( Word/Options)
- i. When sending a message, it is important to proof-read it for message clarity. It becomes difficult to grasp the meaning when your grammar is incorrect or

words are missing. Incorrect grammar only creates more questions and results in additional time needed to ask and respond to clarifying questions.

- j. Respond to all emails within one business day. Those traveling may need more than a business day to respond. If timeliness is a factor, give a clear deadline for when the information is needed.
- k. Zip files that are larger than 5 MB
- l. Send documents as PDF if sending files outside of LHA. If the person is receiving a file not in PDF, make sure that there is a signed confidential agreement on file.
- m. Use the Urgent flag only if it requires Urgent response. If the person you are contacting is traveling then type URGENT in the subject line as the flag will not show up on the Blackberry.
- n. When sending a LHA doc, make sure that the copyright is listed on the page. If you have questions as to whether it is a copyrighted doc then ask the CEO.

#### **4. Receiving emails**

- a. Do not open emails or attachments if you do not recognize the sender. If you have questions, please ask the Director of Information Technology.

#### **B. Calling a Meeting using Microsoft Outlook**

Meetings should be scheduled through MS Outlook. Go to the calendar function. Double click on a day/time slot. This will open up a dialog box. Fill this in and use the "insert" function to add the agenda, or add the agenda in the notes section. Go to "invite attendees" and enter the email addresses of those you are inviting to the meeting. Please make sure the attendees have the required materials in advance so that they may be prepared for the meeting.

#### **C. Posting a Vacation Message**

When you plan on being out of the office for a day or more, or will have very limited access to email for several days, it is important to put a vacation message up to respond to incoming messages. To create a vacation message, follow these steps:

- Log into email through the Prism.
- On the upper right hand side of the screen, click the word 'Options.'
- On the left select Out of Office Assistant.
- Select "Send Out of Office Replies"
- Set the time period you are out of the office. This will automatically turn your vacation message off when you return to the office.
- Type your message.
- Check the box for "External Senders".
- Copy and paste your vacation message from the box above.
- Click on save at the top of the window.
- Your vacation message is now active.

## D. Cell phones and Blackberries

We always need to be mindful of the transaction costs of our services as our funding comes from the funds allocated to educate our students. LHA will provide a cell phone or Blackberry device to the CEO, Regional Directors and on call staff. Other staff members who travel may be provided a cell phone or Blackberry device while traveling. School based personnel may be provided a cell phone, pager or a Blackberry at the discretion of the Principal subject to the resources available in the board school budget. Please see the Personnel Handbook for terms of use of LHA equipment.

## E. Document Management

### 1. Standardized Words and Word Usage List

Please refer to this list to determine what words and word usage we shall use in our writings including, but not limited to, charter applications, correspondence and email.

- **Arts-infused:** to be hyphenated when used as an adjective.
- **Arts infusion:** not hyphenated when used as a noun
  
- **Start-up:** to be hyphenated when used as an adjective.
- **Start up:** not hyphenated when used as a noun
  
- **Ensure:** verb-to make sure of
- **Insure:** to provide insurance coverage
  
- Years are to be written 2008-2009. No space between dash and number.
- Numbers under 10 are written out.
- **Nonprofit** is not hyphenated.
- **Kindergarten, pre-kindergarten, pre-school** and grades are written out.  
EXCEPTION: Emails-you can use “K-12” or “Pre K-12” because it is easier to read.
- Write out **percent**. EXCEPTION: Emails-you can use “%” in emails because it is easier to read.
- His/her if you must use gender specific language. Whenever possible, use **gender neutral** language.
- Do not use a comma before a serial “and”.
- Always use “Principal” or “**principal**” to refer to school leader.
- Always use “**school**” to refer to one of our schools. Do not use “academy.” Also, use “public charter school” when possible.
- **Per-pupil** is hyphenated.
- When referring to what Lighthouse Academies is, use “**organization**” instead of “company”
- **Lighthouse Academies®** when you first refer to our organization in writing.  
EXCEPTION: Emails, you can use Lighthouse Academies, Inc., no “TM”, in emails because it is easier to read

- All subsequent references to our organization in the document will be Lighthouse Academies.
- When using Lighthouse Academies in footer is should be listed as Lighthouse Academies, Inc. Example: Copyright 2008 Lighthouse Academies, Inc.
  - Address footers will also list Lighthouse Academies, Inc.
- Our curriculum will be referred to as **Lighthouse Academies Curriculum**.
- Unless referring to a specific board, i.e. the Bronx Lighthouse Charter School Board of Trustees, use lower case when writing board of trustees/directors.
- Students will be exposed to famous musicians through the Lighthouse Academies “Musician of the Month” program. Each month a different musician and his or her musical contribution will be featured. The music from the monthly featured musician will be played in the school at the beginning and end of day and during all transitional and community activities. Students will learn to appreciate the different musical genres, contributions, and styles by repetitive exposure to the musician. They will learn about the musicians, their biographies, and how their music impacts society through work with their classroom teachers.
- **Master’s** of Arts instead of Masters
- **Marketing Materials....**
  - Use an employee’s first name in documents after the initial introduction. For example, the team document marketing piece, after introducing the employee you can subsequently refer to them by first name.
  - Capitalize titles of Lighthouse Academies employees in our marketing documents. Example: Cheryl is the Office Manager.

## 2. Header/Footer Rules

### a. **Footer Copyright information.**

On trademarked info such as marketing materials and manuals, put in lower left hand corner. Arial, 11pt.

Copyright 2008 Lighthouse Academies, Inc. This document may not be used, copied, sold, or distributed in any form without written permission from Lighthouse Academies, Inc.

### b. **Footnotes are written in the same manner.**

### c. **Footer File paths**

On documents that fellow employees will need to view, it is helpful to put a file path on the document. Put in lower left hand corner. Insert, AutoText, Footer, Filename and Path.

NOTE: If you move document or rename it you will have to redo the filename and path.

S:\LHAInc\Manuals\Corporate Procedure Manual\HR\SECTION 39 staff recruitment (2).doc

### d. **Header Confidential information**

On confidential information such as business plans and budgets, put in upper right hand corner. Arial, 11pt.

S:\LHAInc\Manuals and Policies\Manuals\Corporate Procedure Manual\Writing and Communication\Communication Guidelines October 22 2008 Final.doc

Confidential - Lighthouse Academies, Inc.

**e. Header dated documents**

Whenever possible, put a date into your documents so it is known when the latest revisions were made. This goes in the upper left hand corner. Arial, 11pt.

**3. Letterhead and Sample Letter**

Fax and lettered forms can be found on the Prism.

**4. Saving your work**

Please review Section \_\_\_\_ in the corporate procedure manual for directions on how to save files.





## The Lighthouse Way



**Work hard and get smarter so you can contribute to the achievement of our mission, which is an extraordinary challenge.**

**Great communication is hard work! Be thoughtful about what you say and how you say it. Use the agreed upon communication paths. Great communication builds trust and makes people feel safe.**

**Communication helps us get smarter and fills the pool of meaning with great ideas.**

**Make it easy for people to talk with you. Listen to others respectfully to learn more about their needs and how you can work together to meet the challenges our work presents.**

**Team members and our scholars deserve nothing less than excellence from us every day.**

**Leadership is not a solo act, it is a team effort. Collaboration is the key to getting extraordinary things done. Know your team. They are coworkers, supervisors, direct reports and vendors. Regardless of their position, title or role they are your team.**

**Respect the work style and communication needs of your team.**

**Learn how you can best support them and then do that and they in turn will support you.**

**For the best results - set high expectations for yourself and your team.**

**Our behavior is the source of all that happens.**

**Commit yourself to do your personal best and to work with your team so they can do the same.**

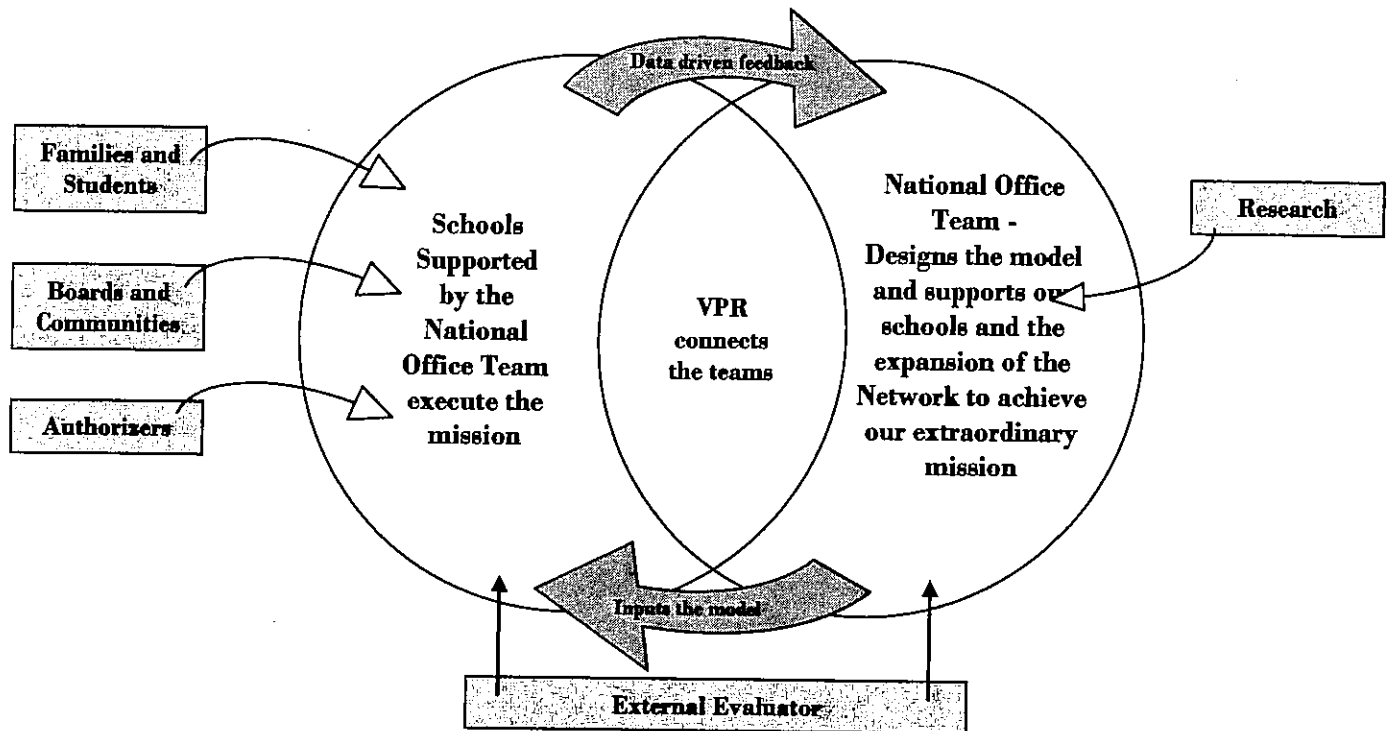
**Reflect each day -What did I do well? What can I do better?**

**Be positive in all of your communications. Negativity causes stress, mistrust and it diminishes productivity and stifles communication, learning and innovation.**

**Our scholars are counting on us to make it happen for them every day.**

**Our scholars pay our salaries and help us support our families. Without them there would be no LHA. They expect and deserve our best.**

**Every action we take should be done as if the children and their families were *really* watching.**



**ALL – respond to your emails within 24 hours unless you are in “out of office mode”. Please give the receiver 24 hours to respond. Please activate your out of office assistant and back up plan when you are on PTO or otherwise not available.**

The VPRs serve as mini “CEOs” for their regions. In general communications from the national office flow through the Regional Vice Presidents (VPR). The VPRs can communicate anywhere in organization, realizing that with that authority comes accountability for the financial and educational outcomes in their regions.

**RDs’** initial requests and problem solving situations begin with the VPR. If the VPR is unable to fulfill the request or solve the problem, he or she will contact the CEO.

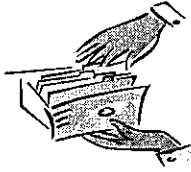
**Principals’** initial requests for support and problem solving situations begin with the **Regional Director (RD)** or if there is no RD the request begins with the **Regional Vice President (VPR)**. The RD will contact his/her **Regional Vice President (VPR)** if additional assistance is needed.

**When Office Managers (OM) communicate with the Commons they will cc their principal.**

Issues related to *payroll* should be sent directly to the **Commons** by the **principal / OM** and the **RD** is cc.

Issues related to personnel, policies, contracts, and budget amendments should be directed first to the **RD** or if there is no RD the request begins with the **Regional Vice President (VPR)**, and then, if necessary, the RD can contact the VPR. The VPR will sign all contracts and budget amendments for his/her region.

**Note:** If the school has a service contract with CFM then problems related to *purchasing* should be sent to CFM via the **ServiceChannel protocol**. Other issues related to CFM should begin with the **RD** and escalate to the **VPR** if needed.



**FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT**  
**“FERPA”**

**I. Purpose:** The purpose of this procedure is to ensure compliance with this federal law.

**Functional Lead:**

❖ Principal /Office Manager

**Note:**

❖ Below is a general explanation of FERPA

**II. Technical Assistance:**

❖ Regional Director

**III. Administering Policy:**

<b>#</b>	<b><u>Responsibility</u></b>	<b><u>Procedure</u></b>
1	Office Manager	At the beginning of every school year, the FERPA notice must be sent home to every family. This form must be returned to the school from the parent/guardian.
2	Office Manager	It is imperative that you maintain an accurate, up to date log of families who have requested that their “directory information” not be disclosed.
3	Office Manager and Principal and staff	No information may be given out to anyone or any third party containing any “directory information” of any family which has affirmatively stated they do not want their information to be shared. Student pictures may not be used for school, marketing or website purposes unless the guardian authorizes this use on the FERPA form.

**Policy Regarding  
And Explanation About  
Family Educational Rights and Privacy Act “FERPA”**

This policy shall apply to all records, including all information kept, held, filed, produced or reproduced by, with or for the School, in any physical form whatsoever. Records includes information generated, received, or maintained electronically.

All Trustees, employees and agents of the School (the “School”) shall comply with all provisions of the Family Educational Rights and Privacy Act.

The School must have written permission from the parent or eligible student in order to release any information from a student's education record. The School may disclose records, without consent, to the following parties or under the following conditions:

- School officials with legitimate educational interest;

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- Other schools to which a student is transferring;
- Specified officials for audit or evaluation purposes;
- Appropriate parties in connection with financial aid to a student;
- Organizations conducting certain studies for or on behalf of the school;
- Accrediting organizations;
- To comply with a judicial order or lawfully issued subpoena;
- Appropriate officials in cases of health and safety emergencies; and
- State and local authorities, within a juvenile justice system, pursuant to state law.

The School may disclose, without consent, “directory” information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. Directory information also includes a student photograph. The photograph may not be published or put on a web site without parental approval. Lighthouse Academies, Inc. asks that the photograph not be given to any third parties without parental approval.

**At the beginning of each academic year, the School shall notify parents and students over the age of eighteen about directory information and allow them a reasonable amount of time to request that the school not disclose the directory information.**



**SECTION 5**  
**PROCEDURES FOR STUDENT INJURY AND MISCONDUCT**

**I. Procedures for Student Injury and Misconduct**

Purpose: The purpose of this procedure is to provide detailed steps on how to handle incidents of injury and misconduct.

**Functional Lead:**

- ❖ Principal

**Notes:**

- ❖ The highest priority must always be the safety and well-being of all students and staff. Take steps to ensure this. This will include, if necessary, calling emergency city services, seeking medical assistance, calling a student's parents/guardians, and/or removing student from class.
- ❖ If school is in New York City, contact the NYC Chancellor, through the office of new schools, of any incident involving police, fire department, EMS, or journalists. Record date and time of notification on the Incident Report Form.

**II. Related Policies and Procedures:**

- ❖ Student and Family Handbook

**III. Technical Assistance:**

- ❖ Regional Director

**IV. Administering Policy:**

#	<u>Responsibility</u>	<u>Procedure</u>
1	Principal	Principal needs to review documentation requirements (see Incident or Injury Report) and police contact information with all staff.
2	Principal	With the assistance of the Regional Director, Principal must complete and distribute a procedure for responding and reporting incidents of misconduct that occur during school.
3	Staff	Needs to record incidents or injuries as they occur and report all details to the Principal.
4	Principal	Using the <i>Incident Form Internal Use</i> , document exactly what happened, including date and time. Get written statements from adult witnesses and oral statement from student witnesses. Please consult with Regional Director if suspension should be sought. In the case of a suspension, use <i>Suspension Letter Form</i> to notify parents.
5	Principal	For student injury fill out <i>Incident Report to Parents</i> n full immediately. Report must be submitted to parent/guardian within 24 hours.



