

DELAWARE DEPARTMENT OF EDUCATION

CHARTER SCHOOL APPLICATION FORM

Secretary of Education

OCT 15 2010

Campus Community School

Name of Proposed School

Patricia Hermance

Name of Contact Person

Marc Cote

Name of the Head of the Board of Directors

21 N. Bradford Street

Mailing Address of Contact Person

Proposed Opening Date

302-736-3300

Telephone Number of Contact Person

Grades for School

302-736-3390

Fax Number of Contact Person

hermance@ccs.k12.de.us

E-mail Address of Contact Person

First Year Enrollment

609

Total Number

First Year Grade Span

Second Year Enrollment

609

Total Number

Second Year Grade Span

Third Year Enrollment

609

Total Number

Third Year Grade Span

Fourth Year Enrollment

609

Total Number

Fourth Year Grade Span

Note: If this application is approved by the Department of Education and State Board of Education, with or without amendment, the final approved application and any amendments and conditions will serve as the approved charter for the school. Once granted, a charter cannot be modified without the approval of the Secretary of Education (see 14 Delaware Code, Section 511).

Enrollment Breakdown by Grades

List the enrollment per grade for each of the first four years of school operation for a new charter application or the proposed enrollment for a renewal or modification application beginning with the current year.

| | Year 1 | Year 2 | Year 3 | Year 4 |
|------------------|--------|--------|--------|--------|
| Kindergarden | | | | |
| 1'st Grade | 38 | 38 | 38 | 38 |
| 2'nd Grade | 40 | 40 | 40 | 40 |
| 3'rd Grade | 41 | 41 | 41 | 41 |
| 4'th Grade | 42 | 42 | 42 | 42 |
| 5'th Grade | 48 | 48 | 48 | 48 |
| 6'th Grade | 48 | 48 | 48 | 48 |
| 7'th Grade | 52 | 52 | 52 | 52 |
| 8'th Grade | 60 | 60 | 60 | 60 |
| 9'th Grade | 60 | 60 | 60 | 60 |
| 10'th Grade | 60 | 60 | 60 | 60 |
| 11'th Grade | 60 | 60 | 60 | 60 |
| 12'th Grade | 60 | 60 | 60 | 60 |
| Total Enrollment | 609 | 609 | 609 | 609 |

Introduction

- A) As an introduction, describe the proposed charter school in one page or less. Include the specific grades to be served, target population (if any), school size, location (i.e., name of city or county), founding group, school focus or special educational approach, and any other descriptive information (e.g., parental involvement) that will provide a context for the remaining narrative in this application. For renewals and modifications, please update this information if necessary. Otherwise, indicate that this information remains unchanged from your last application. If this is your first renewal or modification using the on line application, please supply this information as it appeared on your last application. Please follow the same process for all of the sections of this application.

Response:

Campus Community School has been a highly effective, dynamic learning environment for thirteen years offering a content rich environment where teachers, children and their families set and reach new goals each and every year.

Campus Community School opened on September 9, 1998. CCS was founded by a group of parents who desired an environment where their children would be challenged to become problem solvers, critical thinkers, and life-long learners. In cooperation with the education faculty at Wesley College, the CCS charter was written to accomplish these goals. Campus Community School has two locations; both in Kent County. The first is 21 N. Bradford Street, Dover, Delaware 19904, hereinafter referred to as CCS. Students enrolled at this facility are in first through seventh grade. This facility is in Bradford hall on the campus of Wesley College. Bradford hall is a three-story building. There are 14 classrooms, a computer lab, music room, art room, nurse's office, copy room, and main office.

The second facility is located at 350 Pear Street, Dover, Delaware 19904, and hereinafter referred to as CCHS. This facility was purchased and renovated in 2001-02 in order for CCS to expand into the high school years. CCHS opened in 2002-03 for grades 8-10 and added grade 11 for the 2003-04 school year. In 2004-05 CCHS completed its' expansion by adding twelfth grade and by having its' first graduating class. The CCHS facility includes 17 classrooms, 3 computer labs, music room, art room, a gymnasium, locker rooms, weight room, video studio, cafeteria and various offices for the counselor, nurse, special services, and administration. Students enrolled at this facility are in eighth through twelfth grade. At present, the CCS charter allows for 600 students in grades 1-12. There are approximately 300 students located at each facility.

In order to accomplish the educational goals of the founders, the CCS charter was written with a specific educational philosophy. At all grade levels the philosophy focuses on four main areas:

A constructivist teaching approach: Curriculum relies heavily on primary sources of data and manipulative materials. Large themes provide a reference for students so they see relevance in their learning. Students do a great deal of research and learn to apply skills. Teachers interact closely with their students. Assessment of learning is interwoven with teaching and occurs through teacher observation and through student self evaluation. Students learn to accept responsibility for their work and learn to present quality work.

Parental involvement: Involving parents in every facet of the school is important to the success of Campus Community School. Parents have many opportunities to volunteer and to be a part of the educational process. There is heavy involvement because parents feel welcome in the school. We believe there is a direct link between parental involvement and academic excellence in children.

Site based management; There is a focus at Campus Community School on shared decision making. A School Based Decision-Making Team, involving parents, teachers, and administration make many of the management decisions for the school. Parents have direct input through their representatives and all groups feel like shareholders at Campus Community School.

A connection with Wesley College: Working closely with Wesley College has provided support and opportunities for Campus Community School. Many of the college's facilities are open to students, such as the library, classrooms, athletic facilities, and lunch room. Many students from Wesley College work at Campus Community School and provide valuable assistance to teachers and students. Most importantly, the education staff from Wesley provides training to teachers. A staff development plan provides training for teachers at different levels and enables CCS to maintain its philosophy, curriculum, and effective teaching approaches. The Wesley connection moved into a new phase in 2003-2004. Juniors and seniors at CCHS began taking classes at Wesley College

as a part of a dual enrollment program. This program allows CCHS the ability to offer challenging coursework in a variety of subject areas while also giving students a chance to experience the demands and environment of a college experience.

Choice Theory/Reality Therapy (Internal Control Psychology): The approach by teachers when working with students emphasizes problem-solving and teaching them to accept responsibility for their behavior. The approach is based on William Glasser's philosophy of "Choice Theory" and all teachers are trained by Senior Faculty members of the Glasser institute in how to discuss issues with students and how to maintain a positive relationship. Students are taught how to use internal control psychology to solve problems and this helps them to meet their own social and emotional needs within our school setting and outside of the school day. William Glasser's approach fosters a positive atmosphere in the school.

In this last renewal period we celebrated our 10th year with a celebration in which all of CCS' stakeholders along with various members of the community recognized the accomplishments of our students and teachers as we continue to provide an excellent school choice option for Delaware residents. Our teachers and students remain active in the community through imbedded service learning projects and affiliation with many professional organizations. Campus Community was awarded a Superstars in Education Award for our "Jumpstart: Early Intervention Program" by the State of Delaware Chamber of Commerce. Our Elementary Art Teacher was recognized as Delaware's Art Teacher of the Year. Our High School students successfully participate in a dual enrollment program taking college level coursework at Wesley College, have received multiple multiple awards through their participation in mock trial, national history day and Business Professionals of America.

We have enjoyed many successes since our inception and look forward to continued success as we progress through the next five years. This report will go into much more detail in the following sections.

1. Applicant Qualifications

- A) Describe the involvement of each of the Delaware certified teachers, parents, and community members who have participated in the preparation of the application and the development of the proposed school. (Renewal/Modifications - provide original documentation and any changes)

Response:

Campus Community School was founded by a group of local parents in collaboration with the Education Faculty of Wesley College. During the development process the group expanded to include Delaware certified teachers who worked with the Wesley College faculty to develop curriculum. Campus Community continues to provide multiple opportunities for teachers, parents and community members to aid in sustaining and improving the school's programs.

- B) Describe how the group that participated in the development of the application came together and if there are any partnership arrangements with existing schools, educational programs, business, non-profit organizations, or any other entities or groups. If any consultants or contractors were enlisted to help prepare this application, identify them, describe their qualifications, and indicate the areas where they provided information and assistance. (Renewal/Modifications - provide original documentation and any changes)

Response:

Campus Community School partnered with Wesley College to develop the curriculum and instruction portion of this application. No other organizations were involved in application development. Campus Community has maintained this long standing relationship with Wesley College including the use of facilities along with the curriculum and professional development connection.

- C) List the names, the places of residence, and the phone numbers of the founding board of directors and indicate which members are teachers currently certified in Delaware, parents, and community members. Describe how the location of the founding group members is related to the proposed location of the charter school. (Renewal/Modifications - provide original documentation and any changes)

Response:

President Vice-President

Marc Cote Andrew Lloyd

43 Goldenrod Lane 2 Huntley Circle

Magnolia, DE 19962 Dover, DE 19901

(302) 335-1119 93020 734-0552

Parent Community Member

Secretary

Eileen Guerke

400 Quail Run

Camden-Wyoming, DE 19934

(302) 678-9043

Certified CCS Teacher

Treasurer

Mike Stang

5 Waterwheel Circle

Dover, DE 19901

(302) 698-1848

Parent

Lisa Chase

110 N. Fairfield Drive

Dover, DE 19901

(302) 698-1868

Parent

Scott Koenig

243 Great Geneva Drive

Dover, DE 19901

(302) 697-3499

Parent

Kathy Long

336 Orchard Grove Way

Camden, DE 19934

(302) 697-1049

Certified CCS Teacher

Randy Reynolds

900 Holly Street

Milford, DE 19963

(302) 424-4321

Parent

- D)** Describe the plans for further recruitment of board members of the school, especially teachers to be employed at the school and parents of students to be enrolled at the school. (Renewal/Modifications – provide original documentation and any changes)

Response:

Campus Community's board of directors endeavors to have a representative group of directors with varied experience and diversity that matches the constituency that it serves. This group includes parents, teachers and community members. Campus Community's board of directors has always included parents and certified teachers. One certified teacher from each building (CCS and CCHS) is

elected to a four year term. Additionally, parents are asked to indicate interest in serving on the board on their annual volunteer survey. When positions become available those parents are contacted, interviewed by the executive committee, and when appropriate their names are brought to the board for approval.

- E) Describe how the background of each member of the founding group makes him or her qualified to operate a charter school and implement the proposed educational program. Describe how the board of directors has and will maintain collective experience, or contractual access to such experience, in the following areas: (Renewal/Modifications – provide original documentation and any changes)

- Research-based curriculum and instructional strategies, to particularly include the curriculum and instructional strategies of the proposed educational program.
- Business management, including but not limited to accounting and finance.
- Personnel management.
- Diversity issues, including but not limited to outreach, student recruitment, and instruction.
- At-risk populations and children with disabilities, including but not limited to students eligible for special education and related services.
- School operations, including but not limited to facilities management.