5	Principal	Maintain a confidential file with all incident and injury reports, making sure that copies of the reports are filed in the student files of involved students
6	Principal	Follow up: Contact student's family to discuss status of injury or discipline. Proceed with discipline procedure. Check student's attendance in days following the incident.
7	Principal.	Revisit documentation procedure with staff during the year to ensure that it is working effectively.

For incidents related to Notification of Communicable Diseases, please consult with Regional Director. Letter may be sent to parents/guardians in the event of an outbreak. Two examples of such letters are *Head Lice Letter* and *Ringworm Letter*.



## SECTION 6 PROCEDURES FOR STUDENT WITHDRAWAL

### **I. Student withdrawing from school**

**Purpose:** The purpose of this procedure is to provide detailed steps regarding student withdrawal.

**Functional Lead:**

- ❖ Office Manager
- ❖ Family Coordinator

**STUDENT DISCHARGE** When a parent/guardian informs the school that their child will no longer be attending the school, the parent/guardian needs to:

- ❖ Complete a Withdrawal Survey and if applicable Notification of Student Withdrawal; if this is not possible verification of withdrawal should be made via phone and by sending a letter to the home. The letter should state that “the family must contact the school within 5 days, (and an actual date given). If the school does not hear from the family by the specified date, a home visit will be conducted.” That way the family cannot dispute that they were aware a home visit would take place. We must ensure the student is withdrawing and not absent or truant. If school is unable to get positive confirmation, a report should be filed with local authorities. Letters and a home visit must take place prior to calling the authorities. The local authorities will ask before proceeding that the letters and visit have been done.
- ❖ A written request from another school for the student’s records would be considered confirmation as well.
- ❖ Provide the name and address of the new school the child(ren) will attend and,
- ❖ If changing schools due to a change of address, provide proof of the new residence (phone bill, utility, lease)
  - ❖ NOTE: NYC students must fill out and sign the ATS form when changing schools and is not enrolling in another DOE school.

### **II. Related Policies and Procedures:**

- ❖ Powerschool
- ❖ Food Service

### **III. Technical Assistance:**

- ❖ Helpdesk



**IV. Administering Policy:**

#	Responsibility	Procedure
1	Office Manager/Family coordinator	<p>If a student is absent, the daily phone call should be made to confirm the absence. If there is no communication from the family to the school after 3 days, the school should make every attempt to confirm the student is still enrolled by sending a letter to the home. If that is unsuccessful then a visit to the home should be made. If the school is still unable to verify that child is ill, or is enrolled elsewhere, a truancy report should be filed after 5 days.</p> <p>If a family states they will now home school the child, the school should file a report with local authorities to ensure home schooling is really taking place. Requirements on home schooling are state specific.</p>
1	Office Manager	<p>Once the guardian has informed the school of the withdrawal:</p> <ol style="list-style-type: none"> <li>(1) Have family fill out Withdrawal Survey and Notification of Student Withdrawal</li> <li>(2) Inactivate the student in the Food Service System or remove from manual sheets</li> <li>(3) Process student records to new school (with written request from new school or guardian) Send copies, not originals</li> <li>(4) Notify classrooms (HR, specialist, SpEd...)</li> <li>(5) Confirm attendance is accurate in PS and Transfer out of Powerschool see the <i>How to Transfer a Student Out</i> section in PS Manual</li> <li>(6) Move student file to "inactive/prior student" file</li> </ol>
2	Office Manager	<p>STATE SPECIFIC:</p> <ol style="list-style-type: none"> <li>(1) OH; Update CSADM and EMIS</li> <li>(2) IL; Student exit date must be updated in CPS system and notify Chicago food service</li> <li>(3) IN; It is the new school's responsibility to notify the DOE</li> <li>(4) NY; The student's name will 'pop out' of the ATS computer provided the student is in a DOE school.</li> </ol>
		<p>*These steps should be completed within 48 hours of the student withdrawing. <u>All systems need to be maintained on a timely basis.</u></p> <p>**NOTE: it is the student's actual last day attending for the exit date in state systems – In PS it is the day after the last day attending for a transfer date.</p>





## PROCEDURES FOR STUDENT ATTENDANCE REPORTING

### I. Student Attendance Reporting

**Purpose:** The purpose of this procedure is to outline the steps for maintaining the attendance document required by state statute.

**Functional Lead:**

- ❖ Office Manager
- ❖ Teachers

**Note:**

- ❖ New York City schools will use the ATS System. See NY Student Attendance Form
- ❖ Original student records shall be maintained at the school in a fireproof secure location with limited access as required by FERPA (See FERPA Procedure)

### II. Related Policies and Procedures:

- ❖ Promotion and Retention Policy
- ❖ Student Handbook

### III. Technical Assistance:

- ❖ State Department of Education for statutes and regulations and SIS help desk for technical information related to the software.
- ❖ PS manual for information on how to enter attendance in PowerSchool
- ❖ Help desk for additional PS assistance

### IV. Administering Policy

#	<u>Responsibility</u>	<u>Procedure</u>
1	Office Manager	Student attendance must be documented on a daily basis in accordance with state reporting requirements
2	Teachers	Enter all attendance data twice daily into PowerSchool following the directions in the PS Manual. First attendance must be completed in the first ten minutes of the day. The second attendance is to be completed after lunch.
3.	Office Manager	Ensure all teachers have taken attendance. Print absence list and make phone calls to confirm the student absence.
4	Office Manager	If student arrives tardy or is dismissed early, it is the OM's responsibility to make the appropriate changes in PS. Make sure it is recorded properly as to excused or unexcused in the system.
5	Principal	Review weekly attendance records for accuracy and appropriate follow-up with families of children. See Withdrawal Procedure for follow up instructions if a student is absent more than 3 consecutive days and communication attempts with the family have not been successful.
6	Office Manager	Original student records shall be maintained at the school in a fireproof secure location with limited access as required



	by the FERPA and state student record regulations.
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#	<u>Responsibility</u>	<u>Procedure</u> ATS (NYC Schools ONLY)
1	<u>Teachers</u>	<u>By 8:15 every morning, teachers take attendance on PowerSchool</u>
2	<u>Family Coordinator</u>	<u>At 8:30, FC logs into PS and update any students as "tardy" who came in late but were marked "absent" by the classroom teacher.</u>
4	<u>Office Manager</u>	<u>Accessing Bubble Sheets on ATS</u> <u>Double click on ATS icon and at the bottom of the screen next to "Service Desired =&gt;" type in "ATS" and press "Ctrl" button on lower right hand side of keyboard.</u>
5	<u>Office Manager</u>	<u>Next to "USERID =&gt;" type in your user ID (given to you by Office of New Schools),</u> <u>Next to "PASSWORD =&gt;" type in your password (when you create your password please make it exactly 7 characters – combo of letters and numbers).</u> <u>Then press Ctrl (This key is also called "red enter")</u>
6	<u>Office Manager</u>	<u>It will ask you to press "red enter" key to continue to next screen. The next screen is Opening School Status for today's date (which will include name of principal, number of students enrolled, number pending discharge, future admits, missing attendance, percentage of students' immunization records that are complete). If you want to print that screen press "F6."</u>
7	<u>Office Manager</u>	<u>To leave that screen press "F3" which will take you to Automate The School Primary Menu (This menu lists many basic functions you will use on a regular basis)</u>
8	<u>Office Manager</u>	<u>Printing Bubble Sheets from ATS</u> <u>Place plain paper into the ATS scanner. Every morning the ATS scanner sheets will print out when the DOE is open.</u>
9	<u>Office Manager</u>	<u>Retrieving Attendance from PS</u> <u>After 9:00, log onto PowerSchool and print out the daily attendance by class.</u> <u>Use ATS bubble sheets and bubble in the attendance from the PowerSchool print outs.</u> <u>Place the completed bubble sheets on the scanner.</u>
10	<u>Office Manager</u>	<u>Organize completed bubble sheets in class/grade order (from K-6) and go to ATS scanner machine.</u>
11	<u>Office Manager</u>	<u>Scanning ATS Bubble Sheets</u> <u>Remove the printed ATS bubble sheets from the ATS scanner and write each teacher's name in the right hand</u>



		<p><u>corner as it appears in the ATS system. Then bubble in the bubble that says "Attendance Taken". Only use the first column because we only take attendance in the AM. A is for absent and L is for late. If a scholar is absent, fill in the bubble for absent or if a scholar is late, bubble in the circle for late. Once, this is done for all classes place the bubble ATS sheets in the scanner. Hit the touch screen button that reads "BETA – Scan ATS Forms". It prompts then the screen reads "Next". Hit the "Next" button. It will begin to scan all the ATS bubble sheets. Once this is complete you will receive a report for all your attendance sheets. This report will let you know that all your attendance has been scanned. *If there is an error with scanning one or more of the ATS bubble sheets it will let you know exactly what your error is.</u></p>
<u>12</u>	<u>School Aide</u>	<p><u>Storing Attendance</u> <u>After all the ATS bubble sheets are scanned. Take the ATS bubble sheet attendance and the Powerschool attendance for each date and files them in date order with the recent date first in a file by class room teacher.</u></p>



## **PROCEDURES FOR CONTINUING AND NEW ENROLLMENT**

### **I. Process for all student enrollment**

**Purpose:** The purpose is to provide detailed, sequential steps for the continuing enrollment of current students and the enrollment of new students.

**Functional Lead:**

- ❖ Office Manager or Family Coordinator

**Notes:**

- ❖ The complete listing of required documents for enrollment is on the **Student File Registration Checklist**. Students are not considered enrolled until all of forms and required documents have been submitted to the school.
- ❖ All data needs to be entered into Powerschool and in some locations state systems. School funding is affected if the data is not timely and accurate.
- ❖ For information on student recruitment and conducting the lottery see the Student Lottery Procedure and Student Recruitment Guide.

### **II. Related Policies and Procedures:**

- ❖ Student Lottery Procedure
- ❖ Student Recruitment Guide
- ❖ PowerSchool Manual

### **III. Technical Assistance:**

- ❖ Regional Administrative Assistant; Midwest for PowerSchool issues



#### IV. Administering Policy:

#	<u>Responsibility</u>	<u>Procedure</u>
1	Office Manager or Family Coordinator	<p><b>**CONTINUING STUDENT PROCEDURE:</b></p> <p>At the beginning of January send home to all families the <b>Continuing Student Registration Form</b> and <b>Continuing Student Letter</b>. This letter and form can be generated directly from Powerschool. The form must be returned by the end of January or other date set by the school to confirm the student is returning.</p> <p>This letter and form will provide:</p> <ol style="list-style-type: none"> <li>1) Confirmation the student is returning</li> <li>2) Updated information on the student which is used to make mid year updates to Powerschool.</li> </ol> <p><b>Sibling information:</b> Consult state guidelines for definition of sibling. If the sibling(s) would like to enroll for the next school year, and the school has an opening in that grade, the sibling can be enrolled for the next school year without going through the lottery process. Send the parent a <b>New Student Registration Form</b> for the sibling information. Once the form is returned completed, the student can be "pre-registered" in Powerschool and all needed forms can be completed. Some documents, such as the end of the year report card may not be available, but the student's slot can be held.</p> <p>If letter is not returned send follow up letter; <b>Continuing Student Final Request Letter</b> to confirm if student is returning or not.</p>
2	Office Manager	<p>Next determine what open spots remain after Continuing Enrollment AND sibling enrollment is known.</p> <p>If allowed under the authorizer's guidelines notify parents of students on the waitlist of any openings. The letter may be sent to siblings of students on the waitlist as well if there are openings for the siblings:</p> <ol style="list-style-type: none"> <li>1. Send <b>Waitlist Letter</b> (see <b>Waitlist Letter</b> template on Prism) and <b>New Student Registration Form</b> to correct number of students per grade based on openings in each grade.</li> <li>2. The <b>New Student Registration Form</b> must be returned to the school before the Lottery date.</li> <li>3. Pre-register the student in Powerschool.</li> <li>4. If the parents do not respond to the letter or</li> </ol>



		decline to enroll please remove them from the waitlist.
3	Office Manager	Complete all of the required steps in Powerschool for <u>Continuing, Waitlist and Siblings</u> before the lottery.
		<i>Note: For IN schools if the school does not have an opening in a particular grade the child can remain in their spot on the waitlist. They do not need to reapply.</i>
<b>#</b>	<b>Responsibility</b>	<b>Procedure</b>
1	Office Manager or Family Coordinator	<p><b>*NEW STUDENT PROCEDURE:</b></p> <p><b>Before the lottery date: New Student Application</b> to be completed by guardian online or paper copy to be handed in at school. If paper copy is handed in, date and initial when application is received. The school then enters the application online. The OM and/or FC receives an email when a new application has been entered. The OM/FC can download the applicant information to an Excel spreadsheet for tracking purposes.</p> <p><b>After the Lottery Date:</b> If openings are available refer to the waitlist and offer the first child in the appropriate grade level the opening. Please review school authorizer policy on waitlists. If a student wishes to apply and openings are available for the appropriate grade go to step 2.</p>
2	Office Manager or Family Coordinator	<p>Once the student has been accepted into the school the parent is given:</p> <ol style="list-style-type: none"> <li>1. A New Student Information folder with the required documents to be completed and returned and,</li> <li>2. A letter outlining the timeline of when certain documents need to be returned to the school.</li> </ol> <p>The documents listed on the <b>Student File Registration Checklist</b> are required before student can be considered enrolled or attend class. The student's slot is not considered filled until the <b>New Student Registration Form</b> and required documents are completed and returned. If the paperwork has not been returned to the school by the schools designated date follow up with the family via phone reminding them the completed paperwork is needed to secure their child's placement or the school will need to fill that seat from the waitlist.</p>
3	Office Manager	Complete the <b>Authorization for Student Records Release</b> form and forward immediately to the school district from where the student came. This must include a request for special education records, if any. The



		documents listed on this form are listed on the <b>Lottery Acceptance Letter</b> as well. It is helpful to receive the documents from the family as it can be slow receiving documents from another school, and at times the file could be incomplete.
4	Office Manager	Office Manager will enter information from the documents into Powerschool and the state/local required systems.

**District of Columbia (DC) Residency Verification:** DC Residency must be re-verified for each school year for every student.

#	Responsibility	Procedure
1	Office Manager and other person enrolling child	Review proof that he/she is child's primary caregiver: <ol style="list-style-type: none"> <li>1. Records from previous school year</li> <li>2. Immunization or medical records</li> <li>3. caregiver receives public or medical benefits on behalf of child</li> <li>4. Signed, sworn form stating he/she is primary caregiver (See <b>Sworn Statement of Other Primary Caregiver</b>)</li> <li>5. Written attestation from legal, medical or social service professional (See <b>Attestation Form for Other Primary Caregiver</b>)</li> </ol>
#	Responsibility	Procedure
2	Office Manager and Parent/Guardian	Review document provided to prove residency. (See <b>Residency Verification Guidelines and forms</b> ) <ol style="list-style-type: none"> <li>1) Pay stub</li> <li>2) Financial assistance from DC in the form of an official letter – id cards are not acceptable</li> <li>3) Supplemental security income annual benefits notification</li> <li>4) Tax information authorization waiver form certified by DC Office of Tax and Revenue (a tax return is not sufficient unless certified) (See <b>Tax Information Authorization Form</b>)</li> <li>5) Unexpired military housing orders</li> <li>6) Embassy letter</li> <li>7) Proof that child is a ward of the District</li> <li>8) Two of the following               <ol style="list-style-type: none"> <li>a. Unexpired DC motor vehicle registration</li> <li>b. Unexpired lease with receipts for payment</li> <li>c. Unexpired DC motor vehicle license</li> <li>d. Utility bill dated July 1<sup>st</sup> or later of current year with receipt of payment</li> </ol> </li> </ol> <p>Notes:</p> <ul style="list-style-type: none"> <li>• Do not need to make copies of documents</li> </ul>

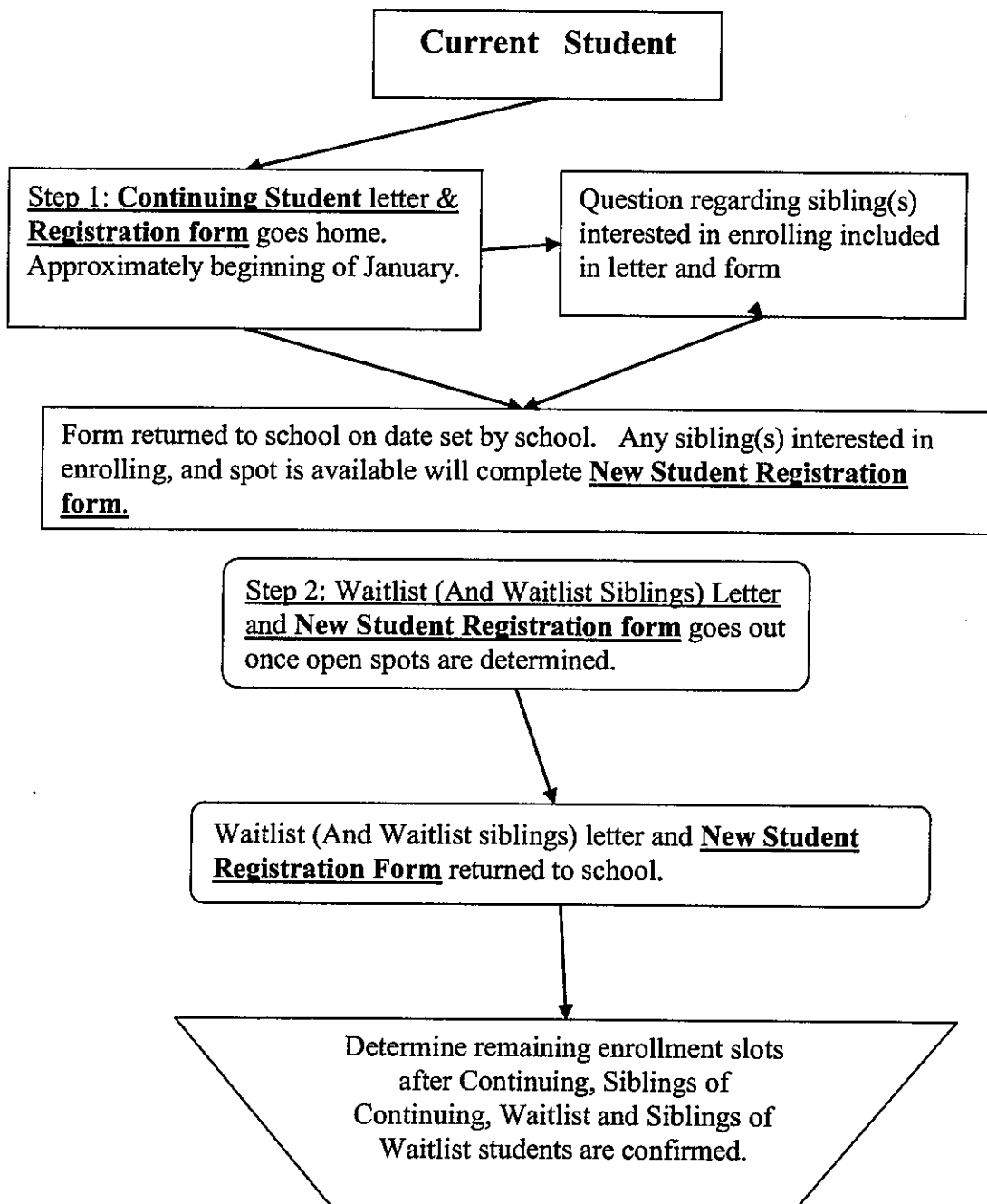


		<ul style="list-style-type: none"><li>• Must review original documents, not photocopies.</li><li>• A cancelled check constitutes receipt of payment.</li></ul>
3	Principal or DOI	If person cannot provide proof of residency, a home visit must be conducted. The adult claiming DC residency must first consent to the home visit. (See <b>Home Visit Consent and Verification Forms</b> )





## Student Enrollment Flow Chart





**Potential New Students**

Guardians fill out **New Student Application** (This can be done at any time before the lottery and can be entered online by a parent/guardian or a paper copy can be handed in at the school)

**Student Lottery**

**New Student Registration form** is sent home along with complete new student information folder to **all students accepted as siblings, from the Waitlist and from the lottery**. Placement is not considered confirmed until the completed forms and required documents are returned.

Schedule home visits  
This is done after the lottery

Once all completed documents are received at the school, enter student data in PS and required state system.



## STUDENT LOTTERY PROCEDURE

### When

- Look up dates for student application deadline and date of lottery in the school's charter application.
  - **Application Deadline:** \_\_\_\_\_
  - **Lottery Date:** \_\_\_\_\_
- Chose a time in the evening to hold lottery: \_\_\_\_\_
- When securing space to hold lottery ask that you be given at least 1 hour before appointed time for lottery to set up and after to breakdown.

**Complete this task by:** \_\_\_\_\_

### Where

- Chose a space that is large enough to hold a little more than half of the number of applications the school has received. (If school has received 160 applications find a space that can hold a little more than 80 people seated).
- Examples of space include gymnasium, theater or large meeting room in a community center, recreation center, or school.
  - Space: \_\_\_\_\_

**Complete this task by:** \_\_\_\_\_

### Prepare documents needed at lottery

- Check Kindergarten application birthdates to ensure eligibility.
  - Birth date for Kindergarten must be on or before:  
\_\_\_\_\_
- Mail Lottery Reminder to all applicants reminding them of lottery date (they are not obligated to attend).
- Master List of students' names, birth date, phone number, and address in alphabetical order, separated by grade.
  - NOTE: start this list now and continue to update as applications come in. Double check this list against applications, waitlist letters and re-enrollment letters. Next double check it against the lottery cards.
- Prepare 1 lottery card for every applicant to be entered in the lottery. Must use same color ink for all cards. (Each card must indicate student name, grade, phone number and any siblings also applying to school with their name and grade. All siblings applying are noted by name and grade on each child's application.) These cards can be filled out ahead of time days before the lottery. Make sure you double check these cards against the applications received and alphabetical student list.



- Accepted Lists: Each grade should have a blank sheet of paper that says "Accepted for Grade \_\_\_\_" and have the sheet numbered 1 through 50 (or the number of children being accepted into each grade) on the left hand column. This will be used to write down the names of students pulled from the Lottery Card Spinner.
- Wait Lists: Each grade should have a blank sheet of paper that says "Wait-Listed for Grade \_\_\_\_" and have the sheet numbered 1 through 50 (or the number of anticipated students for the waitlist) on the left hand column. This will be used to write down the names of students pulled from Lottery Card Spinner after accepted students have been pulled from Lottery Card Spinner.
- Blank Lottery Cards: Prepare and have ready to fill out at lottery if needed.
- New Student Registration Folder: Begin preparing folders with all documents listed in the Student Registration Checklist.
- Acceptance Letter with blank space at top for name of child and grade to be handwritten in before handing to parent at lottery.
- Sign-in Sheet.
- Optional Survey

**Complete this task by:** \_\_\_\_\_

### **How to Set Up**

- Need at least 4 people to help set up and breakdown (ask site if they have people on hand to help, if not bring your own). Confirm which Lighthouse, Board and Staff Members will be attending and working at lottery.
- Also make sure you have available the items below.
  - Microphone/ PA System
  - Lottery card spinner
  - Ensure they have number of chairs and tables you will need for event.
  - Need at least 3 tables.
    - One table (or more than one table) large enough to seat 4 people and hold one container for the lottery cards. This table will be used to administer the lottery and should be placed in the front center of the room. The Master List, Waitlist List and Accepted List should all be at this table.
    - One table near the entrance of the space. Have one person seated there asking people to sign in and complete optional survey. That same table will be used at the end of the evening to give accepted parents their acceptance letter and forms. The acceptance letter has a blank space for name of child and grade to be hand written in before handing to parent. At that point you need two people seated. One to give the form and the other to check the name off the list indicating form was given.
    - Have another table to the side with refreshments
- Assign tasks & list below:



- Setting up tables, chairs, and public address system: \_\_\_\_\_
- Calling out student names: \_\_\_\_\_
- Organizing Lottery Cards as they are pulled out of Lottery Card Spinner: \_\_\_\_\_
- Writing student names on admitted list and wait list: \_\_\_\_\_
- Distributing Enrollment Packets after the lottery: \_\_\_\_\_
- Post-lottery clean-up: \_\_\_\_\_

Complete this task by: \_\_\_\_\_

### Conducting the Lottery

- At the table the following people should be present:
  - Two members of the board of trustees to call out the names of the students
  - An assistant or administrator of the school to help organize lottery cards as they are pulled out of container
  - Another assistant or administrator who writes the name of each child that is called from container on the blank, numbered sheet of paper (make sure this person has neat, legible hand writing)
  - A non-partisan individual to observe and ensure that procedure is run properly.
- School leader should introduce him/herself, the board members and the other administrators and assistants at the table to the parents.
- Explain to parents the lottery procedure.
  - Explain which grade you are going to begin with. (Begin with either the lowest grade or the highest grade, and then proceed in ascending or descending order).
  - Also explain the sibling priority policy. If any open spots for that grade have already been given to siblings, announce the names of those siblings that have been given a spot before the lottery begins.
  - Explain sibling priority placement that happens during the lottery. As the lottery is underway and a child is selected, if the child selected has a sibling included in the lottery that sibling will be placed in an open spot. If that sibling's grade has been completed in the lottery process, and there are no open spots, that child is placed **at the top** of the waitlist for that grade in the order selected. As more siblings are added to the waitlist, siblings will be added to the top of their grade **in the order they are selected**.
- When ready to begin have each board member stand in front of the container. They should have the student cards, in alphabetical order.
- One board member should call the name out loud and clear, fold it twice in the same manner as every other lottery card is folded, place it in the container, and continue with the rest of the cards.
- After cards have been placed in container ask if parent did not hear their child's name for that grade. Fill out lottery card if needed and place in appropriate container.
  - If a parent says that is the case, we will quickly double check the name against the list, if child's name is not on the list and if child is eligible to enter into the lottery their name will be written on a card and write the words "Application to be verified" on the card and



place it into the container. This is done in case a parent has submitted an application form, before the lottery, for their child but we did not receive it. Tell the parent that the child will retain their spot on the acceptance list or wait list if we can later verify the application was submitted on time.

- Pick one slip of paper from bowl. Immediately read the name out loud. Write the student's name on their grade list. If the student has any siblings, write the siblings' names on the list for the appropriate grade level.
- As the name is read out loud, student's name should be written into the acceptance list. Chosen/accepted lottery card should be organized and clipped together by the time you are done calling out names for that grade.
- After number of accepted students have been chosen (and their siblings' names have been written on the acceptance list of their grade) explain to parents that you have finished calling out the names of students that have been accepted. At this point you will now begin to call names out for the waitlist. Call names out of container and write the name on the waitlist for that grade. It is important to do this carefully as this determines the order in which the child is placed on the waitlist. As the board member hands the card of the name he/she has just called out to the administrator have her write a small number in the corner of the card starting with 1 for the first one and 2 for the second card, etc. This will help keep the cards in order and will be easier to double check against the hand written waitlist.
- Once you have finished choosing names for that grade, get the lottery slips for the next grade and begin the procedure all over again.
- After all names have been called for all grades, announce that accepted parents should go and line up by the table to receive their acceptance letter and New Student Registration Folders. One person should hand out folders and acceptance letter while the other checks the student name off the list showing the letter was handed out. (This may not be feasible if there are more than 50 parents of accepted children. In that case, we may have to come up with an alternative system, such as telling parents that we will mail them their acceptance letters and forms, or as accepted children's names are called, parent comes up to lottery table and we have additional person or the school leader hand them an acceptance slip explaining that we will be mailing her acceptance information and instructions soon).
- While lined up parents are being given their acceptance letters have your extra hands break down the room. Any left over refreshments offer to the hosting institution.

### **Post Lottery**

- Next day double check and make sure that the cards of accepted students correspond with the hand written list of names. Do the same for the waitlist student cards and handwritten list.
- Update waitlist.
- All applications, cards and lists are to be stored at the school's office
- Send out acceptance letters and forms (See Student Registration Checklist in Student section of School Procedure Manual for forms to be sent) to parents who have been accepted but were not at the lottery. Have a due date for them to return necessary forms to ensure spot in school for their child.
- Send out waitlist letter to students on waitlist.



- Write thank you letter to hosting institution.
- Update Student Application removing application cut off date and lottery date and continue marketing the school.



## **STUDENT RECRUITMENT GUIDE**

### **PURPOSE**

To provide a guide for recruiting students in a city where our school(s) are new to the references well as in existing areas with high recruitment needs.

### **IMPORTANT FACTS NEEDED FOR PLANNING**

- Lottery Date (found in charter application)
- Student Application Deadline (need to set based on lottery date)
- Kindergarten Cut Off Date (Check with Dept of Education)
- Enrollment Target and Waiting List target (20% of enrollment target)

### **OPEN HOUSES**

This is one of the best ways to solicit applications and disseminate information. The key is getting the highest possible attendance.

#### **When/where to hold open houses:**

- ❖ Hold open houses (if possible) on the same day of the week, at the same time of day (preferably evening), for several weeks in a row. If possible, have an open house on one or more Saturdays also.
- ❖ Rotate the open houses amongst community centers, day care centers (public & private), after school programs, libraries, and recreation centers. If you have the school building available, some should be held there as well.
- ❖ Hold meetings in a space that seats at least 20 parents and their children.

#### **How to run an open house:**

- ❖ Arrive at least one hour early to give you time to set up room.
- ❖ Always have a helper. With two people at the open house, one person can stand by the entrance of the building and usher people in to the meeting.
- ❖ If the community we are servicing has a large immigrant population, be sure that at least one person from the team speaks their native language(s).
- ❖ If possible, set up three tables.
  - One table at the entrance with a sign in sheet (name, phone number, email address, and how did you hear about the school) and folders which contain our marketing materials, applications and flyers for the next open house. As parents are signing in, ask parents to fill out the applications.
  - One table near the speaker. Speaker can take notes and parents can drop off the completed applications.
  - One table to hold refreshments
  - Materials to have on hand: flyers, applications, pens/promo items, sticky post-it paper to write on and school banner.
- ❖ After introducing yourself and the school ask the parents what their vision of an excellent school is. After parents share those ideas, specifically address ideas/suggestions with examples of how our school may fit or match their vision of an excellent school.



- ❖ Share as many details as possible about the design and curriculum LHA schools.
- ❖ Open it up to questions from parents.
- ❖ Do NOT make promises on items that are not in the charter.
- ❖ Ask parents where they think would be best places in the community to advertise about the school/future open houses
- ❖ Ask them to tell their friends about the school, stressing the importance of attracting applicants from the community
- ❖ Give them 10 flyers each to share with their friends
- ❖ Before they leave ask them to turn in completed application (double check to make sure they completed all answers).
- ❖ Always send thank you notes to the hosting institution. Be sure to mention by name anyone from their organization who was especially helpful during the set up or break down of the event.

### **MARKETING MATERIALS**

- ❖ Marketing Documents: Flyers and Marketing Materials can be obtained through the Lighthouse Academies National Office (Community Development Associate).
  - School-specific documents: application/sell sheet, board contact sheet, other specific flyers
    - All documents should be translated into the dominant immigrant language of the community (e.g. Spanish, Creole, French, etc.)
    - Flyers should have more than one open house advertised. It gives parents a choice of when to attend. It also simplifies photocopying and mass distribution of flyers for more than one event
  - Network-wide Marketing documents: available in Marketing Toolkit on Prism
  - Have folders or packets with marketing materials including applications ready to give those who attend open houses or other events.
  - If you want to track what is attracting people, code applications indicating where they were distributed (e.g. mass mailing, LHA website, given at open house, etc.).
  - Website: work with LHA National Office (Community Development Associate and Chief Information Officer) to ensure school page is updated and application and other key information is readily available.

### **GRASS ROOTS MARKETING**

- ❖ Arrange to meet with Executive Directors and/or Education Directors of:
  - Head Start Programs (Federally funded program)
  - Universal Pre-K (State funded program)
  - Day Care Centers (public and private)
  - Nursery Schools
  - After School programs
  - Recreation Centers
  - Community Based Organizations
  - Sunday Schools
  - Health Care Centers
  - Shelters
  - WIC Centers
  - City/State Welfare Agencies
  - Cultural Organizations

- Community Empowerment Organizations
  - Parent Organizations, including United Parent's Associations or similar group
- ❖ Request help from these groups in spreading the word by asking them if they could:
    - Post flyers in entrance of building
    - Place flyers/applications in reception area
    - Distribute flyers to parents as they pick up/drop off children (ask if you could periodically set up a table near the entrance during pick up/drop off times).
    - Help parents fill out applications and help them fax it to us (only ask if they seem amenable to doing that sort of thing – sometimes they will offer)
    - Add our contact information to any mass mailing they may be conducting in the near future
    - Place information about school/open house in their bulletin (if they have one)
    - Place that information about school/open house on their website (if they have one)
    - Include LHA in a roundtable discussion with other schools. Some Head Start programs will have a "roundtable" and invite a few schools to present information to their parents. Find out if they are having such an event and ask to participate.
    - Ask if they could host an Open House
  - ❖ Always send thank you note to individuals you met with. It is not only polite, but it also can be used to reinforce our message.
  - ❖ After that initial meeting drop by periodically just to say hello and/ or to share new information about the school. That is a great way to learn new information about the community, their center and to develop a relationship.
  - ❖ Read local papers and watch for community signs posted throughout the city to find out about any neighborhood community events such as:
    - Parades (set table up at the end of parade or near review area)
    - festivals
    - Little league games
    - Tree planting events
    - Park cleaning events
      - Ask if a table can be set up at these events or just walk around approaching parents with applications and flyers for open houses.
      - Having a table is best because it is easier to help parents fill out applications and you have a place where parents can approach you.
      - Try and have an assistant there with you so they can pull parents in towards the table. Have plenty of application/sell sheets and open house flyers available.
  - ❖ Attend Community Board (or similar organization) meeting and make an announcement about the school and open house during the public

announcements period of the meeting. (Hopefully at this point you or someone from Lighthouse has previously met individually with a leader of the community board to discuss the school).