Response:

The board of directors has and will maintain collective experience, or contractual access to the following areas of experience.

1. Research-based curriculum and instructional strategies, to particularly include the curriculum and instructional strategies of the proposed educational program:

In addition to the experience represented by the Board of Directors as well as the CCS Administrators, CCS maintains a relationship with the Wesley College Education Department. Professors from this department are involved in new teacher training as well as being a vital part of CCS professional development initiatives. This involvement helps maintain the continued use of the philosophy and instructional strategies outlined in the CCS charter.

2. Business management, including but not limited to accounting and finance:
Significant experience exists within the board and administration.

3. Personnel management:
Significant experience exists within the board and administration.

4. Diversity issues, including but not limited to outreach, student recruitment, and instruction:
The CCS board of directors has actively encouraged the recruitment and inclusion of diverse populations within the board, staff and student population. This has resulted in increases in minority staff members, increased overall diversity amongst staff and students and more minority parent involvement.

5. At-risk populations and children with disabilities, including but not limited to students eligible for special education and related services:

In order to supply expertise and experience in dealing with at-risk populations, CCS has employed four full-time certified special

education teachers. These teachers as well as other certified teachers also participate in our Instructional Support Team (IST Team) which is responsible for identifying at-risk students within our student population. As needed, the board of directors rely on the expertise of these individuals along with our school administrators who are all certified teachers and guidance provided by special education associates at the Delaware Department of Education, Wesley College Education faculty, and advocacy groups.

6. School operations, including but not limited to facilities management:
Significant experiences exist within the board and administration.

2. Form of Organization

- A) Identify the name of the organizing corporation, date of incorporation, and names of the corporation's officers and the office held by each. Attach a copy of the Certificate of Incorporation and a copy of the bylaws of the corporation. The bylaws must be consistent with the provisions of the Freedom of Information Act, 29 Delaware Code, Chapter 100 (related to public bodies, public records, and open meetings) and provide for representation of the school's teachers and parents of students on the board of directors. The by-laws must demonstrate that the applicant's business is restricted to the opening and operation of charter schools, before school programs, after school programs and educationally related programs offered outside the traditional school year. (Renewal/Modifications – provide original documentation and any changes)

Response:

Campus Community School conforms to the Delaware Corporation law and the bylaws conform to the requirements of the Freedom of Information Act. The name of the corporation is Charter School, inc. It was incorporated in December, 1996. The corporation's chief operating officer is Marc Cote. Campus Community School follows the requirements as stated in Del. C, Title 29, Chapter 100 as to public meetings and procedures. All meetings are posted in advance, have an agenda, keep minutes, and are open to the public. The meetings are held at Campus Community School. The Certificate of incorporation is attached.

See attachments:

Certificate of Incorporation
2010 Incorporation Renewal
CCS Board Bylaws

3. Mission, Goals and Educational Objectives

- A) Describe the purpose, mission, goals, and core philosophy of the proposed school. Indicate how the mission, goals, and educational objectives are consistent with the legislative intent of 14 Delaware Code, Section 501, and the restrictions on charter schools set forth in 14 Delaware Code, Section 506. (Renewal/Modifications – provide original documentation and any changes)

Response:

As part of the charter process, the founders of CCS were responsible for clearly stating the school's philosophy, mission, statement and goals. These were developed through a collaboration of parents and Wesley College faculty members in their quest to begin CCS. Below are the mission statements, goals and objectives as they are found in the original CCS Charter. These goals are also consistent with the legislative intent of 14 Delaware Code, Section 501. The founders' intent was to create a school that used innovative teaching methodologies, improved student learning and performance, and gave additional opportunities in choosing public schools within the surrounding communities.

The Mission Statement of CCS:

The Campus Community School seeks to promote growth in knowledge, skills, and habits of mind in all students. Campus

Community School aspires to create a collaborative community of learners where all students, regardless of race, color or creed, are valued as active participants in meaningful learning, and have the opportunity to become:

- Successful students in academic and non-academic disciplines
- Complex thinkers
- Skilled information processors/consumers
- Effective communicators and producers
- Self-disciplined learners
- Collaborative workers
- Responsible citizens

The goals and objectives for CCS are:

- a) To provide students with strong academic preparation in language and fine arts, science, mathematics and social studies.
- b) To promote development of student's critical and creative thinking skills.
- c) To incorporate wellness and physical activity into every aspect of the curriculum.
- d) To create integrated learning experiences and curricular structure that allows students to apply knowledge to real-life situations and to recognize and develop their own unique abilities.
- e) To develop a model for community-school-higher education partnerships that promote professional development of teachers, provides an in-depth experience based teacher preparation for pre-service teachers, demonstrates best practices of social-constructivist teaching in an atmosphere that maximizes student growth, and presents a working model of school-based decision making.
- f) To provide means of fostering adult/family participation in children's educational experiences.

In meeting these goals, CCS has followed all restrictions set forth in 14 Delaware Code Section 506.

- B)** Describe the methods of internal evaluation that will be used by the board of directors to ensure that the school is meeting its stated educational mission and objectives. (Renewal/Modifications – provide original documentation and any changes)

Response:

Each year the annual report is presented by the school administrator to the board of directors. Additionally, the Site Based Decision Making Team and the Board of Directors review the results of the parent and faculty feedback surveys. The board and the administrators discuss plans that include methods to ensure that the school is meeting its educational mission and objectives. After review, the plan is adapted, as necessary, to include methods and approaches that will allow Campus Community School to improve. Additionally, in the spring of 2010 Campus Community School participated in a voluntary comprehensive review that provided valuable information as we engage in an ever present cycle of continuous improvement. Our board members also seek opportunities to gain information on education related issues. Board members have attended training offered by Delaware Department of Education, Vision 2015, and the Delaware Charter Schools Network so that they may be an active participant in our efforts to continue to improve student achievement and provide a supportive, positive school environment.

- C)** Describe the procedures the school will use to ensure compliance with the requirements of 14 Delaware Code, Section 506, related to enrollment. (Renewal/Modifications – provide original documentation and any changes)

Response:

In order to meet the requirements of Section 506 (d), all students who are accepted to CCS for admission are required to sign a letter of intent stating that they will remain at CCS for one school year unless “good cause” exists for a return to their district of residence.

4. Goals for Student Performance

- A)** List the specific student performance goals in math and reading by grade for students disaggregated by grade and ethnicity for the initial four years of operation and describe the assessment instruments that will be used to measure whether students meet or exceed those goals. (Renewals/Modifications – show and discuss the results during the current period as necessary)

Response:

Campus Community School holds high standards for all children regardless of race or ethnicity. Our performance agreement goal, as required, is that all students perform at or above state average on the DSTP. In addition, embedded, curriculum based assessments are utilized to determine progress in meeting the standards and those scores are reported to parents at the end of each trimester in a student-led conference. Teachers and parents report notable progress toward, DE state and national content standards based, performance goals in most cases. With RTTT funds we are currently researching new ways to gather schoolwide data cumulatively and utilize both content and skills data along with habits of mind scores to inform instruction and curriculum development. In addition, DSTP scores are utilized annually to measure student progress toward state benchmarks.

Despite rising cut scores, several grade levels performed above state average in reading and grade 3 performed above state average in math. In other areas CCS student performance was slightly below state average. It is important to note that the differences between CCS averages and the state average are impacted by the small N size in all categories. We also notice a significant difference in performance the longer a student attends CCS. In both 8th and 9th grade we enroll a significant number of new students and it is apparent that our new enrollees frequently underperform our current students for a period of time. As always, CCS continues to assess and evaluate student achievement and provide appropriate interventions and supports when necessary. The CCHS curriculum includes a strategies class designed to aid struggling students and our teacher to student ratio is kept low with the addition of instructional paraprofessionals and Wesley College pre-service teachers. The RTI process is fully implemented at all required grade levels. Additionally, our professional development process is centered on teacher designed and implemented action research surrounding student performance and assessment measures. Many of our curriculum based formative and summative assessments show individual student growth and progress toward state and national standards.

N Count = Total Student Population

Reading 2010

Grade N Count CCS Mean State Mean

| | | |
|-------|--------|--------|
| 3 40 | 446.48 | 441.59 |
| 5 41 | 477.71 | 483.40 |
| 8 66 | 508.65 | 521.17 |
| 10 64 | 509.39 | 513.42 |

Math

Grade N Count CCS Mean State Mean

| | | |
|-------|--------|--------|
| 3 40 | 446.98 | 439.01 |
| 5 42 | 464.55 | 479.71 |
| 8 66 | 487.14 | 510.04 |
| 10 64 | 522.89 | 533.71 |

In most grade levels, disaggregated data is not available due to the fact that the N size of the group is too small to provide reliable data. At grades 8, 9, and 10 the percentage of African American children reaches a slightly larger N size and statistics can be reported.

While our African American students in these grade levels are performing slightly below their peers on the DSTP the differences are relatively small and either consistent with or less than the difference when comparing similar groups at the state level. In reading at grade 8 the differential between the average scores of our African American students and the entire student body is -2.6% compared to a -2.8% differential statewide. In grade 9 the difference was -1.3% compared to a -3.3% statewide difference and at grade 10 the CCS difference was -3.5% compared to a -3.1% statewide difference. Statewide performance of these two groups in mathematics indicate a larger differential between CCS averages and statewide averages. While CCS African American students still performed slightly below their peers the CCS differential was less than the state difference in all cases. In grade 8 the difference at CCS was -3.3% while the state difference was -4.1%. In grade 9 the CCS difference was -1.6% and the state difference was -3.6%. In grade 10 the CCS difference was -2.7% and the state difference was -3.3%.

CCS will begin utilizing DCAS (Delaware Comprehensive Assessment System) this fall and hope to gain more valuable data in a timeframe that has a more direct impact on instruction. As stated earlier, we also will utilize RTTT initiatives to develop diagnostic assessments based on state and national standards that will be utilized schoolwide and to evaluate current "in house" data from student profiles and classroom based assessments.