- Bring applications and marketing materials and ask permission to place them near the sign in sheet
  - Before and/or after the meeting, be sure to approach people you have seen in the community
  - Before and/or after the meeting introduce yourself and the school to new people
  - If they have a website ask if information about open house can be posted
- ❖ Attend Community Board Subcommittee meeting that decides education issues.
- Bring applications and marketing materials and distribute to attendees (these meetings tend to be smaller than the general Community Board meetings).
  - This is a good place to learn about and make contact with additional youth related organizations in the community.

*\*PLEASE NOTE THAT COMMUNITY BOARDS' REACTIONS TO CHARTER SCHOOLS MAY VARY FROM CITY TO CITY. LEARN ABOUT A NEIGHBORHOOD'S COMMUNITY BOARD BEFORE APPROACHING.*

- ❖ Arrange to meet individually with religious leaders of:
- Churches, temples, mosques (be aware of those that have their own private school when setting up appointments).
  - Introduce school. Give them materials about the school.
  - Ask permission to hand out flyers/materials after services.
  - Some churches have an announcements section at the end of their service. During your meeting with leader ask permission to speak during announcements section of their service (if they haven't offered already)
  - If you are not able to meet individually with leader ask them (or assistant) if you could speak during announcements section of their service.
  - If you speak at service briefly highlight important points about the school/open house and say you will be available to answer any questions after the service. (Attend full service)
- ❖ Identify charter schools in the area and introduce yourself to principal and/or parent coordinator
- Develop relationship with schools' leaders
  - If we are having any open houses after their Lottery we should be ready to greet parents who haven't been accepted with information about our school
  - If we are having open houses after their Lottery ask if we can post information about our open houses at the entrance of their school.
- ❖ Identify surrounding "traditional" public schools: The following should be done only if the school district is supportive of charter schools.
- Introduce yourself and the school to principal and/or parent coordinator
  - Ask if you can hand out flyers and/or post flyers in or near school

- Parent coordinators can be a great resource for spreading the word. If you meet with one, give them a stack of application/sell sheets to hand out.
- ❖ Advertise the open houses by posting flyers in key commercial establishments:
  - Laundromats (Typically have bulletin boards)
  - Restaurants
  - Bodegas
  - Supermarkets
  - Beauty Salons
    - If you go from Thursday to Saturday, that is a good opportunity to get applications filled out by women on the spot while they are getting their hair/nails done.
  - Barber Shops
  - Women's Clothing Stores
  - Check cashing places
  - Travel Agencies
  - Insurance/Tax/Accounting Storefronts
- ❖ Residential apartment buildings
  - Go to apartment buildings closest to our school facility first, then branch out to other apartment buildings
  - Ask people in the neighborhood which apartment buildings are known for having many children and concentrate on those
  - Slip flyers and applications under apartment doors
  - Post flyers in hallways/entrance (try and identify the super of the building and ask permission)
  - If we have a team of door pushers, who are independent contractors hired and trained to disseminate information about the school, go knocking door to door, discuss our school- if resident of that apartment does not have age appropriate children maybe they know someone who does. Give them flyers/applications.

### **MASS MEDIA ADVERTISING**

- ❖ After arriving in a new community pick up every newspaper you see in community centers, bodegas, deli's, etc. Pick them up for all languages, even if you do not read that language.
- ❖ Do a search on the internet for local newspapers. Double check the list with the papers you have picked up. Find out circulation and target your audience and neighborhoods.
- ❖ When talking to directors and community leaders ask them which newspapers, radio, TV channels would be the best places to get the word out about the school and the open houses.
- ❖ Once you have identified which mass media will be useful do the following:
  - For newspapers, identify education reporter (if there is one) introduce yourself, invite them to open houses, call them on a periodic basis even to share info or news unrelated to our schools just to develop a rapport/relationship.

- Depending on budget constraints, may want to advertise with small ads, or application inserts right in the paper. Contact LHA National Office (Community Development Associate) for help with ads.
- For TV, contact the assignment desk and fax info about open houses and school. Then do same as above with newspaper
- For Radio, on-air interviews at local stations where interested parents can call in generate interest. Depending on the market, radio advertising can be effective.

#### **MAINTAIN A COMMUNITY DATABASE**

- ❖ Develop and maintain a database of all organizations and individuals you have contacted including complete contact information so that you can use for hard copy or electronic mailings.

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## **Lighthouse Academies “From Offer to First Day” Best Practices**

***Goal: To keep new hires invested in the school and in the position.***

- Develop a transition plan for each new hire to connect with current team and to involve in school events – *see ECLCS example*

***Goal: To welcome new hires to the school community.***

- Send new hires a welcome packet including:
  - Welcome letter from a Lighthouse scholar
  - Welcome letter from the school board/local advisory board president
  - Article on the history of the community or highlighting an exciting new development in the community

***Goal: To begin new hires’ professional development over the summer.***

- Give new hires reading assignment over the summer – *see ECLCS example*
- Provide new hires a copy of the school’s Culture of Achievement Plan and Yearlong Professional Development Plan
- Encourage new hires to pick up curriculum guides and teachers’ editions from the school to begin planning instruction

June 19, 2009

Dear Lighthouse Leaders,

Greetings from East Chicago! We are excitedly planning for the beginning of the school year and wanted to provide some summer reading in order to prepare you for the upcoming Lighthouse Academies National Summit and the East Chicago portion of summer professional development. These readings will provide the framework for our first few weeks of professional development and will be the key to providing our students with a rigorous, college preparatory, arts infused education. Enclosed, you will find a number of text selections and one book to read.

Please review enclosed materials and read:

- Your selected book. These books will be reviewed and discussed when we first return, using a book club format.
- "The 90/90/90 Schools: A Case Study," which will set the stage for our professional development on rigorous instruction.
- "The Jaime Escalante Math Program" is an article that will prepare you for our professional development on student investment and motivation.
- The three, short articles from Educational Leadership, which will start our discussion and professional development on scholarly behavior.

Please review and skim:

- ECLCS PDI Draft Calendar
- School calendar
- Culture of Achievement Plan

In addition, please bring a picture or artifact from your college or high school graduation. We will be using these artifacts during the first week of ECLCS professional development to begin establishing our college-driven culture.

Further information regarding the Lighthouse Academies National Summit at DePaul will be sent later in the summer. We will forward on any information as soon as we receive it.

As you are moving through your work, please do not hesitate to contact us with any questions or concerns. We are very excited to be with all of you shortly and hope that you are excited to begin preparing our students for college!

Best,

Krysten Ivy Wendell  
Director of Instruction  
kwendell@lighthouse-academies.org  
academies.org

Michael Herring  
Principal  
mherring@lighthouse-



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**East Chicago Lighthouse Charter School  
Transition Plan for New Teachers  
April 2009**

**3<sup>rd</sup> grade Teacher**

Attend RC training in WI  
Invite to end of year events  
Use curriculum to plan, use for grad school projects  
Coffee with DOI and grade level partner  
Welcome Letter from the Board and from Students  
Docs and tests for HQ status

**2<sup>nd</sup> grade Teacher**

Observe 2<sup>nd</sup> grade classrooms at institute  
Invite to end of year events  
Coffee with DOI, grade level partner, and reading specialist  
Welcome Letter from the Board and from Students  
Docs and tests for HQ status

**1<sup>st</sup> grade Teacher**

Visit ECLCS and observe  
Observe at the Bronx Lighthouse Charter School  
Dinner with teachers living in Hyde Park  
Coffee with new principal  
Welcome Letter from the Board and from Students  
Docs and tests for HQ status

**Kinder Teacher**

Substitute for kinder teacher last week of school  
Invite to end of year events  
Coffee with DOI and grade level partner  
Welcome Letter from the Board and from Students  
Docs and tests for HQ status

## Lighthouse Academies Selection Best Practices

***Goal: To hire more highly effective teachers.***

- Reflect upon your highly effective teachers and identify common qualities and habits.
- Reflect upon your low performing teachers and determine selection mistakes and common characteristics.

***Goal: To model professionalism and to value the candidate's time.***

- Communicate with candidates consistently and in a timely manner. Contact them after each stage of the process and inform them of timelines and next steps.

***Goal: To increase staff investment in new hires and make well-rounded hiring decisions.***

- Involve DOIs, TLFs, and teachers in the selection process. Create a School Selection Team and establish roles and expectations.
  - Who will review resumes?
  - Who will conduct first phone screens?
  - Who will conduct second phone screens?

***Goal: To expose candidates to the school culture and to increase their understanding of expectations for teachers.***

- Include time during the personal interview day for candidates to observe in classrooms and around the school.
- Schedule time for candidates to talk with teachers informally during lunch or preps.

***Goal: To screen out candidates who are not good fits.***

- Utilize both phone screens to assess candidate's strengths prior to inviting them for an in-person interview.
- Have a teacher conduct the second phone screen for a more informal feeling – allowing time for candidate to ask questions and share concerns.
- Schedule the model lesson first on the personal interview day. If the candidate does not perform well, shorten the interview and modify the schedule to remove activities.

## Essential Qualities of Prospective Lighthouse Teacher

Purpose: Based off the teacher Vision of Excellence, this document highlights what qualities we seek teacher candidates to possess during the interview process compared to qualities that will be developed during a teacher's time with Lighthouse Academies. The interview rubrics are based off the skills and mindsets on the left side of the document. PALs can use the right side of the document to determine areas of development for new teaching staff.

<u>Candidate Must Demonstrate these Skills and Mindsets</u>	<u>Candidate Can Learn and be Coached on these Skills</u>
<b>Fit with Lighthouse Academies:</b> <ul style="list-style-type: none"> <li>▪ Understands charters, experience with urban populations; mindset is aligned with LHA school culture</li> </ul>	
<b>Demonstrates Qualities of Highly Effective Teacher:</b> <ul style="list-style-type: none"> <li>▪ Reflective, Perseverant, Relentless, Problem-Solver</li> </ul>	
<b>Instructional Planning:</b> <ul style="list-style-type: none"> <li>▪ Creates a long term curriculum plan demonstrating a rigorous knowledge of grade level requirements...</li> <li>▪ Purposefully plans rigorous, objective-driven, arts-infused lessons and activities that accounts for various learning styles...</li> </ul>	<b>Instructional Planning:</b> <ul style="list-style-type: none"> <li>▪ Differentiates for individual students based on their unique learning needs...</li> </ul>
<b>Instructional Delivery:</b> <ul style="list-style-type: none"> <li>▪ Explicitly introduces learning objectives to students, activates students' prior knowledge as it relates to the objectives...</li> <li>▪ Presents academic content through a variety of instructional strategies (including arts infusion)...</li> </ul>	<b>Instructional Delivery:</b> <ul style="list-style-type: none"> <li>▪ Provides many and varied opportunities for students to achieve mastery...</li> </ul>
<b>Assessment:</b> <ul style="list-style-type: none"> <li>▪ Develops standards-based, measureable, and ambitious goals that will increase student achievement...</li> <li>▪ Continually collects data to plan further instruction....</li> </ul>	<b>Assessment:</b> <ul style="list-style-type: none"> <li>▪ Uses standards-aligned assessments at the beginning, middle, and end of units...</li> <li>▪ Frequently checks for understanding, clears up or revisits areas of confusion and provides timely feedback...</li> </ul>
<b>Learning Environment:</b> <ul style="list-style-type: none"> <li>▪ Creates a focused environment of fairness and respect...</li> <li>▪ Communicates and enforces high standards for behavior...</li> </ul>	<b>Learning Environment:</b> <ul style="list-style-type: none"> <li>▪ Celebrates progress towards big goals and increases long-lasting investment in hard work and big goals...</li> <li>▪ Organizes a user-friendly classroom to</li> </ul>

## Essential Qualities of Prospective Lighthouse Teacher

<ul style="list-style-type: none"><li>▪ Establishes, models, practices, and reinforces age-appropriate rules and logical consequences...</li></ul>	ensure a productive academic environment... <ul style="list-style-type: none"><li>▪ Implements classroom procedures, systems, and routines that provide structure for students...</li></ul>
<b>Family and Community Relations:</b> <ul style="list-style-type: none"><li>▪ Communicates respectfully with parents/guardians and is sensitive to different families' cultures and values...</li></ul>	<b>Family and Community Relations:</b> <ul style="list-style-type: none"><li>▪ Responds promptly and effectively to parents/guardian questions and concerns with positive interactions...</li><li>▪ Maintains timely and frequent communication with parent/guardians...</li></ul>
<b>Professionalism:</b> <ul style="list-style-type: none"><li>▪ Collaborates to continuously improve instruction, assessment, and achievement...</li><li>▪ Reflects critically upon teaching experience and effectiveness of lessons...</li></ul>	<b>Professionalism:</b> <ul style="list-style-type: none"><li>▪ Engages in meaningful learning experiences...</li></ul>

## Lighthouse Academies Teacher Recommended Hiring Timeline

Timeline	Action
<b>February – March</b>	Identify Highly Effective Teachers to retain and potential openings based upon Mid-Year Data and Round 2 Evaluations
<b>March 1</b>	Identify new teaching positions based upon budget and enrollment targets. Email Associate Director of Recruitment list of open teaching positions, including grade level and content area
<b>March 15</b>	Identify open teaching positions based upon current teachers' letters of intent
<b>March 15</b>	Email Associate Director of Recruitment list of all open teaching, including grade level and content area
<b>March – May</b>	Review applications on Hirebridge Complete phone screens Conduct personal interview days
<b>May – June</b>	Make and Confirm Offers
<b>June 15</b>	Complete Teacher Hiring  <i>80% of Top Performing Teachers applied before June</i> <i>83% of Green Teachers applied before July</i>

**Teacher Resume Review Checklist**

<b>Candidate Name:</b>		<b>Position &amp; School/Region:</b>	
<b>Interview Team Member:</b>		<b>Date:</b>	

**Purpose:** In addition to using the position description and teacher Vision of Excellence to screen resumes for strengths, below are the common characteristics sought in a Lighthouse Academies Teacher:

- Urban experience/experience with a high needs population
- Experience with charter schools
- Certified teacher/certified in specific content knowledge
- Evidence of student achievement/closing the achievement gap
- One + years of classroom teaching experience
- Cover letter is specific to Lighthouse Academies
- Resume, cover letter and application are relatively free of spelling and grammatical errors

+	Δ	Red Flags

**Next Step:**  Phone Screen  Hold for Future Consideration  Do Not Move Forward  Other:

## Teacher Selection Aligned with Teacher Vision of Excellence

<u>Essential Functions</u>	<u>Actions</u>	<u>Where to Find Evidence</u> (NFC = not formally collected)
<b>Instructional Planning</b>	<p>Action 1: Creates a long term curriculum plan demonstrating a rigorous knowledge of grade level requirements for subjects taught using the LHA curriculum guides and state standards, such that...</p> <p>Action 2: Purposefully plans rigorous, objective-driven, arts-infused lessons and activities that account for various learning styles and need for physical movement such that...</p> <p>Action 3: Differentiates for individual students based on their unique learning needs so all students are appropriately engaged and challenged such that...</p>	<p>1<sup>st</sup> Phone Screen, 2<sup>nd</sup> Phone Screen, Personal Interview, Sample Lesson</p> <p>1<sup>st</sup> Phone Screen, 2<sup>nd</sup> Phone Screen, Personal Interview, Sample Lesson</p> <p>1<sup>st</sup> Phone Screen, 2<sup>nd</sup> Phone Screen, Personal Interview, Sample Lesson</p>
<b>Instructional Delivery</b>	<p>Action 1: Explicitly introduces learning objectives to students, activates students' prior knowledge as it relates to the objectives, and concludes the lesson by reviewing the learning objectives and having students apply them context such that...</p> <p>Action 2: Presents academic content through a variety of instructional strategies to relentlessly reach all learners such that...</p> <p>Action 3: Provides many and varied opportunities for students to achieve mastery while working to promote achievement by all students without exception such that...</p>	<p>1<sup>st</sup> Phone Screen, Personal Interview</p> <p>1<sup>st</sup> Phone Screen, 2<sup>nd</sup> Phone Screen, Personal Interview, Sample Lesson</p> <p>Personal Interview, Sample Lesson</p>
<b>Assessment</b>	<p>Action 1: Develops standards-based, measurable, and ambitious goals that will increase student achievement toward or beyond LHA network goals such that...</p> <p>Action 2: Uses standards-aligned assessments at the beginning, middle, and end of units (with tracking and grading systems) to measure progress toward or beyond LHA network goals such that...</p> <p>Action 3: Continually collects data to plan further instruction for the full range of students within the classroom such that...</p> <p>Action 4: Frequently checks for understanding, clears up or revisits areas of confusion,</p>	<p>Resume Screen, 1<sup>st</sup> Phone Screen, 2<sup>nd</sup> Phone Screen, Writing Sample, Personal Interview</p> <p>1<sup>st</sup> Phone Screen, 2<sup>nd</sup> Phone Screen, Personal Interview</p> <p>1<sup>st</sup> Phone Screen, 2<sup>nd</sup> Phone Screen, Data Project, Personal Interview</p> <p>1<sup>st</sup> Phone Screen, 2<sup>nd</sup> Phone Screen, Personal Interview, Sample Lesson</p>



## Teacher Selection Aligned with Teacher Vision of Excellence

	<p>and provides timely feedback to students such that...</p> <p>Action 1: Creates a focused environment of fairness and respect that encourages students to take risks and strive to reach big goals such that...</p> <p>Action 2: Communicates and enforces high standards for behavior and academic performance such that...</p> <p>Action 3: Celebrates progress toward big goals and increases long-lasting investment in hard work and big goals such that...</p> <p>Action 4: Organizes class-friendly classroom to ensure a productive academic environment and a safe physical space such that...</p> <p>Action 5: Implements classroom procedures, systems, and routines that provide structure for students and maximize instructional time such that...</p> <p>Action 6: Establishes, models, practices, and reinforces age-appropriate rules and logical consequences and individual behavioral management plans (as needed) such that...</p>	<p>1<sup>st</sup> Phone Screen, 2<sup>nd</sup> Phone Screen, Personal Interview, Sample Lesson, Role Play</p> <p>1<sup>st</sup> Phone Screen, 2<sup>nd</sup> Phone Screen, Personal Interview, Sample Lesson, Role Play</p> <p>1<sup>st</sup> Phone Screen, Personal Interview</p> <p>1<sup>st</sup> Phone Screen, Personal Interview</p> <p>1<sup>st</sup> Phone Screen, Personal Interview</p> <p>1<sup>st</sup> Phone Screen, 2<sup>nd</sup> Phone Screen, Personal Interview, Role Play</p>
<p><b>Family and Community Relations</b></p>	<p>Action 1: Communicates respectfully with parents/guardians and is sensitive to different families' cultures and values such that...</p> <p>Action 2: Responds promptly and effectively to parent/guardian questions and concerns with positive interactions such that...</p> <p>Action 3: Maintains timely and frequent communication with parents/guardians concerning curriculum, expectations, student progress or problems and is tenacious in contacting hard-to-reach parents/guardians such that...</p>	<p>1<sup>st</sup> Phone Screen, 2<sup>nd</sup> Phone Screen, Personal Interview, Role Play</p> <p>1<sup>st</sup> Phone Screen, 2<sup>nd</sup> Phone Screen, Personal Interview, Role Play</p> <p>1<sup>st</sup> Phone Screen, 2<sup>nd</sup> Phone Screen, Personal Interview</p>
<p><b>Professionalism</b></p>	<p>Action 1: Collaborates with colleagues and other professionals to ensure...</p> <p>Action 2: Maintains high standards of professional conduct and ethics such that...</p> <p>Action 3: Engages in ongoing professional development and learning such that...</p>	<p>1<sup>st</sup> Phone Screen, 2<sup>nd</sup> Phone Screen, Personal Interview, Sample Lesson</p> <p>1<sup>st</sup> Phone Screen, Personal Interview</p>

## Teacher Phone Screen Questions

Candidate Name:

Position & School/Region:

Phone Screener:

Date & Time:

*Please use the following questions to gather evidence from each Essential Function. If you need additional questions, please see the Supplemental Question Sheet.*

### **Fit with Lighthouse Academies: Mission, Vision, Core Values**

Why are you interested in working at a Lighthouse Academies Charter School? What do you understand our mission to be? Why is that mission important to you?

Why are you interested in teaching in a charter school? Why are you interested in teaching in an urban setting with an under-served population? ?

What has been your experience with arts-infused instruction ? Give me an example of a time when you infused the arts in your instruction.

### **Instructional Planning**

What is your knowledge and experience with standards-based curriculum and instruction?

How do you approach planning your lessons? What is your planning process?

### **Instructional Delivery**

What instructional strategies do you find most effective?

Our schools have an extended school day to allow for more time on instruction. How would this impact your teaching?

### **Assessment**

What tools have you used to assess student achievement? What do you do with that information?

What data do you track and what tools do you use to track it?

We are committed to hiring teachers who have a proven track record of significantly improving student achievement. Describe how you have significantly improved student achievement and what data you have to support this.

**Learning Environment**

How do you build relationships with your students and invest them in your classrooms' culture and goals?

What is your philosophy and approach to developing and managing students' behaviors? What strategies or tools do you use? Be specific.

**Family and Community Relations**

Describe what steps you have taken to build relationships with your students' parents/guardians.

How do you keep parents informed of their child's progress throughout the year? What if they are initially unresponsive?

**Professionalism**

In your last formal evaluation, what were three strengths your supervisor noted? What was one area of development? Did you agree with that assessment?

Strengths:

Development:

Candidates' Questions:

Timeline/Availability:

**Summary**

<b>Plus</b>	
<b>Deltas/Questions</b>	
<b>Next Steps</b>	

## Teacher Phone Screen Rubric

<b>Candidate Name:</b>		<b>Position &amp; School/Region:</b>	
<b>Interview Team:</b>		<b>Date:</b>	

**RATINGS:** NA = Not Asked

1 = Lacking Evidence/Unlikely to Occur Based on Mindset

2 = Solid Evidence/Likely to Occur Based on Mindset

3 = Significant Evidence/Highly Likely to Occur Based on Mindset

FIT WITH LHA: MISSION, VISION, CORE VALUES				
Believes in Mission; Mindset is Aligned with LHA Core Values; Understands Charter Schools; Experience with Urban Populations <i>Follow Up Needed:</i>	NA	1	2	3
Demonstrates Qualities of Highly Effective Teacher: Problem-Solver, Reflective, Perseverant, Relentless <i>Follow Up Needed:</i>	NA	1	2	3
INSTRUCTIONAL PLANNING				
Demonstrates Rigorous Knowledge of Grade Level Requirements which Informs Long Term Curriculum Plans <i>Follow Up Needed:</i>	NA	1	2	3
Lessons are Rigorous, Objective-Driven, and Account for Various Learning Styles <i>Follow Up Needed:</i>	NA	1	2	3
INSTRUCTIONAL DELIVERY				
Lessons are Centered around Learning Objectives <i>Follow Up Needed:</i>	NA	1	2	3
Academic Content is Presented Through a Variety of Instructional Strategies (Including Arts Infusion) <i>Follow Up Needed:</i>	NA	1	2	3
ASSESSMENT				
Demonstrated Record of Increasing Levels of Student Achievement <i>Follow Up Needed:</i>	NA	1	2	3
Uses Data and Assessments to Measure Students' Achievement <i>Follow Up Needed:</i>	NA	1	2	3
LEARNING ENVIRONMENT				
Creates a Focused Environment of Fairness and Respect including High Standards for Behavior <i>Follow Up Needed:</i>	NA	1	2	3
Articulates Success with Establishing and Reinforcing Classroom Rules and Consequences <i>Follow Up Needed:</i>	NA	1	2	3
FAMILY AND COMMUNITY RELATIONS				
Demonstrates Sensitivity to Different Families' Culture and Values <i>Follow Up Needed:</i>	NA	1	2	3
PROFESSIONALISM				
Utilizes Collaboration to Increase Student Achievement <i>Follow Up Needed:</i>	NA	1	2	3
Reflects Critically upon Teaching Practice; Responds Constructively to Feedback <i>Follow Up Needed:</i>	NA	1	2	3

TOTAL	AVERAGE	RESULT
	2.5-3.0	Move to Second Phone Screen
	2.0-2.5	Place on Hold until all First Phone Screens are Complete
	< 2.0	Do Not Move Forward

**Notes:**

## Teacher Second Phone Screen Questions

Candidate Name:

Position & School/Region:

Phone Screener:

Date & Time:

*Please use the following questions to gain evidence of each Essential Function. Additional questions may be found on the Supplemental Questions sheet.*

### Fit with Lighthouse Academies: Mission, Vision, Core Values

Why are you pursuing a teaching position with Lighthouse Academies? What do you enjoy most about teaching?

What do you like most about the Lighthouse Academies model?

### Instructional Planning

Lighthouse Academies teachers use the state standards along with curriculum maps to plan for the school year. Describe how you use the state standards in your instructional planning?

How do many hours do you typically work outside of the school day to plan?

### Instructional Delivery

What does your teaching style look like? If I walked into your classroom at any given moment, what would I see?

As a network, we believe in using the arts to leverage student engagement, prior knowledge, and to demonstrate mastery. What would arts-infusion look like in your classroom?

### Assessment

How do you measure your success as a teacher?

Describe what student work you post in and around your classroom? What makes a high-quality display of student work?

### Learning Environment

What are three non-negotiables in your classroom in terms of behavior. What happens if a student doesn't meet those expectations?

At what point do you have administration step into your classroom when dealing with behavior? Is there a point where a student could/should be removed from your room?

**Family and Community Relations**

What has been your toughest parental encounter as a teacher and how did you handle it? Looking back, would you do anything differently?

Do you think all parents/guardians want to be invested in their students' education? What are some of the barriers to their investment and how would address them?

**Professionalism**

In what areas do you hope to grow as an educator?

What are your long-term goals?

**Candidates' Questions:**

**Summary**

<b>Plus</b>	
<b>Deltas/Questions</b>	
<b>Next Steps</b>	

## Teacher Second Phone Screen Rubric

<b>Candidate Name:</b>		<b>Position &amp; School/Region:</b>	
<b>Interview Team:</b>		<b>Date:</b>	

**RATINGS:** NA = Not Asked

1 = Lacking Evidence/Unlikely to Occur Based on Mindset

2 = Solid Evidence/Likely to Occur Based on Mindset

3 = Significant Evidence/Highly Likely to Occur Based on Mindset

FIT WITH LHA: MISSION, VISION, CORE VALUES				
Believes in Mission; Mindset is Aligned with LHA Core Values; Understands Charter Schools; Experience with Urban Populations <i>Follow Up Needed:</i>	NA	1	2	3
Demonstrates Qualities of Highly Effective Teacher: Problem-Solver, Reflective, Perseverant, Relentless <i>Follow Up Needed:</i>	NA	1	2	3
INSTRUCTIONAL PLANNING				
Demonstrates Rigorous Knowledge of Grade Level Requirements which Informs Long Term Curriculum Plans <i>Follow Up Needed:</i>	NA	1	2	3
Lessons are Rigorous, Objective-Driven, and Account for Various Learning Styles <i>Follow Up Needed:</i>	NA	1	2	3
INSTRUCTIONAL DELIVERY				
Lessons are Centered around Learning Objectives <i>Follow Up Needed:</i>	NA	1	2	3
Academic Content is Presented Through a Variety of Instructional Strategies (Including Arts Infusion) <i>Follow Up Needed:</i>	NA	1	2	3
ASSESSMENT				
Demonstrated Record of Increasing Levels of Student Achievement <i>Follow Up Needed:</i>	NA	1	2	3
Uses Data and Assessments to Measure Students' Achievement <i>Follow Up Needed:</i>	NA	1	2	3
LEARNING ENVIRONMENT				
Creates a Focused Environment of Fairness and Respect including High Standards for Behavior <i>Follow Up Needed:</i>	NA	1	2	3
Articulates Success with Establishing and Reinforcing Classroom Rules and Consequences <i>Follow Up Needed:</i>	NA	1	2	3
FAMILY AND COMMUNITY RELATIONS				
Demonstrates Sensitivity to Different Families' Culture and Values <i>Follow Up Needed:</i>	NA	1	2	3
PROFESSIONALISM				
Utilizes Collaboration to Increase Student Achievement <i>Follow Up Needed:</i>	NA	1	2	3
Reflects Critically upon Teaching Practice; Responds Constructively to Feedback <i>Follow Up Needed:</i>	NA	1	2	3

TOTAL	AVERAGE	RESULT
	2.5-3.0	Move to Personal Interview
	2.0-2.5	Place on Hold until all Second Phone Screens are Complete
	< 2.0	Do Not Move Forward

**Notes:**

**Lighthouse Academies, Inc.**  
**Teacher Interview Preparation Details –Internal Document**

**Candidate:**

**Interview Date:**

*Below is the pre-work candidates will be asked to complete prior to the personal interview. There are several options for each section, please identify the choices that best meet your needs and share with candidates on the Teacher Personal Interview Prewrite\_EXTERNAL document.*

In order to prepare for your interview, please complete the following activities.

**I. Model Lesson - Please bring four copies of your lesson plan.**

*(Purpose: To gain evidence on: Instructional Planning, Instructional Delivery, Assessment, Learning Environment)*

You will be teaching a 30-minute arts-infused lesson in a Lighthouse Academies classroom. Please use the information outlined below, as well as the state standards, to plan your lesson. For more information about arts infusion, visit our website at [www.lighthouse-academies.org](http://www.lighthouse-academies.org)

Grade level:

Number of Students:

Core Content Area:

Objective:

**II. Writing Sample - Please bring four copies of your response.**

We are looking for teachers who are thoughtful and reflective. We would like to hear your thoughts on the following topics. *(School Selection Team, please choose two from the following topics and include them on the external document)*

- A. At the start of the school year, 80% of your students are below grade level. As you begin the first weeks of school, what are you thinking? What will be your approach for the next three months to move them to grade level?  
*(Purpose: To gain evidence on: Instructional Planning, Instructional Delivery, Assessment)*
- B. Teachers at Lighthouse Academies are responsible not only for instruction during the 8am-4pm school day but for communicating with parents, inputting student achievement data into trackers, attending weekly teacher meetings and grading student assignments and tests. Knowing these requirements, what would your schedule look like for a week? A month?  
*(Purpose: To gain evidence on: Fit, Instructional Planning)*
- C. What is your goal for parent/teacher conferences? How do you prep for them? What is your approach to them? What do you hope the outcome of the conference is?  
*(Purpose: To gain evidence on: Family and Community Relations)*
- D. Reflect upon yourself as an adult learner. What learning style is most effective for you personally? What professional development is most effective for you? In what other ways do you develop yourself as a professional?  
*(Purpose: To gain evidence on: Fit, Professionalism)*



**III. Academic Achievement - Please bring four copies of your documentation.**

One of the Essential Qualities of a Lighthouse Academies teacher is someone whose actions demonstrate urgency and relentlessness that have resulted in a proven record of academic achievement. The selection team would like review the results you have achieved. Please bring materials to your interview that demonstrates your track record of high academic achievement with your students.

**IV. Role Play**

*(Purpose: To gain evidence on: Fit with LHA, Learning Environment, Family and Community Relations. Please choose the role plays that fit your needs include them on the external document. In addition, determine who from the selection team will act out each role play with the candidate during the personal interview.)*

During the interview you may be asked to participate in a role play. Please prepare for the following scenario.

*(Lower Academy) You have a student who, for reasons unknown to you, is having a particularly bad day. She is having trouble staying in her seat, listening to instruction, and keeping her hands to herself. After correcting the student's behavior, once again, the student has a tantrum. She yells out in response to you and starts stamping her feet. How do you proceed?*

*(Upper Academy/CPA) Lighthouse Academies has a strict dress code policy. Uniform shirts must be tucked in at all times. Your students are filing into your classroom before the start of the period and you notice one student's shirt is completely untucked. You ask him to fix it and he refuses, saying there is no point because he forgot to wear a belt and it will just come untucked anyway. You ask him again and he ignores you. How do you proceed?*

*The school has a zero tolerance policy for fighting. If a student hits someone, they get suspended. Your principal calls a parent to notify her that her child has been suspended for fighting. The parent is very upset because she feels her child has been bullied in your classroom for some time and she finally told him it was time to defend himself and hit back. Thus, she feels the suspension is unwarranted. She wants to meet with you and your principal when she gets to the school in five minutes. How do you approach this meeting and the parent?*

**Lighthouse Academies, Inc.**  
**Teacher Interview Preparation Details**

**Candidate:**

**Interview Date:**

In order to prepare for your interview, please complete the following activities.