- B) List the specific measurable performance targets for each student performance goal for each year of the Delaware Student Testing Program (DSTP) for the initial four years of the charter. (Renewals/Modifications – Update this section to make it current)

Response:

Pages 6 and 7 of the attached "LEA Workplan Campus Community School" (RTTT Plan) illustrate performance targets based on the relevant statewide goals in each subject area. Our goals were based on the mandated statewide goals to be achieved by 2014-2015. We have set "ambitious" achievement goals based on DDOE recommendations, and hope to achieve them; however we also look to inform our instruction through additional qualitative and quantitative data points. The greatest evident risk is that some may focus too heavily on standardized test scores and not enough on children; an external pressure we consistently battle against. Additionally, our timelines are relatively aggressive and may need to be adjusted as implementation is realized. We look to achieve quality in implementation not simply task completion. Another factor we may need to address is that a large percentage of our 8th grade students are 1st year transfers into Campus Community from other districts. We have found that the longer students are at Campus Community the more likely they are to achieve well on the state assessments. With this large percentage of transfers we see a major difference in the academic success of these children. Since 8th grade is a grade of focus for DDOE our statistics are not truly predictive about the achievements of our student body as a whole.

- C) List the assessment tools that will be used including the DSTP, standardized, formative, benchmarks, or performance assessments. Describe why these particular assessment instruments have been selected and provide the timetable indicating when those instruments will be used. (Renewals/Modifications – Provide original documentation, the results of these assessment tools and discuss the results)

Response:

Student achievement at CCS is measured in a variety of ways. The Delaware Student Testing program has been administered to students and we will be utilizing the DCAS (Delaware Comprehensive Assessment System) beginning in 2010-2011. In reading, student achievement in grades one through seven is measured by triannual IRI's (Informal Reading inventory) and running records. IRIs are utilized at the high school as needed. At CCHS students take the PSATs in grade ten and SATs in grades eleven and twelve. Students create portfolios of their work and teachers measure individual student achievement through performance assessments, anecdotal record keeping, teacher and peer conferencing and curriculum based formative and summative assessments. Student progress toward state and national standards is demonstrated in student portfolios and shared at the end of each trimester during student-led conferences.

Additionally, we have seen consistent progress with at least one year of growth on triannual IRIs for virtually all elementary and middle school students. Our graduation rate, despite graduation requirements that are higher than the state's minimum graduation requirements, consistently exceeds the state average graduation rate. In 2010, 100% of CCHS students graduated with the majority going into post graduate programs and 2 and 4 year colleges and universities.

- D) Renewals/Modifications Only** - Include a copy of the current signed Performance Agreement between the school and the Secretary of Education. Describe in detail the performance of the school on each of the objectives in the Performance Agreement. Place particular focus on the school's academic performance, including evaluation results from the DSTP and other measures. Discuss highlights and concerns.

Response:

Current CCS Performance Agreement

Student Achievement

For all students, the average performance for each subject at each grade assessed on the DSTP will be at least at the state average each year.

•DSTP Reading/Math

Despite rising cut scores, several grade levels performed above state average in reading and grade 3 performed above state average in math. In Science, grades 4 and 6 averages exceeded state average and in Social Studies, grade 6 averages exceeded state average and at grade 4 the difference was less than one point. In other areas CCS student performance was slightly below state average. It is important to note that the differences between CCS averages and the state average are impacted by the small N size in all categories. As always, CCS continues to assess and evaluate student achievement and provide appropriate interventions and supports when necessary. The CCHS curriculum includes a strategies class designed to aid struggling students and our teacher to student ratio is kept low with the addition of instructional paraprofessionals and Wesley College pre-service teachers. The RTI process is fully implemented at all required grade levels. Additionally, our professional development process is centered on teacher designed and implemented action research surrounding student performance and assessment measures. Many of our curriculum based formative and summative assessments show individual student growth.

N Count = Total Student Population

Reading 2010

Grade N Count CCS Mean State Mean

| | | | |
|----|----|--------|--------|
| 3 | 40 | 446.48 | 441.59 |
| 5 | 41 | 477.71 | 483.40 |
| 8 | 66 | 508.65 | 521.17 |
| 10 | 64 | 509.39 | 513.42 |

Math 2010

Grade N Count CCS Mean State Mean

| | | | |
|----|----|--------|--------|
| 3 | 40 | 446.98 | 439.01 |
| 5 | 42 | 464.55 | 479.71 |
| 8 | 66 | 487.14 | 510.04 |
| 10 | 64 | 522.89 | 533.71 |

Science 2009/2010

Grade N Count CCS Mean State Mean

| | | | |
|----|----|--------|--------|
| 4 | 46 | 325.35 | 320.90 |
| 6 | 53 | 317.25 | 312.44 |
| 8 | 66 | 288.62 | 305.40 |
| 11 | 53 | 292.26 | 304.08 |

Social Studies 2009/2010

Grade N Count CCS Mean State Mean

| | | | |
|---|----|--------|--------|
| 4 | 46 | 305.27 | 306.08 |
| 6 | 53 | 305.72 | 305.05 |

| | | | |
|----|----|--------|--------|
| 8 | 66 | 291.62 | 301.56 |
| 11 | 52 | 286.54 | 297.08 |

•SAT/PSAT

For students enrolled at the school at least one year, the average performance on the Preliminary Scholastic Aptitude Test will be at or above 45 or the Scholastic Aptitude Test will be at or above 450.

SAT scores for CCHS students averaged:

Math = 404.5

Critical Reading = 455

Writing = 462

State Average:

Math = 495

Critical Reading = 493

Writing = 481

CCHS students met this target in both Critical Reading and Writing. While the scores are somewhat below the state average, it is important to note that every eligible CCHS student is encouraged to take the SAT including those who are not intending to go directly to college and those who have been identified with special needs. While a complete inclusion approach skews our data we believe that it is what is in the best interest of our children.

PSAT scores for CCHS students averaged:

Average Section Performance:

Critical Reading = 42

Math = 37

Similar to the SAT, all grade eligible CCHS students are expected to take the PSAT. While this impacts average scores we feel that it is in the best interest of our students to have this experience.

Positive Behavior

Each year the school will have fewer reportable incidents than the state average.

- There were a total of 26 reportable incidents in the 09-10 school year compared to 10,172 statewide. The percentage of students suspended or expelled was 10% while the state percentage was 17%.

Each year the average percentage of students attending school each day will meet or exceed 90%.

- 94% of Campus Community School Students attended school each day.

Parent Satisfaction

Each year a parent survey will be conducted with at least 90% of responding parents expressing overall satisfaction with the school.

- 91.9% of parents express overall satisfaction with the operation of the school.

- 91.9% of parents would recommend CCS to other families.

- 93.7% of parents report that CCS provides an environment that encourages student learning

Enrollment

By April 1 of each year, CCS will have enrolled 80% of our approved enrollment (600).

- Our enrollment as of April 1, 2010 was 578 (80%=480)

- Our enrollment as of September 30, 2009 was 611 (80%=480)

Student Retention

Each year at least 80% of the enrolled students, with the exception of those graduating and those moving out of Kent County, will return to the school for the following school year.

- 93% of students without the applicable exceptions returned for the 10-11 school year

Each year 95% of seniors will graduate from CCS.

- 100% of seniors graduated from CCS in 2010

Career & Technical Education

Through collaboration with the Delaware DOE Campus Community School will align courses to state pathways and expand the program to include 7th grade students in our elementary building.

This goal has been met.

See attached Performance Agreement

- E) Renewals/Modifications Only - Provide the charter Performance Agreement for the renewal period. Include a list of proposed measurable performance objectives with specific measurable targets for each year of the charter renewal period

Response:

CCS Performance Agreement

Student Achievement

DCAS

For all students attending CCS for three years or more the average performance for each subject at each grade assessed on the DCAS will be at or above the state average each year.

- With the institution of a new testing system in 2010 CCS will utilize the spring 2011 DCAS results as a baseline for student performance and look to compare alike groups each year over the course of the next renewal period. With the institution of the new test it will take some time to gain reliable, valid, achievement data upon which specific measurable targets can be set.

SAT/PSAT

For students enrolled at the school at least one year, the average performance on the Preliminary Scholastic Aptitude Test will be at or above 45 or the Scholastic Aptitude Test will be at or above 450.

It is expected that 100% of CCHS, grade eligible, students will take the PSAT and SAT and that, at a minimum, current levels will be achieved with the goal of exceeding state average within the next 5 years.

Positive Behavior

Each year the school will have fewer reportable incidents than the state average.

CCS will continue to meet this performance goal.

Each year the average percentage of students attending school each day will meet or exceed 90%.

CCS will continue to meet this performance goal.

Parent Satisfaction

Each year a parent survey will be conducted with at least 90% of responding parents expressing overall satisfaction with the school.

CCS will continue to meet this performance goal.

Enrollment

By April 1 of each year, CCS will have enrolled 80% of our approved enrollment (600)

CCS will continue to meet this performance goal.

Student Retention

Each year at least 80% of the enrolled students, with the exception of those graduating and those moving out of Kent County, will return to the school for the following school year.

CCS will continue to meet this performance goal.

Each year 95% of seniors will graduate from CCS.

CCS will continue to meet or exceed this performance goal.

Career & Technical Education

Through collaboration with the Delaware DOE Campus Community School will align courses to state pathways and expand the program to include 7th grade students in our elementary building.

CCS will continue to meet this performance goal.

5. Evaluating Student Performance

- A) Describe the process how student evaluation information will be used to improve student performance. (Renewal/Modifications – provide original documentation and any changes)

Response:

Achievement data is taken from a variety of sources such as formal and informal classroom assessments, the state test, informal reading inventories, learning profiles, student portfolios, and the PSAT/SAT. Teachers use this information to guide instruction and to differentiate for individual students and whole classes.

The new state assessment is designed provide more formative data that can be used along with the already established assessment measures. Our RTTT plan also includes the purchase of a diagnostic mathematics assessment intended to provide more norm referenced data about individual children and the school as a whole.

- B) Describe the corrective action that will be taken when students do not meet performance expectations. (Renewals/Modifications

Only - Describe how analysis of student evaluation information on the DSTP and other measures is used to guide instruction and improve student performance. Give examples from the current charter period of instructional change which has led to improved student performance.)

Response:

Each year teachers and support staff utilize all available data, including DSTP instructional needs reports, Informal Reading Inventories (IRI), classroom assessments, portfolios, observations, etc. to evaluate student progress and guide instruction. If students do not meet performance expectations, Campus Community School works to assist and support a student as soon as a difficulty is identified. Professionals meet in child-study format to offer interventions that can be used to provide assistance to a child. Interventions might include modifications in assignments, a different teaching approach, providing extra time, or any of a myriad of instructional strategies to assist the child. Through the utilization of the RTI process at the elementary school and the IST (Instructional Support Team) process at the high school, data is collected regarding the child's needs and the effectiveness of any interventions put in place. There is also early and ongoing communication with parents so the school and home can work together to assist the child.