**I. Model Lesson - Please bring four copies of your lesson plan.**

You will be teaching a 30-minute arts-infused lesson in a Lighthouse Academies classroom. Please use the information outlined below, as well as the state standards, to plan your lesson. For more information about arts infusion, visit our website at [www.lighthouse-academies.org](http://www.lighthouse-academies.org)

Grade level:

Number of Students:

Core Content Area:

Objective:

**II. Writing Sample - Please bring four copies of your response.**

We are looking for teachers who are thoughtful and reflective. We would like to hear your thoughts on the following topics.

A.

B.

**III. Academic Achievement - Please bring four copies of your documentation.**

One of the Essential Qualities of a Lighthouse Academies teacher is someone whose actions demonstrate urgency and relentlessness that have resulted in a proven record of academic achievement. The selection team would like review the results you have achieved. Please bring materials to your interview that demonstrates your track record of high academic achievement with your students.

**IV. Role Play**

During the interview you may be asked to participate in a role play. Please prepare for the following scenario.

*(Lower Academy) You have a student who, for reasons unknown to you, is having a particularly bad day. She is having trouble staying in her seat, listening to instruction, and keeping her hands to herself. After correcting the student's behavior, once again, the student has a tantrum. She yells out in response to you and starts stamping her feet. How do you proceed?*

*(Upper Academy/CPA) Lighthouse Academies has a strict dress code policy. Uniform shirts must be tucked in at all times. Your students are filing into your classroom before the start of the period and you notice one student's shirt is completely untucked. You ask him to fix it and*

*he refuses, saying there is no point because he forgot to wear a belt and it will just come untucked anyway. You ask him again and he ignores you. How do you proceed?*

*The school has a zero tolerance policy for fighting. If a student hits someone, they get suspended. Your principal calls a parent to notify her that her child has been suspended for fighting. The parent is very upset because she feels her child has been bullied in your classroom for some time and she finally told him it was time to defend himself and hit back. Thus, she feels the suspension is unwarranted. She wants to meet with you and your principal when she gets to the school in five minutes. How do you approach this meeting and the parent?*

### *Teacher Personal Interview – Sample Schedule*

<b>Candidate Name:</b>	<b>Position &amp; School/Region:</b>
<b>Interview Team:</b>	<b>Date &amp; Time:</b>

*Purpose: This document is used to organize the school selection team so everyone has an understanding of how the interview day will happen. It also allows the school selection team determine who will lead each section.*

<b>Time</b>	<b>Task</b>	<b>LHA Staff Member(s) Leading</b>
8:00-8:15	<b>Arrival and Process Meeting</b> <ul style="list-style-type: none"> <li>• Review the schedule and note any changes</li> <li>• Meet interview team</li> <li>• Gather materials needed for model lesson</li> <li>• Collect Pre-work</li> </ul>	
8:15-8:45	<b>Tour of the School</b>	
8:45-9:15	<b>Classroom Observations</b> <ul style="list-style-type: none"> <li>• Candidate should observe in the classroom they will teach their sample lesson</li> </ul>	
9:15-9:45	<b>Arts-Infused Model Lesson</b>	
9:45-10:15	<b>Data Activity</b>	
10:15-11:15	<b>Personal Interview</b> <ul style="list-style-type: none"> <li>• Debrief Lesson</li> <li>• Review Writing Sample</li> <li>• Role Plays</li> <li>• Data Reflection</li> </ul>	

## **Lighthouse Academies Teacher Interview**

### **Student Achievement Data Project**

At Lighthouse Academies we consult data to understand how we are performing against our goals, to identify ways in which we can improve our practice, and to hold ourselves accountable to our stakeholders and supporters.

**Please review the attached student achievement results. Your school's goal is to have students reach 190 on the upcoming NWEA Assessments. This data reflects where your students currently are at the start of school. Be prepared to share your analysis based upon the following questions:**

**1) Trends**

- a. What positive trends do you notice?
- b. What opportunities do you notice?

**2) Actions**

- a. What would be your plan of action for the next three months?
- b. How would invest students and parents in these actions?

**Attachments:**

- Fall NWEA Results for one subject, one classroom

## Teacher Personal Interview

Candidate Name:

Position & School/Region:

Interview Team:

Date & Time:

*Prior to the personal interview, identify questions that address specific gaps in the resume and phone screen process. Push candidates to give specific examples for each question in order to gather complete evidence for each essential function. If needed, additional questions can be found on the interview supplemental question document.*

### **Debrief of School Tour/Classroom Observation**

From the school tour, what are your impressions of the school? What stuck out to you during the school tour?

What successes did you see?

What areas of opportunity did you observe?

Describe what you saw in the area of arts-infusion.

### **Debrief of Sample Lesson**

How do you think your lesson went? If you could do it all over again, what would you do differently?

Did the students accomplish your objective? How do you know?

*Interview team provides feedback on the lesson, including strengths and recommendations.*

### **Fit with Lighthouse Academies**

What do you believe to be the three top contributing factors to the achievement gap? How do you plan to address those factors as a Lighthouse Academies teacher?

Describe your previous school in terms of size, demographics, grades, achievement levels, etc. What were the biggest challenges you had? What were your greatest successes?

### **Instructional Planning**

What goals do you set for your students for the year? How do you plan for the academic year to reach those goals? What do you use to drive this plan and how does it change throughout the year?

Assume that 50% of your students are two or more grade levels behind at the start of the school year. What steps do you need to take to ensure all of your students succeed?

(For UA/CPA Candidates) Most of our Upper Academy and College Prep Academy teachers teach two grade levels and/or two subject areas. How would this affect your instructional planning?

### **Instructional Delivery**

What three words would your previous students use to describe your teaching style?

Describe what type of classroom environment you feel promotes the greatest amount of learning. Give us examples of strategies you have implemented to create this type of learning environment.

How have you individualized the learning process for students in your class?

### **Assessment**

Notes/reflections about achievement data/results brought to interview by the candidate.

Thinking about your current data, can you describe a trend you're seeing in your classroom and what that is telling you about student achievement?

How do you assess students' understanding of a lesson objective? A unit's objectives? A state standard?

Let's say you just received the results from the network-wide assessment your students took in November. You learn that your classroom is only 30% of the way to the year end goal. What would be your thought process and what would you do next?

What other data points do you collect in your classroom?

### **Notes on Data Project**

What positive trends do you notice?

What opportunities do you notice?

What would be your plan of action for the next three months? How would you invest students and parents in this plan?

### **Learning Environment**

What steps have you taken to build a community of learners in your classroom? What evidence do you have to show that you have been effective?

As a network, we believe in high expectations for student behavior. What does that look like to you? Give us an example of how you communicate and uphold high expectations in your class.

Describe the most challenging behavior situation you have had to handle. What was the outcome? If you could go back and do it again, what would you do differently?

(For UA/CPA Candidates) How would you build a classroom culture with students you only see a few times a week? How would you build a culture with your homeroom/advisory whom you would see daily?

### **Conduct Role Play on Student Behavior.**

Notes:

### **Family and Community Relations**

Outline the successes you have had with parental involvement in your previous positions.

Describe how you have been able to reach a parent who was otherwise “unreachable,” as in, never returned phone calls, did not come to report card pick-up, etc.

### **Conduct Role Play on Parent Interaction.**

Notes:

### **Professionalism**

Describe the relationships you had with your colleagues in your previous role. What made these relationships productive? What were the challenges?

What tools do you use to manage your work on a daily, weekly and monthly basis?



As a network, we strongly believe in the importance of developing our capacity with 20 days of professional development a year. What is one area you feel you need to develop in order to fulfill the duties of your position successfully?

**Candidate's Questions:**

## Teacher Selection Final Rubric

<b>Candidate Name:</b>		<b>Position &amp; School/Region:</b>	
<b>Interview Team Member:</b>		<b>Date:</b>	

*Consult all sources of evidence and data when completing. See "Where To Find Evidence Chart"*

**RATINGS:** NA = Not Asked

1 = Lacking Evidence/Unlikely to Occur Based on Mindset

2 = Solid Evidence/Likely to Occur Based on Mindset

3 = Significant Evidence/Highly Likely to Occur Based on Mindset

FIT WITH LHA: MISSION, VISION, CORE VALUES				
Believes in Mission; Mindset is Aligned with LHA Core Values; Understands Charter Schools; Experience with Urban Populations <i>Follow Up Needed:</i>	NA	1	2	3
Demonstrates Qualities of Highly Effective Teacher: Problem-Solver, Reflective, Perseverant, Relentless <i>Follow Up Needed:</i>	NA	1	2	3
INSTRUCTIONAL PLANNING				
Demonstrates Rigorous Knowledge of Grade Level Requirements which Informs Long Term Curriculum Plans <i>Follow Up Needed:</i>	NA	1	2	3
Lessons are Rigorous, Objective-Driven, and Account for Various Learning Styles <i>Follow Up Needed:</i>	NA	1	2	3
INSTRUCTIONAL DELIVERY				
Lessons are Centered Around Learning Objectives <i>Follow Up Needed:</i>	NA	1	2	3
Academic Content is Presented Through a Variety of Instructional Strategies (Including Arts Infusion) <i>Follow Up Needed:</i>	NA	1	2	3
ASSESSMENT				
Demonstrated Record of Increasing Levels of Student Achievement <i>Follow Up Needed:</i>	NA	1	2	3
Uses Data and Assessments to Measure Progress and Drive Instruction <i>Follow Up Needed:</i>	NA	1	2	3
LEARNING ENVIRONMENT				
Creates a Focused Environment of Fairness and Respect including High Standards for Behavior <i>Follow Up Needed:</i>	NA	1	2	3
Articulates Success with Establishing and Reinforcing Classroom Rules and Consequences <i>Follow Up Needed:</i>	NA	1	2	3
FAMILY AND COMMUNITY RELATIONS				
Demonstrates Sensitivity to Different Families' Culture and Values <i>Follow Up Needed:</i>	NA	1	2	3
PROFESSIONALISM				
Utilizes Collaboration to Increase Student Achievement <i>Follow Up Needed:</i>	NA	1	2	3
Reflects Critically upon Teaching Practice; Responds Constructively to Feedback <i>Follow Up Needed:</i>	NA	1	2	3

+	Δ	Red Flags

**Next Step:**  Reference Check  Hold for Future Consideration  Do Not Move Forward  Other:

## Teacher Personal Interview – Additional Evidence Chart

Candidate Name: \_\_\_\_\_

Interviewer Name: \_\_\_\_\_

*Record relevant notes and select rating.*

*0 = No Evidence 1 = Some Evidence 2 = Solid Evidence 3 = Significant Evidence*

<p><b><u>Sample Lesson:</u></b></p>  <p>Instructional Planning:    0   1   2   3            Instructional Delivery</p>  <p>Learning Environment       0   1   2   3</p>	<p><b><u>Writing Sample:</u></b></p>  <p>Instructional Planning:    0   1   2   3            Assessment</p>  <p>Professionalism:    0   1   2   3            Family and Community Relations</p>
<p><b><u>Role Play:</u></b></p>  <p>Learning Environment:    0   1   2   3            Fit with LHA</p>  <p>Family and Community Relations: 0   1   2   3            Fit with LHA</p>	<p><b><u>Data Project:</u></b></p>  <p>Assessment    0   1   2   3</p>  <p>Family and Community Relations 0   1   2   3</p>

## ***Teacher Reference Check***

**Candidate Name:**

**Position & School/Region:**

**Name & Position of Reference:**

**Date:**

For how long and in what capacity have you known the candidate?

Have you observed the candidate's work? In what ways? How often?

What are his/her three strengths as a teacher? Two areas for development?

How does this candidate form relationships with:

- a. Students?
- b. Parents?
- c. Colleagues?

We are searching for candidates with a proven track record of significantly increasing student achievement. Please describe this candidate's track record. What evidence do you have that shows this candidate has increased student achievement? What did this person do to accomplish this?

We are looking for teachers who are relentless and persistent for results. Provide an example of a time when you witnessed this candidate's relentlessness and persistence.

How well does this candidate manage student behavior? What structures or systems did he/she use?

How effective is the candidate in the following areas? Please answer using the rating scale and provide evidence to support your rating.

0 = not effective

1 = somewhat effective

2 = effective

3 = highly effective

**Planning for Instruction Using State Standards and Grade Level Requirements**

**Using Data to Drive Instruction**

**Creating a Classroom Culture that reflects Respect and Achievement:**

**Maintaining Timely and Frequent Communication with Families**

**Reflecting on Teaching Practices; Identifying Areas of Improvement**

**How would his/her colleagues describe him/her if they could only use one word? How would his/her critics describe him/her if they could only use one word?**

**Is there anything else you would like us to know about this person as a candidate for a teaching position with Lighthouse Academies?**

## *Teacher Interview Supplemental Questions*

**Candidate Name:**

**Position & School/Region:**

**Interviewer:**

**Date & Time:**

### **Fit with Lighthouse Academies: Mission, Vision, Core Values**

We are looking for teachers who embody our core values. Please give examples of how your personal values align with these.

- **Today is the day we make it happen.**
- **Nothing less than excellence.**
- **High expectations equal results.**
- **Work hard. Get smart. Graduate from college.**

Given everything you've learned about Lighthouse Academies up to this point, what is your understanding of what you would be taking on if you were to join our staff?

What do you believe to be the three top contributing factors to the achievement gap? How do plan to address those factors as a Lighthouse Academies teacher?

### **Instructional Planning**

How do you define rigorous instruction? How does this translate to your classroom?

### **Instructional Delivery**

Who are the hardest students for you to reach?

As you probably noticed during the school tour, teachers had the objectives for the day's lessons on the board. Why is this important and how can it impact student achievement?

How do you allow students to demonstrate mastery in your classroom?

### Assessment

What other type of data, besides achievement data, do you collect? What do you do with this data?

### Learning Environment

Describe the most challenging behavior situation you have had to handle. What was the outcome? If you could go back and do it again, what would you do differently?

What systems and routines do you implement in your classroom? How does this impact your students' achievement?

Our school model believes that the social curriculum is as important as the academic curriculum. What are your thoughts on this? How have you developed students socially?

### Family and Community Relations

As a teacher, what are your expectations of keeping parents informed of their child's progress and classroom activities?

Describe three opportunities you have offered to parents that may not have been part of the school norm.

### Professionalism

Lighthouse Academies teachers are given common times to prepare lessons with their fellow teachers. How would you use this time?

Have you ever been late turning in a project or a plan? If so, what were the circumstances? What would you do differently?

If you were in a room with your friends, what three words would they use to describe you? What about colleagues? Critics?

Given what you know about teaching and the goals of our program, what do you anticipate you will find most challenging about being a Lighthouse teacher?

## ***First Year Teacher Interview Supplemental Questions***

### **Fit with Lighthouse Academies: Mission, Vision, Core Values**

Why did you choose to become a teacher?

Why did you choose to join Teach For America/Center for Inspired Teaching/UNITE, etc?

How have your past experiences prepared you to be a teacher?

Tell us about a time you had to work hard to overcome an obstacle.

### **Instructional Planning**

How would you spend the time in between being hired and the first day of school to prepare for the school year?

Talk about a long-term project you were responsible for. How did you go about tackling this project? What steps did you take? What was the outcome?

### **Instructional Delivery**

What experience do you have working with students? What strategies did you use with them? What did you accomplish?

### **Assessment**

How will you measure your success as a teacher?

What experience do you have with analyzing data? ? What tools have you used to measure progress towards a goal?



**Learning Environment**

Six months from now, when I come into your classroom, what could I expect to see you doing with your class? What will the students be doing?

What type of classroom environment will you set up?

**Professionalism**

What do you believe will be your greatest assets as a first year teacher?

What are your greatest concerns about your first year teaching? In what areas will you need the most support?