Many CCS teachers provide regular after-school tutoring to students who need assistance. This offers the opportunity for individual or small group tutoring in their area of weakness. There is also a cadre of Wesley education teachers and students who assist in classrooms during the regular school day through an established portion of the Wesley College Education Program. Each school year, CCS works in conjunction with Wesley College to provide a "jump start" program for 1st grade students having difficulty in the areas of reading and mathematics. Approximately a dozen Wesley students work individually with first grade students identified by their teachers. This program and its results were recognized by the State of Delaware Chamber of Commerce "Superstars in Education" award. Almost 100% of the students who participated in the program over a four year period scored at or above state average on the state assessment by the time they reached the third grade.

We see significant changes in the performance of students the longer they stay at Campus Community School. Many students who enter CCS in the middle school years have often transitioned out of a program where they were not successful; the longer they stay within our program with concurrent family support, the greater their academic achievement in many cases.

- C) If the proposed school requests and receives a waiver for an enrollment preference for students at risk of academic failure, then describe the expected performance of each student on the Delaware Student Testing Program in each grade during the initial four year charter period. (Renewal/Modifications – provide original documentation and any changes)

NOTE: The applicant must agree and certify in the application that it will comply with the requirements of the State Public Education and Accountability System pursuant to 14 Delaware Code, Sections 151, 152, 153, 154, and 157 and Department rules and regulations implementing Accountability, to specifically include the Delaware Student Testing Program (Regulation 275, Subsection 4.2.1.1).

Further, the application must include certification that the proposed school's mean student performance on the Delaware Student Testing Program assessments in each content area will meet or exceed the statewide average student performance of students in the same grades for each year of test administration. Applicants with enrollment preferences for students at risk of academic failure may request a waiver of this requirement in the application (Regulation 275, Subsection 4.2.2).

Response:

Campus Community School does not have an enrollment preference for students at risk of academic failure and therefore has not requested a waiver.

6. Educational Program

- A) Provide a scope and sequence document for required content areas ELA, Math, Science, Social Studies, Health Education, Physical Ed, (see below) for proposed grades to be served over the first four years of the school charter. Click here to view a sample Scope and Sequence document.

For new applicants, this is a Phase I requirement. Renewal and modification applicants only, please include the following: Units required in (i) below with duration of instruction and alignment of instructional strategies to formative and summative assessment measures for required content areas for grades to be served by the school. Alignment of instruction to state content standards for required content areas for grades served by the charter school. Alignment of instructional strategies to formative and summative assessment measures for required content areas for grades to be served by the school.

Response:

Please see the following attachments:

Grades 1-3:

1st grade scope and sequence
2nd/3rd grade Year One Scope and Sequence
2nd/3rd grade Year Two Scope and Sequence
2nd Grade Math Scope and Sequence
3rd Grade Math Scope and Sequence

Grades 4-5:

4/5 Scope and Sequence

Grades 6 - 8:

*8th Grade Humanities Scope and Sequence
*8th Grade Science Scope and Sequence
6/7 Renewal zip file including:
Scope and Sequence Year One
Scope and Sequence Year Two

Elementary/Middle Related Arts (1-7):

PE/Health Scope and Sequence
Music/Performing Arts Scope and Sequence
Visual Arts Scope and Sequence
Related Arts Integration - Submitted Units of Study

High School Humanities (English and Social Studies, Grades 9-12):

*Humanities I Scope and Sequence
*Humanities II Scope and Sequence
*Humanities III Scope and Sequence
*Humanities IV Scope and Sequence

High School Math (Grades 8-12):

*Math Foundations Scope and Sequence
*Intro to Integrated Math Scope and Sequence
*Integrated Math I Scope and Sequence
*Integrated Math II Scope and Sequence
*Integrated Math III Scope and Sequence
*Integrated Math IV Scope and Sequence
*Pre-Calculus Scope and Sequence

High School Science (Grades 9-12):

- *Science I Scope and Sequence
- *Science II Scope and Sequence
- *Science III Scope and Sequence
- *Science IV Scope and Sequence

High School Spanish (Grades 8-12):

- *Spanish I Scope and Sequence
- *Spanish II Scope and Sequence
- *Spanish III Scope and Sequence
- *Spanish IV Scope and Sequence

High School PE (Grades 8-12):

- *8th - 12th Grade PE Scope and Sequence

High School Health (Grades 8-12):

- *8th - 12th Grade Health Scope and Sequence

High School Visual/Performing Arts (Grades 8-12):

- *Drama Scope and Sequence
- *Art I Scope and Sequence
- *Art II Scope and Sequence
- *Art III Scope and Sequence
- *Art IV Scope and Sequence
- *High School Band Scope and Sequence
- *High School Chorus Scope and Sequence
- *Appreciation of Music Scope and Sequence
- *Drumline Scope and Sequence

B) Provide a statement defining likely curriculum basis in each of the following areas (for new applicants this is a Phase I requirement, renewal and modification applicants must complete all sections):

- Mathematics
- English Language Arts
- Science
- Social Studies
- World Languages (Renewals Only)
- Visual & Performing Arts (Renewals Only)
- Health Education (Renewals Only)
- Physical Education (Renewals Only)

Response:

Teacher ownership of curriculum is an integral part of the social constructivist philosophy. All curriculum is built by individual teachers or teams of teachers, with the guidance and support of Wesley Education faculty, using the state and national standards as a foundation. The curriculum is designed to teach declarative knowledge at three levels, using factual topics as exemplars for successively more inclusive ideas: concepts, principles, and themes. Teachers are taught to evaluate their units and lessons to ensure that a progression of inquiry is incorporated in authentic and meaningful ways for instruction.

- C) Provide a signed memorandum of understanding with the Science coalition, the Mathematics coalition, and the Social Studies coalition if chosen. For new applicants this is a Phase I requirement. Renewal and modification applicants attach the updated information as it has changed from your last renewal or original application.

Response:

This is Campus Community High School's 3rd year of participating in the professional development program offered through the Mathematics Coalition.

See attached: Math Coalition MOU.

- D) Provide a statement of plans for additional academic support for at risk students. For new applicants, this is a Phase I requirement. For renewal and modification applicants, please provide updated information as it may vary from your last renewal or original application.

Response:

At-risk students are provided with additional instructional time through programs such as after school tutoring, academic support clubs, and summer school. In addition, most classrooms have a paraprofessional or method student who assists at-risk students with strategies such as one-on-one reading time and small group assessments.

- E) Provide a list of courses at grades 9-12 with sufficient detail to meet the state requirements for graduation and any and all Career and Technical Education (CTE) pathways courses. (secondary only) For new applicants this is a Phase I requirement. For renewal and modification applicants, please provide updated information as it may vary from your last renewal or original application.

Response:

See attached course catalog.

- F) Provide the Teacher to student ratio for the school. For new applicants this is a Phase I requirement. For renewal and modification applicants, please provide updated information as it may vary from your last renewal or original application.

Response:

Staffing Ratios

2009-10

Students Per Teacher: 16

Students Per Administrator: 153

Students Per Instructional Staff: 13

- G) Provide a description of the unique features of the school's educational plan including differentiated instruction, special materials and use of technology to serve the intended population of the school. For new applicants this is a Phase I requirement. For renewal and modification applicants, please provide updated information as it may vary from your last renewal or original application.

Response:

We believe that social constructivist teaching and learning maximizes a student's growth process. Campus Community School's social

constructivist classrooms include:

- * inquiry-based lessons
- * problem-solving and critical thinking
- * the teaching of themes and big ideas rather than isolated facts
- * open-ended individual and small group projects that meet the needs of multiple ability levels
- * relevant and authentic assessments and tasks
- * subjects do not exist in isolation; information is connected across the curriculum
- * teaching students how to be reflective, self-directed, and persistent
- * teacher as facilitator rather than knowledge-giver
- * an emphasis on competency and quality work
- * differentiation to meet the needs of all learners
- * cooperative and collaborative learning
- * flexible small group instruction
- * multiple resources rather than a standardized text and curriculum
- * service learning

Our ultimate goal is to produce life-long learners who are critical thinkers. We believe that students, parents, and teachers must all play an active role in the education process. To reinforce this belief, all of our students have a student-led conference twice a year. Parents and students are required to attend these conferences. Students, with the guidance and support of their teachers, create a portfolio of work and are responsible for explaining their performance and achievement over the course of a trimester. The teacher's role is to facilitate the conference and encourage a team approach to success while recognizing strengths and contributing to the discussion about academic and social/emotional goals. This is a unique and vital piece of our educational program because it promotes parent involvement and student accountability.

- H) For new applicants, provide plans for professional development that outlines the initial three year approval span for the school with one year benchmarks. This is a Phase I requirement. For renewal and modification applicants provide plans for ongoing, high quality professional development for staff for the duration of the charter renewal as it varies from your last renewal or original application.

Response:

CCS has a comprehensive professional development program that provides opportunities for growth and reflection for all of our teachers, from novice to highly experienced and highly qualified. We have created a Professional Development Committee, made up of CCS teachers and administrators and several professors from Wesley College's Education Department. It is this group's responsibility to assess the needs of the staff and determine ongoing and rigorous professional development practices that allow teachers to collaborate and will impact student achievement.

All teachers are required participate in the following professional development activities on a yearly basis:

- 3 classes at Wesley college within the first three years of employment: Curriculum Building, Instructional Models, Action Research; These classes are paid for by CCS.
- Choice Theory/Reality Therapy Basic Training and Basic Practicum
- State Mentor Program (for those on an initial license)
- Action Research
- Curriculum Building In-service Days
- Bi-weekly Philosophy Meetings

Teachers are also provided with the following professional development opportunities:

- Graduate classwork (CCS pays for up to 2 classes per academic year)

- Workshops and Conferences
- Choice Theory/Reality Therapy Advanced Training, Advanced Practicum, and Certification
- Technology Training: Smartboards, technology integration, etc.

In addition to the above, over the next five years, CCS is committed to providing professional development that focuses on data collection and analysis, differentiated instruction, and the development of schoolwide diagnostic assessments.

- I) Provide three approved (Submitted units are scored "3" or "4" on the Charter School Unit Review Rubric . Click here to view the Charter School Unit Review Rubric) units of instruction for Mathematics, English Language Arts, Science, Social Studies, Visual & Performing Arts, World Languages, Health Education & Physical Education at each grade cluster in which the school intends to serve students. For new applicants, this is a Phase II requirement. For renewals and modifications provide updated information as it may differ from your last renewal or original application. Include plans for the modification of approved Delaware Model Units (from the DOE website) to meet the specific needs of the student population of students you serve. Click here to view the Model Unit Modification document.