Lighthouse Academies Charter School  
Teacher Interview Questions

**Interviews of Teacher Candidates**

1. Tell us what it is about what \_\_\_\_\_ Lighthouse Charter School that interest you the most?
2. What experiences have you had in your career that matches this position?
3. How did you know that you were successful in these areas?
4. What knowledge areas do you think you will draw on the most in this position?
5. What positions have you found to be the most enjoyable and motivational?
6. Have there been times in a position when you have not been motivated? Tell us about this.
7. What would make you unhappy in a work environment?
  - a. Have you ever had a supervisor that you did not hit it off with?
  - b. How did you address this?
8. Have you ever supervised or worked with a “difficult employee”?
  - a. What made the person difficult?
  - b. How did you address your concerns?
9. Have you ever had to terminate an employee you supervised? If so what was the cause and what process did you use? Or has one of your friends been terminated?
10. What has been your greatest professional success?
11. What has been your greatest professional failure?
12. If we had a room full of your co-workers and asked them to give us 3 words to describe you – what would they say?
13. If we had your most recent supervisor here and asked him/her the same question, what you she/her say?
14. Describe how you supervise your subordinates?
15. In your self-evaluation what did you list as an area that you needed to improve?
  - a. Did you supervisor agree and / or suggest something else?
  - b. How did you follow up?
16. What aspect(s) of this job will present the biggest challenge for you?

**Questions NOT to Ask**

1. Do not ask any question which will require or elicit a response concerning Candidate's:
  - a. Race, religious beliefs, ethnic origin (i.e. “Do you need extra time off for your religious practices?”)
  - b. Status as a veteran (i.e. “Do you have Gulf War Syndrome?”)
  - c. Sexual orientation, marital status, or whether or not he/she is a parent (i.e. “What do you think about the whole gay marriage issue in Massachusetts?”)
  - d. Illness or disability – if the disability is Obvious, you may ask “are you able to perform the functions of this job with a reasonable accommodation?”
  - e. Weight – they can claim obesity as a disability
  - f. Pregnancy or plans to have children (If you saw the movie Two Weeks Notice, Hugh Grant asked an applicant “So, when is the baby due?” Don't do that.)
2. You Can ask about:

Lighthouse Academies Charter School  
Teacher Interview Questions

- a. Language ability – can the candidate communicate well enough to perform this job
  - b. Criminal History (we will tell you before the interviews if anything shows up on an initial background check). Note: for many crimes, a conviction cannot be an automatic bar to employment.
  - c. Authorization to work and stay in this country (but it is *Highly suggested* that you *not* get into this)
3. Please do not respond to a question or someone else's comment with any statement or comment which might open up a door for discrimination complaint.
  4. If you are at all concerned that a question or topic might be subject to interpretation as being discriminatory, then please don't ask the question.

## Supplemental Questions for Special Education Teachers

### ***Fit with Lighthouse Academies: Mission, Vision, Core Values***

Lighthouse Academies uses an inclusion model with most special education students. What is your experience with inclusion?

What successes have you had with inclusion?

What challenges have you had with inclusion?

### ***Instructional Planning/Instructional Delivery***

When working with multiple grade levels and ability levels how do you differentiate instruction?

How do you use long term plans from general education teachers to assist in planning for students with IEPs?

How have you supported students on IEPs in the regular classroom?

### ***Assessment***

How do you ensure all students are meeting their goals? How have you tracked students' progress on IEP goals?

What assessments have you used in the past to measure student's success and identify areas of need?

### ***Learning Environment***

How do you build relationships with students who you may only see for a limited amount of time each day?

How do you build a community of learners and a classroom culture when you have students coming in and out of the classroom at various times?

*Depending on the classroom, ask specific questions in regards to their experience working with different types of disabilities. (ie. ED, LD, Autism, Down Syndrome, etc)*

### ***Family and Community Relations***

What strategies have you found to be effective in engaging parents as a part of the educational team?  
How do you engage reluctant parents to participate in the process?

### ***Professionalism***

Describe both a successful and challenging experience collaborating with a general education teacher.

How do you utilize support staff, such as a paraprofessional, if they are available to you?

### **Supplemental Questions for Specialist Teachers**

#### ***Fit with Lighthouse Academies: Mission, Vision, Core Values***

Why do you think (art, physical education, technology, music, Spanish, etc) is an important part of a child's education?

### ***Instructional Planning/Professionalism***

How do you connect your activities into lessons taught in the general education classroom?

Given the sense of urgency we have to increase our students' achievement, we believe all teachers are reading, writing, and math teachers. Provide examples of how you have incorporated reading, writing, and math skills and concepts into your lessons.

### ***Instructional Planning/Assessment***

What role do you think a(n) (art, physical education, technology, music, Spanish, etc) teacher plays in assisting students as they prepare to take state standardized tests?

### ***Assessment/Family and Community Relations***

How do you assess the progress of your students? How would you keep their classroom teachers and parents informed of their progress?

### ***Learning Environment***

Specialist teachers have a unique set of classroom management challenges because they see so many students for such a short time—how do you set high expectations for behavior and develop a classroom culture with so many students?

### ***Family and Community Relations***

Describe some ways you present and showcase student work throughout the school and throughout the community.

### ***Professionalism***

Specialist Teachers are crucial to the success of the school as they offer support in various ways such as supervising arrival and dismissal, helping with lunch, and occasionally covering classes. What additional responsibilities have you taken on as a teacher? What roles would you not be willing to complete?

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# Lighthouse Academies Career Fair Checklist

The following items should be packed or shipped in preparation for career fairs.

## **Prior to Career Fair**

Review resumes (or request resumes if not sent). Email top prospects with current opportunities to encourage them to visit the LHA table.

## **Display Set Up**

- LHA Recruitment Stand or Display Board
- Yellow Tablecloth with Blue Lighthouse Academies Overlay
- Clear Brochure Holders
- LHA Promotional Items (Key chains, pens, post-it notes etc.)
- Name Badges
- Business Cards
- Power cord/extension cord
- Marketing Materials for Display on Table:
  - Staff Sell Sheet
  - LHA Fact Sheet
  - Education Model Sheet
  - Arts Infusion Sheet
  - School Specific Fliers/Sell Sheets
  - Lighthouse Academies Slide Show (to run during career fair on laptop)

## **For Internal Use at the Fair**

- Folders for Storing Resumes
- Colored Pens for Marking Resumes (Purple – pursue, Green – do not pursue)
- Copies of Interview Questions (first phone screen questions)

## **For After the Career Fair:**

- Email template to follow-up with top candidates
- Career Fair Tracking Sheet – to be completed and emailed to Liz Samways



I (found your resume on XXXXX or received your information from XXXX) and based on your skills and experience, I am contacting you about teaching and leadership opportunities with Lighthouse Academies.

Lighthouse Academies, Inc. is a national non-profit charter school management organization creating new, high quality public school choices for families. With schools in four states and Washington, DC we are working to staff our schools with outstanding teachers who have a record of academic success in the classroom.

Our schools prepare students for college through a rigorous, arts-infused program. We look for teachers who are relentless in achieving academic success in their classrooms, are data-driven, and are committed to working in under-served communities.

As the principal of XXXXXX School, we anticipate having open positions for (XXXXX) in the upcoming school year. Currently, our school serves (XXXX) students in grades (XXXXX). (Insert other significant school information here).

We are in the process of recruiting highly qualified candidates to apply for teaching positions at our school for the 2010-2011 school year. I encourage you to visit our website at [www.lighthouse-academies.org](http://www.lighthouse-academies.org) and click on the "Apply to Teach and Lead" page to read more about available opportunities, what we look for in our teachers, and what we offer as a network.

At your convenience, I would love to (schedule a call/meet in person) and discuss our schools in greater detail. Let me know a day and time that works for you.

I look forward to speaking with you,

After reviewing your resume on Teach For America's JOB Board, I believe your skills and past experiences make you a strong fit for Lighthouse Academies. I am writing to inform you about teaching and leadership opportunities with Lighthouse Academies. Attached is information about available positions with Lighthouse Academies and details about our national partnership with Teach For America.

Lighthouse Academies, Inc. is a national non-profit charter school management organization creating new, high quality public school choices for families. With schools in four states and Washington, DC we are working closely with Teach For America to staff our schools with outstanding teachers who have a record of academic success in the classroom.

Currently over 70 Teach For America corps members and alumni teach and lead in Lighthouse Academies. In 08-09, 50% of our top performing teachers were Teach For America corps members or alumni.

We are in the process of recruiting highly qualified candidates to apply for teaching positions for the 2010-2011 school year. I encourage you to visit our website at [www.lighthouse-academies.org](http://www.lighthouse-academies.org) and to read more about our partnership with Teach For America. You can also view profiles of TFA alumni employed with our network and watch a podcast highlighting why Teach For America corps members and alumni choose Lighthouse Academies.

As a 2003 Chicago corps member, I truly enjoy connecting with other alumni who are looking to stay in education to tell them about opportunities with Lighthouse Academies. I would love to schedule a time to speak with you (over the phone or in person – will tailor depending on person and location) to speak in greater detail. Let me know a few days and times that are convenient for you.

I look forward to speaking with you,

# Lighthouse Academies®

Dear Colleague,

Thank for your interest in partnering with Lighthouse Academies. We believe that together we can achieve our mission to prepare students for college through a rigorous arts infused program.

Enclosed you will find information about our model, achievements, and network of schools. To improve opportunities for 4,800 deserving students next year, we are looking for educators who desire to teach, lead, and transform lives. As a result of our expansion, we anticipate needing to hire 75 teachers nationally.

We look forward to working with you and your organization to provide our scholars with highly effective educators.

Best,

Tess Mitchner Asinjo  
Director of Recruitment

**We prepare our students for college through a rigorous arts-infused program.**

1661 Worcester Rd, Suite 207 · Framingham, MA 01701 · Ph: 508.626.0901 · Fax: 508.626.0905  
[www.lighthouse-academies.org](http://www.lighthouse-academies.org)

## Lighthouse Academies Recruitment Guiding Principles

Guiding Principle	What this looks like in action
Professional at all times	Organized Friendly Dress the part Validate and listen to candidates Quality customer service Make people feel at ease during interviews
Consistent and open communication (with candidates and schools)	Timely follow through Respond to every email and voicemail within 24 hours
Work Strategically	Gather all information to make a decision Operate in service of the schools Use data to drive decisions Strive to be proactive
Be upfront about who we are	School culture Urban population Workload and expectations Honest about realities Mutual fit Speak respectfully of other schools and CMOs

### Measures of Success:

- End of Year Survey completed by school leaders, regional leaders, outreach partners
- Beginning of Year Survey completed by new hires
- Self-Assessment at end of year step back meeting

# TEACHER RECRUITMENT CULTURE OF ACHIEVEMENT PLAN (CAP) 2009-2010

<b>GOALS AND OBJECTIVES:</b> Increase applications to open leadership positions by 40% Increase applications to open teaching positions by 40%		Increase applications by Teach For America alumni by 40% Fill five of the eleven Teacher Leader Fellow positions with Teach For America alumni		
<b>Quarterly Priorities: Who are we looking for? Where do we find them?</b> Fall = Data Analysis, Strategic Planning, Partnerships Winter = Cultivate & Recruit		<b>How do we select them? How do we get them to say 'Yes?'</b> Spring = Selection and Retention Summer = Train, Reflect, Plan		
Key Actions	Timeline for Completion	Person/People Responsible	Measures and Benchmarks	Documents and Resources
<b>1) Gather and analyze data in order to create a robust recruitment strategy.</b> 1.1 Review reports on green teachers, evaluation ratings, referral source data, teacher retention data, website use. 1.2 Identify where highly effective teachers are coming from. 1.3 Survey PALs re: hardest to fill positions and recruitment needs. Consult school CAPs to understand priorities for hiring. 1.4 Create tailored recruitment action plan for teaching positions based upon location, school priorities, and ideal candidates.	October 1  October 1  December 20  January 1	DoR, HR, DoIT  DoR, HR  DoR, ADR  DoR, ADR	1) Completed reports 2) Report outlining top teachers/leaders and universities/positions prior to coming to LHA 3) Conduct calls with each school's PAL 4) Report outlining ways to support PALs with teacher recruitment 5) Completed regional recruitment action plans posted on Prism	Hirebridge reports CREDO reports HRB reports EOY surveys Student achievement data Evaluations Ratings on top performing graduate schools of education in region Websites on teacher recruitment resources from regions
<b>2) Revise teacher position descriptions and protocol for postings.</b> 2.1 Identify how other CMOs with multiple schools post for positions. 2.2 Identify school-based positions	September 15  November 30	ADR  DoR	1) Spreadsheet with best practices from other CMOs 2) Position Description	Archive of position descriptions from the server Postings from other CMOs

# TEACHER RECRUITMENT CULTURE OF ACHIEVEMENT PLAN (CAP)

**2009-2010**

<p>needed for posting</p> <p>2.3 Update all school based position descriptions to include updated content, school and network information.</p> <p>2.4 Create supporting documents for online posting including organizational overview and school specific information</p> <p>2.5 Create user-friendly, web friendly position descriptions for easy online posting</p>	<p>January 1</p> <p>January 1</p> <p>January 1</p>	<p>DoR, ADR</p> <p>DoR, ADR</p> <p>DoR, ADR</p>	<p>project plan</p> <p>3) School-based position descriptions are updated with format and content</p> <p>4) Updated position descriptions posted on Prism and server</p> <p>5) Protocol established for posting positions</p> <p>6) Online postings are easy to read and professional</p>	
<p><b>3) Revise teacher interview protocols to align with performance standards and VOE.</b></p> <p>3.1 Use the teacher VOE to develop teacher interview protocol</p> <p>3.2 Solicit feedback from leaders on teacher interview protocols.</p> <p>3.3 Gather interview best practices from school leaders.</p> <p>3.4 Train leaders on how to use the teacher interview protocol (include hiring timeline)</p>	<p>January 1</p> <p>January 15</p> <p>February 1</p> <p>February 26</p>	<p>Ed Team, DoR, ADR</p> <p>DoR, ADR, PALs</p> <p>DoR</p> <p>DoR, ADR</p>	<p>1) VOE for teachers</p> <p>2) Revised teacher interview protocol and supporting documents</p> <p>3) 100% of identified teachers and leaders provide feedback on new protocols</p> <p>4) 100% of leaders are trained to use the protocol</p>	<p>Existing documents VOE created by Ed Team PAL interview protocol documents Best practices from schools Teacher Performance Rubric</p>
<p><b>4) Implement proactive recruitment strategies to attract external talent.</b></p> <p>4.1 Research how other CMOs attract teachers</p> <p>4.2 Establish tiered system of Outreach Partners. Determine leveled actions for each tier.</p> <p>4.3 Identify Outreach Partners and</p>	<p>Ongoing</p> <p>November 30</p> <p>Ongoing</p>	<p>DoR, ADR</p> <p>DoR, ADR</p> <p>DoR, ADR</p>	<p>1) Spreadsheet with job posting best practices from other CMOs</p> <p>2) Spreadsheet of Outreach Partners and Actions posted on Prism</p> <p>3) Monthly check-ins with</p>	<p>Current marketing pieces Teach For America newsletters University and Job Search websites Webinar resources, best practices History of career fairs</p>

# TEACHER RECRUITMENT CULTURE OF ACHIEVEMENT PLAN (CAP)

**2009-2010**

<p>assign to tier (universities, non-profits, online placement agencies, charter associations).</p> <p>4.4 Develop relationships with TFA regional staff to understand needs around alumni teachers.</p> <p>4.5 Develop a regional strategy for increasing number of TFA alumni who apply to LHA schools.</p> <p>4.6 Seek out and build relationships with other alt cert or teacher prep programs that produce high-quality teacher candidates.</p> <p>4.7 Develop a plan for attending career fairs regionally and nationally to tap into wider market.</p>	<p>Ongoing</p> <p>November 30</p> <p>Ongoing</p> <p>December 1 (can be added to as new events arise)</p>	<p>DoR, ADR</p> <p>DoR, ADR</p> <p>DoR, ADR</p> <p>DoR, ADR</p> <p>ADR</p> <p>DoR, ADR, PALs, DOIs</p>	<p>Tier 1 Outreach Partners (DAA's, university career centers, other alt cert programs</p> <p>4) TFA Regional Plan for specific outreach to each region posted on Prism</p> <p>5) Tracking sheet of monthly TFA alumni cultivation calls, with a goal of five calls per month</p> <p>6) Marketing packets sent to 50 schools with established education programs</p> <p>7) Recruitment event spreadsheet created and posted on Prism. LHA staff signed up for each event.</p>	<p>(number of candidates in attendance previously, was it a successful event, etc.)</p>
<p>5) Develop internal capacity to support schools with recruitment and selection process</p> <p>5.1 Conduct survey and focus group to determine why people join LHA.</p> <p>5.2 Develop a recruitment action plan for each school to best meet school's hiring needs</p> <p>5.3 Create marketing toolkit for outreach, job fairs, presentations,</p>	<p>December 1</p> <p>January 1</p>	<p>DoR, ADR</p> <p>DoR, ADR</p> <p>DoR, ADR</p>	<p>1) Focus group report posted on Prism, shared with leadership team.</p> <p>2) Regional recruitment action plans developed and shared with schools</p> <p>3) Marketing toolkit posted on Prism</p> <p>4) Marketing toolkit used</p>	<p>Prism</p> <p>Current marketing materials</p> <p>Recruitment and selection materials</p> <p>Hirebridge reports</p>