Response:

Grades 1-3:

1st Grade Unit of Study: Changes in Systems, Human and Natural Systems

- One Room Schoolhouse parent letter
- 1st grade Past and Present museum project
- Grade 1 Life Cycle Assessment
- Grade 1 Picture Sort Assessment
- Animal Project Grade 1
- Grade 1 Science Assessment
- Grade 1 Timeline Assessment
- Grade 1 Personal Timeline Assessment
- Transportation Timeline Assessment
- Grade 1 interview questions

2nd/3rd Grade Unit of Study: Earth Exploration

2nd/3rd Grade Unit of Study: Technology and Culture

2nd/3rd Grade Reading Concept Map

2nd/3rd Grade Writing and Oral Language Concept Map

Grades 4-5

Unit of Study: Conflict

- 4-5_Course_of Study
- Conflict Project Rubric 001
- Conflict Research Project 002

Conflict_in_Literature_Lesson_Study

- Conflict_vee_1
- Conflict_vee_2
- Ecological Succession Vee
- Global_Connections_Learner_activities
- Hurricane Katrina Articles
- NorthSouth Project
- Tracking Hurricane Katrina Worksheet

Unit of Study: Systems

- Data_Analysis_-_Sticks_and_stones
- Data_Assessment1[1]
- Ecosystem_Inquiry_Project
- Food_Chain_and_Food_web_Vee

- Native_American_Literature_Circles_Vee
 - Preying_on_Beans
 - Science-Preying_on_Beans_Lesson_Plan
 - Systems
 - Systems_Learner_Activities_Outline[1]
- Unit of Study: Growth of a System
- Content_presentation_Landforms
 - ED455Erosion
 - ED4571pl
 - Growth_of_a_system_Learner_Activities
 - Landforms
 - The Earth
 - The Structure of the Earth student gen
 - Weathering and Erosion Lesson

Integrated ELA Curriculum

- ELA works cited
- Language Arts content Summary
- English Language Arts
- Language Arts Metacognitive Strategies
- Language Arts Vee
- Language Arts Vee 2
- Language Arts Vee 3
- Language Arts Vee 4

Grades 6,7,8

6/7 Renewal zip file including:

Course of Study Year One, Unit One

- Content Summaries
 - Focus Questions
 - Content Summaries, yr. 1, unit 1
 - Learner Activities Year One, Unit One
 - Language Arts, yr. 1, unit 1
 - Math, yr. 1, unit 1
 - Science, yr. 1, unit 1
 - Social Studies, yr.1, unit 1
 - Assessment and Rubrics Year One, Unit One
 - Altered Book Assessment
 - Altered Book Rubric
 - CCS Rubric
 - DE Writing Rubric, Language Arts
 - Myth Rubric
 - Society Project Rubric
 - Oral Presentation Rubric
 - Culminating Activity Year One, Unit One
 - CCS Rubric Society Project
 - Create a Society Final Project
 - DE Writing Rubric
 - Presentation Rubric Society Project
- Course of Study Year One, Unit Two
- Content Summaries, yr. 1, unit 2
 - Content Summary Focus Questions
 - Learner Activities Year One, Unit Two
 - Language Arts, yr. 1, unit 2

- Math, yr. 1, unit 2
- Science, yr. 1, unit 2
- Social Studies, yr. 1, unit 2
- Assessments and Rubrics Year One, Unit Two
- CCS Rubric Greek Project
- DE Writing Rubric Language Arts
- Oral Presentation Greek Project
- Presentation Rubric Greece
- Culminating Assessment Year One, Unit Two
- Ancient Greece Timeline Project
- Greece Oral Presentation Rubric
- Greece Timeline Presentation Rubric
- DE Writing Rubric Language Arts
- CCS Rubric Greece
- *8th Grade Science Unit
- *8th Grade Humanities Unit
- *Intro to Integrated Math - Expansion Unit

High School Humanities (English and Social Studies, Grades 9-12):

- *Harlem Renaissance Unit - Humanities II
- *Humanities III Exemplar Unit
- *Humanities III Exemplar Unit

High School Math (Grades 9-12):

- *Integrated Math I - Similarity Unit
- *Integrated Math I - Exponentiation Unit
- *Integrated Math II - Algebra and Business

High School Science (Grades 9-12):

- *Science I Unit
- *Science II Unit - Living Health
- *Science III Unit

High School Spanish (Grades 8-12):

- *Spanish I Unit
- *Spanish II Unit
- *Spanish III Unit

High School PE (Grades 8-12):

- *High School PE Unit - Cardio Fitness
- *High School PE Unit - Muscular Fitness
- *High School PE Unit - Tchoukball

High School Health (Grades 8-12):

- *High School Health Unit - First Aid
- *High School Health Unit - Nutrition
- *High School Health Unit - Sex Ed

High School Visual/Performing Arts (Grades 8-12):

- *Drama Unit - Developing Critical Thinking
- *High School Visual Arts - Figure Drawing Unit
- *High School Music Exemplar Unit

- J)** Provide a description of major curricular resource adoptions for Mathematics, English Language Arts, Science and Social Studies. For new applicants this is a Phase II requirement. For renewal and modification applicants provide updated information as it may vary from your last renewal or original application.

Response:

A vital part of Campus Community's social constructivist philosophy is teacher ownership of curriculum. Teachers work closely with Wesley College education faculty to develop a solid understanding of the state and national standards and learning how to build inquiry-based lessons and units. Standards based units are then created by the teachers. For this reason, our school has not adopted any standardized curriculum.

- K)** A detailed chart showing alignment of instruction to standards. This is a Phase II requirement and for new applicants only

Response:

N/A

- L)** Provide a detailed description of how instructional strategies and formative and summative assessment strategies will be aligned. This is a Phase II requirement and for new applicants only.

Response:

N/A

- M)** Provide a detailed description of how the alignment will enhance student learning. For new applicants this is a Phase II requirement. For renewal and modification applicants provide updated information as it may vary from your last renewal or original application.

Response:

Teachers design instructional activities that engage students in, and purposefully teach them, the skills of inquiry. Constructivist-based instructional strategies (Content Presentation, Concept Attainment, Concept Formation, Workshop, and Open Inquiry) are matched to the content learning objectives. Formative and summative assessments are linked to the focus questions, enduring understandings, and learner outcomes. Assessments are embedded within the curriculum and are designed to provide teachers and students with information about what the student knows and where they need to go. Teachers use this information to tweak their instructional strategies and lessons to better match student needs, thus enhancing student learning.

- N)** Provide a copy of the school calendar and master instructional schedule. For new applicants this is a Phase II requirement. For renewal and modification applicants provide updated information as it may vary from your last renewal or original application.

Response:

See attached 2010-2011 school calendar.

See attached master schedule.

- O)** Provide a copy of Career and Technical Education pathway and course approval documents. (secondary only) This is a Phase II requirement and for new applicants only

Response:

N/A

7. Students with Special Needs

- A)** Describe how the school will be in full compliance with current federal and state statutes relating to the education of students with

disabilities, including but not limited to: evaluation, re-evaluation, accommodations, and employment of certified special education teachers prior to the admission of students. The plan must provide for a free appropriate public education to students with disabilities and include a continuum of educational placements for students with disabilities.

Response:

In order to supply expertise and experience in dealing with students with disabilities, CCS has employed three full-time certified special education teachers. These teachers are responsible for supplying services that provide for a Free Appropriate Public Education (FAPE) to students with disabilities and include a continuum of educational placements for students with disabilities. Special services at CCS are supplied through a consultative model. When a student is thought to have some learning difficulty or is struggling academically, CCS works to assist and support the student as soon as the problem is identified. Professionals meet in child-study format to offer interventions that the regular classroom teacher could provide to assist the child. Those interventions may include modifications in assignments, a different teaching strategy, or any of a myriad of instructional changes to assist the child. Special services at CCS are supplied through a consultative model. Special Educators work in collaboration with classroom teachers to provide consultation and direct instruction to those students who are eligible for special education services. They are responsible to ensure that instruction is geared toward the stated goals within a child's Individualized Education Program (IEP). That program is designed to meet the specific needs of each identified student. The program is implemented within the regular classroom in order to give the student the most normalized setting as possible without isolating him/her from their peers. A program of regular after-school tutoring exists to provide students who need assistance the opportunity for individual or small group tutoring in their area of weakness. Add to that, there is a cadre of Wesley College education teachers who assist in classrooms during the regular school day as their schedules allow.

*****CCS has employed two full time certified special education teachers and one certified Special Education Coordinator/special education teacher to provide services to students with disabilities and to ensure they are receiving a Free Appropriate Public Education (FAPE). These teachers are a part of the team that provides a continuum of services in various settings. Services are provided through the consultative model, direct service in the inclusion setting with co-teaching and small group instruction, as well as, direct service outside of the classroom as determined by individual student needs. During consultation, professionals meet in child study teams led by a special educator to discuss each student's progress and ensure instruction is geared towards goals stated within each student's Individualized Educational Plan (IEP). The team reviews accommodations, modifications and supports so that they are fully understood and implemented as identified by all staff working with students. This ensures the program implemented meets the specific identified needs of each student with disabilities, in addition to monitoring student progress with IEP goals and benchmarks and assisting with modifications, as needed. Additional assistance is also available to students after school or by Wesley College education students who assist in the classroom as the school day allows.

The Special Education Coordinator/Special Education teacher has the added responsibility of attending all state-wide Department of Education meetings to ensure CCS is in compliance with all laws related to special education, provision of service and that all guidelines are being followed.

CCS special education teachers are a part of Response to Intervention team (RTI) whom collect data and provide intervention prior to identification of a student with a disability. General and special education teachers, parents, students, other service providers and staff are a part of the team providing interventions and assistance to students who are at risk. Those interventions may include modifications of assignments, a different teaching approach or a myriad of instructional changes to assist the child and use data based decisions to determine if a disability exists or continues to exist.

B) Renewals/Modifications Only - Discuss how the school has resolved any administrative complaints.

Response:

Campus Community School has not had any due process claims nor administrative complaints related to special education.

C) Complying with Section 504 of the Rehabilitation Act of 1973 and with the Americans with Disabilities Act of 1990.

Response:

504 plans are written for students with diagnosed disabilities when appropriate. The Special Education coordinator is responsible for the planning and development of all 504 plans and for seeing that all regulations are followed. All 504 plans are written in accordance with Section 504 of the Rehabilitation Act of 1973 and with the Americans with Disabilities Act of 1999.

*****The Special Education Coordinator is responsible for handling all requests for 504 plans, coordinating meetings with parents, teachers and students to determine if students meet eligibility criteria for a 504 plan. She is also responsible for development of all 504 plans for students meeting the eligibility criteria and ensuring accommodations needed in the regular classroom are understood and implemented by classroom teachers. This includes ensuring all determination of eligibility and development of 504 plans are in accordance with Section 504 of the Rehabilitation Act of 1973 and with the American with Disabilities Act of 1999.

D) Complying with Title VI and VII of the Civil Rights Act of 1964.

Response:

All CCS programs and activities comply with Title VI and VII of the Civil Rights Act of 1964. CCS does not discriminate based upon race, color, religion or national origin.

E) Complying with Title IX of the Education amendments of 1972.

Response:

All CCS programs and activities comply with Title IX. CCS does not discriminate based upon sex.

F) Having certified special education teacher(s) providing services for students with disabilities.

Response:

In order to supply expertise and experience in dealing with students with disabilities, CCS has employed three full-time certified special education teachers. These teachers are responsible for supplying services that provide for a Free Appropriate Public Education (FAPE) to students with disabilities and include a continuum of educational placements for students with disabilities. Special services at CCS are supplied through a consultative model. Special Educators work in collaboration with classroom teachers to provide consultation and direct instruction to those students who are eligible for special education services. They are responsible to ensure that instruction is geared toward the stated goals within a child's Individualized Education Program (IEP). That program is designed to meet the specific needs of each identified student. The program is implemented within the regular classroom in order to give the student the most normalized setting as possible without isolating him/her from their peers.

*****CCS has employed two full time certified special education teachers and one certified Special Education Coordinator/special education teacher to provide services to students with disabilities and to ensure they are receiving a Free Appropriate Pubic Education (FAPE). These teachers are a part of the team that provides a continuum of services in various settings. Services are provided through the consultative model, direct service in the inclusion setting with co-teaching and small group instruction, as well as, direct service outside of the classroom as determined by individual student needs. During consultation, professionals meet in child study teams led by a special educator to discuss each student's progress and ensure instruction is geared towards goals stated within each student's Individualized Educational Plan (IEP). The team reviews accommodations, modifications and supports so that they are fully understood and implemented as identified by all staff working with students. This ensures the program implemented meets the specific identified needs of each student with disabilities, in addition to monitoring student progress with IEP goals and benchmarks and assisting with modifications, as needed. Additional assistance is also available to students after school or by Welsey College education students who assist in the classroom as the school day allows.

8. Economic Viability

- A) List the staff positions and indicate the full-time equivalence for each position for the first four years of school operation. Include position descriptions for each job title. (Renewals/Modifications – Update this section to make it current)**

Response:

See attached: Staff list

- B)** List all positions NOT employed by the board of directors. Where there is intent to hold a contract, provide a contract or template of intended contractual relationships. (Renewal/Modifications – provide original documentation and any changes)

Response:

Custodial staff is employed by Aramark Corporation

Food Service staff is employed by Aramark Corporation

Speech Therapist and Occupational Therapist are contracted services through the Jungle Gym

Bus drivers and bus aides are employed by Hilton Bus Service

- C)** Identify the amount and source of funds that will be needed to acquire (purchase or lease) the facilities and ready them for school opening. Describe the plan for obtaining these funds. Describe the financial plan for facilities to accommodate all the students for the total enrollment for the initial four years of the charter. Indicate whether the site will be purchased or leased. Identify the date by which the school's board of directors will have direct control of the site either through a signed lease agreement or a signed purchase agreement. (Renewal/Modifications – provide original documentation and any changes)

Response:

Campus Community School has two locations. The first is 21 N. Bradford Street, Dover, Delaware 19904. This facility is in Longwood Hall on the Campus of Wesley College. Longwood Hall is a three-story building. There are 14 classrooms, a computer lab, music room, art room, nurse's office, copy room, and main office. Students enrolled at this facility are in first through seventh grade. The second facility is located at 350 Pear Street, Dover, Delaware 19904. This facility was purchased and renovated in 2001-02 in order for CCS to expand into the high school years. The CCHS facility includes 17 classrooms, 2 computer labs, music room, art room, a Gymnasium, locker rooms, weight room, video studio, cafeteria and various offices for the counselor, nurse, special services, and administration. Students enrolled at this facility are in eighth through twelfth grade.

See attached: loan agreement.pdf

- D)** Identify who will own the school facilities. In the event that the school closes or (if applicable) the management agreement with any contractor terminates, describe what will become of the facilities and any debt owed on those facilities. (Renewal/Modifications – provide original documentation and any changes)

Response:

Charter Schools, Inc. will own the facility should CCS close.

- E)** List each contract necessary for the school to open and the specific dates on which those contracts will be finalized and signed. Contracts may include: equipment, bus and food services, related services such as speech therapy or occupational therapy for special education, financial operations, leases of real and personal property, the purchase of real property, the construction and/or renovation to real property, and insurance. THESE CONTRACT AMOUNTS MUST ALSO BE ITEMIZED IN THE BUDGET SHEETS. (Renewal/Modifications – provide original documentation and any changes)

NOTE: Contracts for bus and food services are required by Regulation 275, Subsection 4.4.4 to be in place by August 1st of the year in which the school proposes to open and by August 1st of each year thereafter. Contracts for the lease or purchase of real property, and/or the construction and/or the renovation of improvements to real property must be in place sufficiently far in advance so that the applicant might obtain any necessary certificate of occupancy for the school premises no later than June 15th of the year in which the school proposes to open.

The application must include a complete and balanced budget for the proposed school in the approved format for the planning year and the first four years of school operation. THE METHOD BY WHICH AMOUNTS ARE CALCULATED MUST ALSO BE DESCRIBED. Click here to view and obtain a blank Budget Sheet.

NOTE: All State and Local revenue estimates can be done by accessing the on line spreadsheet for New Charter School State and Local Fund Estimates.

Click here to view and obtain a blank Revenue Estimates Sheet.

Should you have questions in accessing, completing or understanding this spreadsheet please contact the Education Associate for Charter School Finance at (302) 735-4040. These revenue estimates will be used to assist in the completion of the Budget Sheet. Estimates for federal program revenues may be obtained from the Education Associate for Federal Accounts, who can be reached at (302) 735-4040. Information about the Federal Charter School Support Program startup funds may be obtained from the Charter Schools Office, (302) 735-4020. Estimates for state, local and federal program revenues will be based on the assumptions which the applicant makes regarding the numbers of students anticipated at each grade, the numbers of students anticipated from various districts, the anticipated special education classifications of enrolling students, and the qualifications of teachers hired by the school. These revenue estimates must be viewed with caution since the assumptions upon which the applicant may have based them may change as students actually enroll and staff is hired.

Response:

Contract with Aramark Corporation to provide lunch program. Lease with Wesley College to provide space in Bradford Hall for the educational program for students in grades 1-7. Contract with Hilton Bus Company to provide transportation for students. Contract with Aramark Corporation to provide custodial/maintenance services.

- F)** List all start-up costs projected for the twelve-month period prior to school opening. List the source(s) of funds to cover these costs and include details on amounts provided by each source. (Renewals/Modifications – Not Applicable)

Response:

N/A

- G)** List other intended sources of revenue in addition to the state and local funds. Should loans be included, list the source and terms of the intended loan(s) as well as projected payment schedules for the life of the loan. Should fundraising be included, explain activities in detail to also include collection and deposit methods. Describe the process by which funds will be deposited into the school's state account. If a state account is not used, describe where the funds will be deposited to ensure that all school funds are available for audit by the State Auditor's Office upon request. (Renewal/Modifications – provide original documentation and any changes)

Response:

Federal Consolidated Grant

ARRA, SFSF and RTTT funds

Mini-Grants

Fundraising

- All fundraising funds will be deposited locally and tracked by the activity that raised the funds. Examples of fundraising activities include our annual silent and live auction, walkathons, direct sales, parent donations (minimal), participation in "give back" fundraisers through corporations (Target, Safeway, Lands End, etc.). The funds will be deposited in PNC accounts that are reconciled monthly.

Interest

Cost Recovery

E Rate Funding

- H)** Describe the school's intended contingency finance plan if enrollment falls below the projections as presented in this application. Include details of cost determination. List the minimum number of students the school can enroll each year to remain economically viable. (Renewals/Modifications – Update this section to make it current)

Response:

Campus Community School maintains a cash balance in excess of \$1 million. In the event of enrollment falling below our projections, this reserve account can be used to bridge any gaps. The minimum number of students needed to maintain economic viability is 550

9. Administrative and Financial Operations

- A) Provide the plan for managing the financial operations of the school in accordance with the State Budget and Accounting Manual and Title 29, Chapter 69 (in the areas of accounting, payroll, purchasing, compensation, retirement, and benefits management). Specify which individuals will have direct responsibility in each of these operations to also include internal controls for budgeting and financial management. Additional website references: <http://budget.delaware.gov/accounting-manual/account-manual.shtml>. (Renewal/Modifications – provide original documentation and any changes)

Response:

A Business Administrator and Business Manager are employed full time by CCS.

The Business Administrator's responsibilities include accounting, budget management and account receivables and payables.

The business manager has direct responsibility for payroll, compensation, retirement and benefits. The business manager attends state training sessions and is very familiar with state practices and computer programs.

School secretaries assist the business department with these responsibilities.

- B) Describe the roles and responsibilities of the board of directors including how the board of directors will ensure oversight of the school. The board is ultimately responsible for the administrative and financial operations of the school. (Renewal/Modifications – provide original documentation and any changes)

Response:

ARTICLE I – POWERS AND RESPONSIBILITIES OF DIRECTORS (Excerpted from the Bylaws of Charter School Inc.) Subject to limitations imposed by law, the articles of incorporation of this corporation or these by-laws, all corporate powers shall be exercised by or under the authority of the Board of Directors. The Board of Directors (referred to in this and the following articles as the "Board") has the power to manage the property and business of the corporation.

The Board's primary responsibility is to determine the character for the corporation, to establish overall policy, and to work towards financial stability. The Board has the responsibility for the effective implementation of the policies it lays down.

Without limiting the foregoing, the Board of Directors:

1. maintains the essential character and integrity of the corporation as outlined by the charter and preserves its independence;
2. establishes the goals and parameters which determine the nature of the corporation consistent with its articles of incorporation;
3. approves long-range plans which enable the corporation to approach the desired goals;
4. oversees the general operation of the corporation, assuring that the established policies are effectively interpreted and appropriately implemented;
5. establishes policies regarding the number of employees and the total compensation of personnel;
6. approves major fringe benefits, including employee contribution options deducted from pay;
7. establishes by-laws for effective operations;
8. cultivates, nominates, appoints and orients Board members who possess the talent, skills, and means to further the work of the Board;
9. serves as a court of last resort when decisions at lower echelons have been appealed to and accepted for review by the Board;
10. keeps contact with constituents and evaluates concerns for relevance.

See attached: Board Bylaws as of 11-09

- C) Describe the internal form of management to be implemented at the school, including any plans to contract with an outside group to manage any portion of the educational, administrative, and/or financial operations of the school. (Renewal/Modifications – provide original documentation and any changes)

Response:

The administrative structure of Campus Community School is as follows:

School Administrator/Elementary Building Administrator

This position is the superintendent of the entire school as well as responsible for the day to day operations and instruction in the elementary building.

High School Administrator

This position is responsible for the day to day operations of the high school building as well as the instruction in the building.
Business Administrator

This position is responsible for all fiscal operations, marketing, transportation and food service.
Business Manager

This position works in tandem with the Business Administrator to maintain the business department responsibilities.

- D)** Describe how teachers and parents will be involved in decision-making at the school. Provide details and not just a restatement of the question indicating that teachers and parents will be involved. (Renewal/Modifications – provide original documentation and any changes)

Response:

Campus Community School is managed using a site-based approach. This approach creates an environment where every individual personally takes responsibility for the success of the school. The Site Based Decision Making Team (SBDMT), which is composed of two elected teacher representatives, two lead teachers (one from each building), four parents, and both school administrators, is responsible for overseeing the day to day management of the school. A PTA representative and a Wesley College Department of Education representative act as consultants to the SBDMT, but are non-voting members. The teachers on the SBDMT are elected by the faculty for a two-year rotating term. The lead teachers serve a one-year term. The four parent representatives are elected by the parents at a PTA meeting and serve two-year rotating terms.

- E)** List the criteria and timeline to be used in the hiring of teachers, administrators, and other school staff. (Renewal/Modifications – provide original documentation and any changes)

Response:

CCS follows the following process for hiring:

1. Internal and public advertising and posting of position to be filled. Positions are filled as quickly as possible and are left "open until filled".
2. Interviewees are selected based on degree, certification, and experience.
3. Interviews are conducted by a team of administrators and teachers.
4. The most qualified candidates are hired based upon certification, experience and understanding of educational philosophy. Campus Community utilizes hiring practices aimed at 100% Highly Qualified Teacher and Instructional Paraprofessionals.

- F)** Describe how the school will recruit Delaware certified teachers. If the school hires any non-certified teachers describe how the school will meet the teacher certification requirements of the Delaware charter law. Describe the procedures that will be used to ensure that any non-certified teachers that are hired are participating in an alternative certification program, if available. (Renewal/Modifications – provide original documentation and any changes)

Response:

CCS advertises job openings in all the major publications within the state. Additionally, CCS utilizes web based job postings through teachdelaware.com and has hired teacher candidates through the ARTC (Alternate Routes to Certification) program. Administrators have also attended teacher recruitment days at the University of Delaware and Wesley College. Our long standing relationship with Wesley College's education program is also an embedded recruitment tool. Teacher candidates spend several semesters working within our program, are vetted by our teachers and the most effective candidates often apply for openings as they become available.

If non-certified teachers are hired, they meet with the business administrator to discuss options (artc, 91 days, etc.) for certification. A written plan is created, documented, and shared with the building administrators.

- G)** Describe the human resource policies governing: salaries, contracts, hiring, and dismissal that will be in place for all positions at the school. Please provide a copy of your proposed employee handbook. (Renewal/Modifications – provide original documentation and any changes)

Response:

Policies covering employees are included in the employee handbook.

See attachment:

Employee Handbook 2010-2011

- H) Describe how the school will incorporate the Delaware Performance Appraisal System into its teacher and staff evaluations. Provide detailed descriptions and not just a restatement of the question stating that you will comply. (Renewal/Modifications – provide original documentation and any changes)

Response:

CCS has developed and utilized an in-house system of professional development and performance evaluation for the past 14 school years. This system involves the development of individual goals based upon the professional needs of the employee. In addition an action research process is implemented annually resulting in deep analysis of instruction, improved pedagogical practice and increased student achievement. DPAS evaluations are used to supplement this process and to meet the requirements of certification.

- I) Describe how the school will be held accountable to the parents of children at the school. Provide detailed descriptions and not just a restatement of the question stating that the school will be held accountable to the parents of children at the school.

Response:

At CCS, parents play a large role. Parents are welcome at anytime to visit the school and classrooms. There is frequent communication between individual teachers, school administrators, support staff and parents. Parents are members of the School Based Decision Making Team. Through the SBDMT, parent concerns are discussed and changes made, if appropriate. Any parent who brings an issue to the SBDMT receives communication after the meeting regarding their concern. The Board of Directors is also accessible to parents and has several parent members. In addition, parents are required to attend two student-led conferences throughout the year. This process is a multi-faceted system of accountability for teacher, students, and parents.

- J) If the board of directors is contracting a portion of the operation of the school to an outside group, identify the group, describe the relationship between the group and the board of directors, and list the services the outside group will be providing. A copy of the management agreement between the board of directors and that group must be included with the application. The management agreement must be consistent with the requirements of 14 Delaware Code, Chapter 5.

Response:

Campus Community School does not contract with a management company.

- K) If an outside group will be used to manage any portion of the school's educational, administrative and/or financial operations, the applicant must also provide: Verification the outside group is authorized to do business in the State of Delaware, a complete list of all other schools (regardless of location) with which the outside group has contracted and the locations of those schools. The list must include all schools with which the outside group contracted but is no longer managing, a summary of student performance on the appropriate state assessment of each school the outside group has managed, a complete list of all past and any pending litigation against that group or submit a statement that there has been none and that none is pending. (Renewal/Modifications – provide original documentation and any changes)

Response:

Campus Community does not contract with an outside management group.

- L) Describe the plan (including timetable) to be used for recruiting students. Describe how the school will publicize its program and admission procedures. Describe how the school will recruit a sufficient number of students to be financially viable. You must convincingly demonstrate that the school will be able to attract enough students to make the school financially viable. Signatures of potentially interested parents and student in the community, feasibility studies are possible methods of demonstrating interest. While these methods are good indicators the committee may review other sources of information in making its determination. (Renewal/Modifications – provide original documentation and any changes)

Response:

Campus Community School's charter calls for a maximum of 600 students. Campus Community's enrollment has met or exceeded that number the past 4 years with students remaining on waiting lists in most if not all grade levels. The recruitment plan includes local marketing and in house promotions.

- M)** List all the admissions preferences authorized by this statute the school will use. If more than one preference will be used, describe how the various preferences will be employed together. (Renewal/Modifications – provide original documentation and any changes)

Response:

CCS will use the following preferences:

- Children of persons employed by the school on a permanent basis for at least 30.0 hours per week.
- Siblings of students currently enrolled at the school.
- Siblings of students who accept a position during the lottery process

- N)** If the proposed school will give admissions preference to children of the school's founders, describe how the school will identify the founders and how the preference will be used in the enrollment process. (Renewal/Modifications – provide original documentation and any changes)

Response:

Campus Community does not offer preference to children of the school's founders.

- O)** Describe the plan for selecting students if more students seek admission than space allows. If a lottery is used, describe how it will be conducted. (Renewal/Modifications – provide original documentation and any changes)

Response:

The lottery process at Campus is as follows:

Applications will be taken from October 1 through the middle of February each year. Each application will be given a family number. The total number of applications will have a corresponding number. A neutral party will be chosen from the community to pull the number for the lottery. Once all numbers are pulled they are put in order according to grade level. Any application that is received after the lottery cutoff will be put on the waiting list in the order it was received.

As openings become available they will be filled in the order in which the application was pulled in the lottery.

A waiting list will be created after the lottery. Any application taken after the lottery will be on a first come first served basis. Once all names are exhausted from the lottery list, students will be offered positions in order on the waiting list.

- P)** Provide the timetable for the school's application and admissions process. Demonstrate how it is consistent with the timetable set forth in 14 Delaware Code, Chapter 4, for the public school choice program. (Renewal/Modifications – provide original documentation and any changes)

Response:

October 1: application process opens

Mid February: all applications due that will be a part of the lottery

Late February: Lottery is held

Spring: Openings are determined and families are invited in the order they were pulled in the lottery

Campus will continue to fill openings through September.

- Q)** List in detail the administrative tasks that will be undertaken between approval of the charter and school opening. Describe the tasks, how they will be accomplished, who will accomplish them, and the timetable by which they will be accomplished. The list of activities should be thorough and not generalized. The more detail provided in the list of activities indicates a well thought out proposal. (Renewals/Modifications – Not Applicable)

Response:

N/A

10. Insurance

- A) Describe the types and limits of insurance coverage that the school plans to obtain and when it plans to have them in effect. If the school is contracting with an outside company to manage the school, the application must include a description of the insurance for the school and the board of directors, including the source of funds to purchase the insurance. The proposed costs for the coverage must be reflected in the budget worksheets. The applicant should contact the Insurance Coverage Office at (302) 739-3651 for further information on liability protection for public schools in Delaware. (Renewal/Modifications – provide original documentation and any changes)

NOTE: If a charter is granted to the applicant, a copy of the Certificate of Insurance must be submitted prior to the opening of the school.

Response:

Attached is the insurance documents describing the coverages for CCS.

11. Student Discipline and Attendance

- A) The application must include a draft "Student Rights and Responsibilities Manual" that includes the school rules and guidelines governing student behavior. The manual must describe student rights and responsibilities and the plan the school will follow to discipline students. Describe how the manual will be distributed to parents and students prior to students applying for enrollment at the school. (Renewal/Modifications – provide original documentation and any changes)

Response:

The student handbook is given to all new students upon acceptance to CCS. The handbook is discussed with parents at the family interview. Additionally, at the beginning of each school year, families are provided with new copies of the student handbook. Parents and students are asked to sign an acknowledgment form stating they have read the student handbook and understand the rights, responsibilities and expectations of students and their parents at CCS.

See attached 2010-2011 Student Handbook.

- B) Describe how discipline will be handled with students with disabilities. Describe how the school will report inappropriate behavior to affected parents, the Department, and when necessary, to law enforcement agencies. (Renewal/Modifications – provide original documentation and any changes as well as a discussion of discipline issues you may have had and the general discipline climate in your school)

Response:

Special education students are expected to adhere to the standard disciplinary code unless their IEP contains behavioral modifications. If a special education student is involved in a serious infraction of the discipline code or if they are in jeopardy of being suspended for more than ten days, a manifestation hearing is held. Inappropriate behaviors are reported to parents either through phone conversations, conferences with the parent or through written notification. When appropriate, the police are notified through phone conversation or by filing reports in person. The department of education is informed as required through school disciplinary reporting.

As a Glasser Quality School (William Glasser Institute Certification) CCS faculty and staff are well trained in Choice Theory and Reality Therapy and their training enables them to set a tone of mutual respect in our buildings. Individuals are held accountable for their own behavior and given the support necessary to make effective and responsible choices. While our schools are not without behavior issues at times, it is our goal to eliminate chronic behavior problems. Through our work with students and their families we are able to achieve this goal much of the time.

- C) Describe the plan the school will follow to ensure compliance with 14 Delaware Code, Section 4112, regarding the reporting of school crimes. (Renewal/Modifications – provide original documentation and any changes)

Response:

CCS complies with all requirements of 14 Delaware Code, Section 4112. When an administrator believes that a crime has been committed the police are notified. After consultation with the police, school discipline is carried out. If law enforcement authorities determine that a student is to be charged criminally, parents are notified and the crime is reported through eschool. Both building administrators attend annual training on discipline and crime reporting provided by DOE and consult with DOE and the Attorney General's office as necessary.

- D) Describe the attendance policies of the school. Describe the level of attendance that will be required of the students each year. Describe the actions that will be taken to ensure that students meet those levels of attendance. Describe how the attendance policies will be distributed to each student at the beginning of each school year. (Renewals/Modifications – Discuss any attendance anomalies you may have had here. If the committee is aware of any such issues they will request this information.)

Response:

The attendance policy is part of the Student Handbook which is sent to every student in August.

The following excerpt is from Campus Community's attendance policy:

The Campus Community School administration and staff places the highest emphasis on academic learning time. Academic learning time is that time in which a student is actively engaged in learning while in attendance in the classroom. The constructivist learning environment is especially dependent on the regular attendance of all students. In addition, Delaware Code requires that every person having control of a child between the ages of five and sixteen shall send such child to school each day that school is in session. It is the responsibility of each parent/guardian to ensure his or her child attends school regularly.

Attendance is taken each day and is permanently recorded. Some absences and tardies may be unavoidable; however, parents are encouraged to schedule vacations and appointments for non-school time. Students who accumulate excessive tardies and/or absences will be subject to disciplinary action, up to and including referral to the School Board and dismissal from Campus Community. Students who are absent from school or class are responsible for schoolwork missed during their absence.

Excused Absence

It is the responsibility of the parent/guardian to be sure a note is presented to the office stating the reason for an absence. The note should be submitted the day the student returns. If a note is not presented within 3 days of the student's return, the absence will be considered unexcused. A note must be presented even if a phone call has been made to the parent/guardian checking on the student.

Excuses should be fully documented. Parent notes should include the date, time, signature of parent and reason for absence. Formal documentation is defined as a doctor's note stating the student must be absent, dentist/orthodontist's note with appt. time noted, court subpoena, etc. All formal documentation should be written on official letterhead with the student's name, date/time of appointment, and signature of an official

CCS will consider the following reasons as acceptable for excused absence:
(Title 14 Section 122, Paragraph II of the State of Delaware Code)

1. Illness of the student - The school will require doctor's validation for absences over three consecutive days.
2. Contagious disease within the student's home
3. Death in the student's immediate family
4. Legal business that must be scheduled during school time – requires formal documentation
5. Observance of a religious holiday
6. Remedial health treatment that must be scheduled during school time – requires formal documentation
7. Suspension
8. Pregnancy
9. Family emergency (such as a fire or burglary)

10. Other reasons approved by the school administrator.

Unexcused Absence

Will be defined as- any absence that is not consistent with the excused absences listed above or any undocumented absence.

The following procedures will take place when a student accumulates the specified number of unexcused absences:

- 5 absences- a courtesy notice will be sent to the parent/guardian.
- 10 absences- a second notice will be sent and the student will be referred to truancy court

Denial of Credit/Promotion

- Any 1st – 8th grader who accumulates 20 absences, regardless of excused or unexcused, over the course of a school year may be denied promotion.
- Any 9th – 12th grader who accumulates 20 absences, regardless of excused or unexcused, over the course of a school year may be denied credit for the course or courses missed.

The student's parents/guardians will be notified if the school intends to deny credit/promotion based on insufficient attendance. Students with 20 or more absences in a year may appeal for credit/promotion to the administration within 2 weeks of being notified. IF A STUDENT FAILS TO APPEAL FOR CREDIT/PROMOTION, THAT STUDENT WILL NOT RECEIVE CREDIT/PROMOTION STATUS FOR ANY CLASSES TAKEN DURING THAT YEAR. The administration will review extenuating circumstances warranting consideration of an appeal. If the family is dissatisfied with the decision of the Administration, the family may make a subsequent appeal to the Board.

12. Health and Safety

- A) Describe the procedures that will be implemented to ensure the health and safety of the school's students, staff, and guests. List the staff (i.e., nurse) who will be hired or contracted to ensure that the school will provide a safe and healthy environment. (Renewal/Modifications – provide original documentation and any changes. Also discuss any health and safety issues you have had here. If the committee knows of any they will ask specific questions regarding those issues.)

Response:

CCS has hired two full time school nurses, one for each facility. Both are registered nurses and hold a BS in Nursing. Both nurses hold valid state certifications. A safety audit of each building and campus is conducted each year. Additionally, regular fire drills and lockdown drills are implemented. Security upgrades have been made to both buildings in recent years to include better door control procedures, video camera surveillance and reviews and revisions of the school's emergency plan with the assistance of local law enforcement.

- B) Describe the plan the school will use to ensure that criminal background checks will be made on the school's employees prior to hire. Identify the staff member that will have the responsibility for ensuring background checks are completed. (Renewal/Modifications – provide original documentation and any changes)

Response:

CCS requires all employees to obtain a background check before employment. This is

part of the employment package completed by all new hires. The business manager verifies completion of all pre-employment requirements and notifies the building administrator as soon as a new employee is available to begin work.

C) Describe the process that will be used to ensure that:

- Students have physical examinations prior to enrollment
- Required immunizations are in compliance
- Medications and medical treatments are administered in accordance with Delaware Code
- Screenings for health problems are administered correctly
- Student health records are monitored and maintained
- Emergency care for known and unknown life-threatening health conditions is administered
- Ensuring health representation on IEP teams when students' needs require such.

Response:

The following details the processes that will be used to ensure that:

- Students have physical examinations prior to enrollment:

The nurse reviews all medical files and, if necessary, contacts each new entrant first by phone, then a letter sent home with student followed by certified letter until compliance with state requirements are complete.

- Required immunizations are in compliance:

Each student's health record is reviewed upon entering CCS and immunizations are reviewed by the nurse. All new entrants must have a TB skin test or a negative TB risk assessment questionnaire completed within the last year on file.

- Medications and medical treatments are administered in accordance with DE code:

The nurse administers all medications and renders first aid as needed. The medication must be properly labeled with parental permission on file.

- Screenings for health problems are administered correctly:

Vision and hearing screening is completed on all 2, 4, 7 and 10th grade students as well as any student being evaluated for special services. Orthopedic screening is completed on all 5th through 9th grade students by the school nurse and is followed by Phase II screening by an AI DuPont physical therapist if necessary and appropriate. These screenings are charted in eschool and referrals are made to parents with follow-up until complete.

- Student health records are monitored and maintained:

Each student has a Delaware Health Record on file and it is reviewed by the nurse when the student enters Campus Community School.

- Emergency care for known and unknown life-threatening health conditions is administered:

All children with known health care conditions have physician's orders on file, renewed annually along with parent permission and an emergency health care plan. In the case of unknown life-threatening health conditions the school nurse provides direct care to students and staff who present with symptoms of illness or injury. Using the nursing process, the school nurse gives timely, appropriate nursing assessment and first aid as necessary and within the scope of school nursing practice. Referral to other healthcare providers is provided as necessary. The school nurse is responsible for the administration of medications and treatments as prescribed by a licensed healthcare provider for the treatment of illness or injury.

- Ensuring health representation on IEP teams when students' needs require such:

The nurse sits in on all IEP meetings if the student has a medical component to their

IEP as required by law. The special services department notifies the school nurse when attendance is required.

- D)** Identify where the school will be located (include county location and any other location specifics). Describe the site and how it will be suitable for the proposed school to include health and safety considerations. Describe how access to the building will be controlled. (Renewal/Modifications – provide original documentation and any changes)

Response:

Campus Community School has two locations. The first is 21 N. Bradford Street, Dover, Delaware 19904. This facility is in Bradford Hall on the campus of Wesley College. Bradford Hall is a three-story building. There is one main door entrance and a double back door entrance. Both entrances are locked at all times, and all visitors must enter through the front door and report to the main office. The front door is controlled via a buzzer/video system operated by the front office staff. The building is inspected at required intervals for air quality and asbestos. The fire alarm and suppression systems are also inspected annually.

The second facility is located at 350 Pear Street, Dover, Delaware 19904. This facility was purchased and renovated in 2001-02 in order for CCS to expand into the high school years. CCHS is locked at all times and all visitors must enter through the front doors and report directly to the main office. The front door is controlled via a buzzer/video system operated by the front office staff. The building is inspected at required intervals for air quality and asbestos. The fire alarm and suppression systems are also inspected annually.

- E)** Describe how the facility is in full compliance with all applicable building codes for public schools and is accessible for individuals with disabilities. Describe any renovations of the facility and provide a schedule for that renovation. (Renewal/Modifications – provide original documentation and any changes)

Response:

The facilities are maintained by in house maintenance staff. The building is regularly inspected by the appropriate local and state departments. All required inspections are on file with the school.

- F)** Describe building maintenance practices which will provide a reasonable assurance of a safe school environment for students, staff, and visitors. (Renewal/Modifications – provide original documentation and any changes)

Response:

Building maintenance practices are in accordance with all applicable local, state, and federal guidelines. The buildings are regularly inspected by the appropriate authorities.

- G)** What location and facilities will be used for Physical Education? What further safety issues will this add, and how will they be addressed? (Renewal/Modifications – provide original documentation and any changes)

Response:

The elementary/middle school program shares facilities with Wesley College for physical education. These facilities include

Teachers notify the office when they are holding an outdoor PE class. Teachers carry their cell phones as an additional means of communication.

Students at the Pear Street location use the gym and weight room, both located in the building. The soccer field, which is located adjacent to the high school, is also used for PE classes.

- H)** Describe how students will be transported to the school. Provide intended contract language for the transportation methods chosen (whether the school will provide its own transportation, contract out for transportation, request that a district provide transportation, or a combination thereof). (Renewal/Modifications – provide original documentation and any changes)

Response:

CCS provides bus transportation for all students that live within the Capital School District and any student that can get to a bus stop within the district. Six bus routes are contracted with Hilton Bus Service. The current bus contract is attached.

- I) Describe how students who reside outside the district in which