# TEACHER RECRUITMENT CULTURE OF ACHIEVEMENT PLAN (CAP)

**2009-2010**

<p>online use.</p> <p>5.4 Develop recruitment and selection toolkit for schools to use to bring candidates through entire process consistently.</p> <p>5.5 Involve TLFs and highly effective teachers in recruitment and selection process. Train them on necessary materials and strategies.</p> <p>5.6 Promote internal referrals through recognition or reward system</p>	<p>February 1</p> <p>February 1</p> <p>Ongoing</p> <p>Spring 2010</p>	<p>DoR, ADR</p> <p>DoR, ADR, TLFs, HET</p> <p>DoR, ADR, teachers</p>	<p>by 100% of schools at job fairs</p> <p>5) Recruitment and selection toolkit posted on Prism</p> <p>6) 100% of schools have at least 1 TLF or 1 teacher on recruitment and selection committee</p> <p>7) Number of internal referrals increase as reported by Hirebridge</p>	
<p>6) <b>Support implementation of measures to increase retention.</b></p> <p>6.1 Conduct survey and focus group to determine why people stay w/LHA (2+ year employees).</p> <p>6.2 Consult outside studies on best practices to improve retention.</p> <p>6.3 Pass along resources to leaders to improve retention.</p>	<p>October 15</p> <p>Ongoing</p> <p>Ongoing</p>	<p>DoR, ADR</p> <p>DoR, ADR</p> <p>DoR, VPRs, ADR</p>	<p>1) 80% of eligible employees complete retention survey</p> <p>2) Compile results of research and post on Prism and/or share with managers in a PD format</p> <p>3) Retain 80% of high performing teachers as determined by EOY NWEA data.</p> <p>4) Develop Master Teacher position to support career teachers</p>	<p>Teach For America teacher retention study New Schools Venture Fund report Corporate Leadership Council Report</p>
<p>7) <b>Reflect upon progress and goals.</b></p> <p>7.1 Conduct step-back meetings with partners</p> <p>7.2 Survey leaders about</p>	<p>May-June</p> <p>June 30</p>	<p>DoR, ADR</p> <p>DoR, ADR, DIT</p>	<p>1) Data reports and agendas for step back meetings</p> <p>2) LHA staff who attend</p>	<p>Hirebridge CREDO HRB Sample surveys</p>



# TEACHER RECRUITMENT CULTURE OF ACHIEVEMENT PLAN (CAP)

**2009-2010**

<p>recruitment efforts</p> <p>7.3 Track success of each career fair attended to drive future strategy</p> <p>7.4 Determine hiring needs and goals for FY 11</p> <p>7.5 Collect and analyze data on FY10 goals.</p> <p>7.6 Identify teacher recruitment priorities and create CAP for FY 11</p>	<p>June 30</p> <p>July 15</p> <p>July 30</p> <p>August 15</p>	<p>DoR, ADR, PALs</p> <p>DoR, ADR</p> <p>DoR, ADR, DDMA</p> <p>DoR, ADR,</p>	<p>fairs report out on success of event, information is tracked on Prism</p> <p>3) Hiring chart completed</p> <p>4) 80% of leaders complete satisfaction survey</p> <p>5) Data report completed for leadership team mtg</p> <p>6) 2010-2011 Teacher Recruitment CAP completed</p>	
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Chi/NWI  
Indy  
Northeast (DC and Bronx)  
AR  
National Team

Outreach Partner	Organization
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TFA Regional Events	TFA Chicago
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State Charter/School Associations	The Association/PCSB/FOCUS
TFA Regional Events	TFA Chicago

Lighthouse Event	Education Pioneers
Lighthouse Event	School Tour Day
TFA Event	National
Top Graduate Schools/Principal Prep Program	Harvard Graduate School of Education
Undergrad/Teacher Prep Programs	Arkansas Tech University
Undergrad/Teacher Prep Programs	University of Central Arkansas
Information Session	IUN UTEP Program
Top Graduate Schools/Principal Prep Program	Columbia University Teachers College

TFA Regional Events	TFA New York
Undergrad/Teacher Prep Programs	University of Arkansas at Little Rock
Undergrad/Teacher Prep Programs	Columbia University Teachers College
TFA Regional Events	Mississippi Delta
Top Graduate Schools/Principal Prep Program	Columbia University Teachers College
Top Graduate Schools/Principal Prep Program	Bank Street College of Education
TFA Regional Events	TFA DC
State Charter/School Associations	NWISTE Spring Job Fair
State Charter/School Associations	National Minorities in Education Career Fair
TFA Regional Event	TFA Indy
State Charter/School Associations	Indiana Charter School Association Career Fair
Information Session	Calumet College - FTI
Information Session	St. Xavier University
Information Session	TFA Chicago
Information Session	Woodrow Wilson Fellows
Undergrad/Teacher Prep Programs	University of Dayton
Undergrad/Teacher Prep Programs	Miami of Ohio
Top Graduate Schools/Principal Prep Program	Yale University
Information Table	IU Bloomington

TFA Regional Events	TFA New York
Undergrad/Teacher Prep Programs	University of Arkansas at Pine Bluff

Top Graduate Schools/Principal Prep Program Hire Big 10 Plus	
State Charter/School Associations	Indiana Charter School Association Career Fair
Undergrad/Teacher Prep Programs	Michigan State University
Undergrad/Teacher Prep Programs	Eastern Michigan
Undergrad/Teacher Prep Programs	Southwest Ohio/Northern Kentucky Education Fair
Undergrad/Teacher Prep Programs	Ohio University
Undergrad/Teacher Prep Programs	University of Michigan
State Charter/School Associations	INCS - Illinois Network of Charter Schools
Undergrad/Teacher Prep Programs	Indiana University
Undergrad/Teacher Prep Programs	College Career Center Consortium
TFA Regional Events	Chicago
Undergrad/Teacher Prep Programs	Purdue University
Undergrad/Teacher Prep Programs	Ball State
Newspaper Sponsored	Careerbuilder/Indianapolis Star

Inspired Teachers  
Schedule Open House in Bronx?

Event	Location	City, State	Date
<b>December</b>			
What's Next - 2nd years			October 28, 2009
<b>January</b>			
Charter School Job Fair	Washington Co	Washington, DC	Saturday, January 09, 2010
Education Opportunities Fair	UIC College Pre	Chicago, IL	Tuesday, January 12, 2010
<b>February</b>			
Info Session Webinar for EP	NA	NA	Wednesday, February 3, 7:00 EST
TFA School Visits	BZLCS, GCPA (?), WGLCS		Friday, February 12th, morning
Webinar	NA	NA	Wednesday, February 24th, 7:00 E
K-12 Expo - Informal talks w	Campus	Cambridge, MA	Thursday, February 25, 2010
Educator's Fair	Chambers Cafe	Russellville, AR	Thursday, February 25, 2010, 9:00:
Teacher's Fair	Student Center	Conway, AR	Friday, February 26, 2010
Info Session	IUN	Gary, Indiana	Friday, February 26th, 4-5pm
Tri-State Charter School Fair	179 Grace Hall,	New York, NY	Saturday, February 27th, 2010 fro
<b>March</b>			
<b>What's Next Event</b>			
Job Fair	Donaghey Stud	Little Rock, AR	Wednesday, March 3, 2010, 10am-
Info Session	TC	New York, NY	Wednesday, March 3, 2010
Saturday Prof Development	Day/lunch		Saturday, March 6, 2010
Pre K-12 Educator Fair	Alfred Lerner A	New York, NY	Tuesday, March 9th, 2010 from 2:
Job Fair	Bank Street Lot	New York, NY	Wednesday, March 10th, 5:30-7:0
Education, Career Fair	Thurgood Mars	Washington, DC	Wednesday, March 10th, evening
Job Fair	Highland High S	Highland, IN	Saturday, March 13, 2010, 8:30-12
Educators' Job Fair	New York Marr	New York, NY	Saturday, March 13, 2010, 10:00-2
Saturday Prof Development	Day/lunch		Saturday, March 13, 2010
Educators' Job Fair	Unknown as of now		Saturday, March 13, 2010
Info Session		NWI	Tuesday, March 16/26, 2010
Info Session		Chicago, Illinois	Wednesday, March 24, 2010, 4:00
Info Session		Chicago, Illinois	Saturday, March 20, 2010
Info Session			Tuesday, March 23?
Education Interview Day		Dayton, OH	Wednesday, March 24, 2010
Teacher Career Fair	Millett Hall	Oxford, OH	Thursday, March 25, 2010, 8:30-5:
Education Leadership Confe	Yale University	New Haven, CT	Friday, March 26, 2010 9-5
Information Table/Meet with Students		Bloomington	Monday, March 29, 2010
<b>April</b>			
Alumni Leadership Event	City Hall		
Spring Career Fair/Teacher F	HPER Complex	Pine Bluff, AR	Thursday, April 1, 2010 9:00-2:00p

Career Fair	DePaul Univers Chicago, Illinois	Friday, April 9, 2010
Educators' Job Fair	NWI LHA School?	Saturday, April 10, 2010
Teacher and Administrator	(Spartan Stadium East Lansing, MI	Tuesday, April 13, 9:30-2:30
Teacher Recruitment Fair	Eastern Michig, Ypsilanti, MI	Thursday, April 15, 2010
Educators' Job Fair	Cintas Center, ) Cincinnati, OH	Thursday, April 15, 2010, 9:00-5:00
Teacher Recruitment Fair	Convocation Ce Athens, OH??	Friday, April 16, 2010, 8:00am-4:00
Educators' Job Fair	Michigan Union Ann Arbor, MI	Friday, April 16 2010, 9:00-2:30
Teacher Interview Day	Bronzeville	Saturday, April 17, 2010
Teacher Candidate Interview	Indiana Memor Bloomington	Monday, April 19, 2010, 9:00-5:00
Teacher Candidate Interview Power	20 miles west of INDY	Wednesday, April 21, 2010, 7:30-4

**May**

Alumni Summit	Chicago, Illinois	Saturday May 8th
Teacher Candidate Interview Day	West Lafayette, IN	Tuesday, May 4
Teachers Fair	Worthen Arena Muncie, IN	Wednesday, May 5, 6-7:30 p.m. (7

**June**

Diversity and Education Car	Unsure	Unsure	Wednesday, June 23 2010
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**Unscheduled**



Target Location	Target Teach	Target Lead	LHA Staff to Attend?	Cost?
CHI, NWI	Teachers	Kenneth McCants, Kristen Ivy-Wendall, Mike Temblador, Tracy Griffith		
DC	Teachers	DC School Staff		Cost for electricity
CHI, NWI	Teachers	Leaders	, Current LHA employees/TFA alumni	
National		Leaders	*TMA	
CHI, NWI	Teachers			
National	Teachers	*LS and *AG		
National	Teachers	Leaders	*Peg and National Staff	
AR	Teachers	*AR staff		Free
AR	Teachers	*AR staff		
NWI	Teachers	*LS		
Bronx	Teachers	*Jeff, Mattie, Meghan, Priscilla, MetLCS PAL		
NY, National		Leaders	NY Staff	
AR	Teachers	*AR staff		Unknown at this time
Bronx, Met	Teachers	*Priscilla, Liz		
AR	Teachers	*LS/AR Staff?		
Bronx	Teachers	*Jeff, Mattie, Meghan, Priscilla, MetLCS PAL		
NY	Teachers			
DC	Teachers	Leaders	*DC Staff/TMA	
NWI/Indy	Teachers	Leaders	*NWI Staff	
Bronx, National	Teachers	Leaders	*Tess, Priscilla, MetLCS PAL	
Indy	Teachers	LS/*ILCS Team/*MLCS		
Indy	Teacher	Leaders	*LS/*ILCS/*MLCS Team	
CHI, NWI	Teachers	LS		
CHI, NWI	Teacher			
CHI, NWI	Teachers	LS and TFA Alumni?		
Indy	Teachers	Ryan and Lee Anne		
National	Teachers	TMA		
National	Teachers	TMA		
National		Leaders	*Regan, Priscilla	
Indy	Teachers	Liz		
NY, National		Leaders	NY Staff	
AR	Teachers	*AR staff		

CHI, National		Leaders	AK/Ksia	
NWI	Teachers	Leaders	NWI Staff, *WGLCS/*LS	
CHI, NWI	Teachers	Leaders	*TMA	Unknown at this time
CHI, NWI	Teachers		*TMA	
AR, Indy	Teachers		*LS	
AR, Indy	Teachers		*LS	
CHI, NWI	Teachers		*TMA	
CHI, NWI	Teachers		*LS/*CHI/NWI staff	
Indy, NWI	Teachers		LS	
Indy, NWI	Teachers		Indy and NWI cluster rep/*LS: \$65 (if before January 31st)	
CHI, NWI	Teachers	Leaders	LS/TMA/any TFA alumni	
Indy, NWI	Teachers		NWI staff	\$65
Indy, NWI	Teachers		*ILCS/*MLCS Team	\$100 for one representative (For e
Indy, NWI	Teachers		*ILCS/*MLCS	

Registered? Marketing Packet Sent?

[Redacted]

[Redacted]

Yes

Yes

[Redacted]

To open in December

[Redacted]

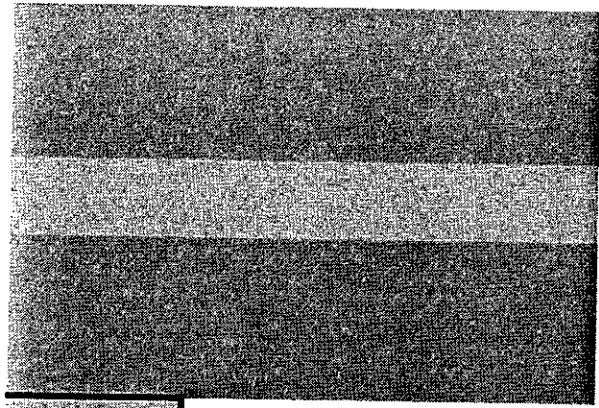
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[Redacted]

[Redacted]  
[Redacted] (each additional recruiter add \$50)

[Redacted]

[Redacted]

[Redacted]

**DOI Recruitment Planning Overview**

Position Title: \_\_\_\_\_

Location: \_\_\_\_\_ Proposed Start Date: \_\_\_\_\_

Full-Time? \_\_\_\_\_ Academic Year or Administrative Year? \_\_\_\_\_ Admin \_\_\_\_\_ Exempt? \_\_\_\_\_ Yes \_\_\_\_\_

Part-Time? \_\_\_\_\_ If part-time, how many hours per week? \_\_\_\_\_

Salary Range? \_\_\_\_\_ Do you want range posted? \_\_\_\_\_ No \_\_\_\_\_

**Required Qualifications – Beyond what is included on the position description, who is the ideal candidate for this role?**

**Budget to Market Position:**

**Places to Post:**

**Interview Team:**

1. Resume Screeners:
2. First Phone Screener:
3. Second Phone Screener:
4. Personal Interview Team:
5. Board and Staff Meeting Interview Team:

**Specific Questions to Ask on Hirebridge Application – anything different than what is currently used for principals?**

- 1.
- 2.
- 3.

**Proposed Hiring Timeline:**

1. Deadline for Phone Screens:
2. Date for Personal Interviews:
3. Date for Staff Interviews:
3. Deadline to Hire:
4. Start Date:

## *PAL Recruitment Planning Overview*

Position Title: \_\_\_\_\_

Location: \_\_\_\_\_ Proposed Start Date: \_\_\_\_\_

Full-Time? \_\_\_\_\_ Academic Year or Administrative Year? \_\_\_\_\_ Admin \_\_\_\_\_ Exempt? \_\_\_\_\_ Yes \_\_\_\_\_

Part-Time? \_\_\_\_\_ If part-time, how many hours per week? \_\_\_\_\_

Salary Range? \_\_\_\_\_ Do you want range posted? \_\_\_\_\_ No \_\_\_\_\_

**Required Qualifications – Beyond what is included on the position description, who is the ideal candidate for this role?**

**Budget to Market Position:**

**Places to Post:**

**Interview Team:**

1. Resume Screeners:
2. First Phone Screener:
3. Second Phone Screener:
4. Personal Interview Team:
5. Board and Staff Meeting Interview Team:

**Specific Questions to Ask on Hirebridge Application – anything different than what is currently used for principals?**

- 1.
- 2.
- 3.

**Proposed Hiring Timeline:**

1. Deadline for Phone Screens:
2. Date for Personal Interviews:
3. Date for Board Interviews:
3. Deadline to Hire:
4. Start Date: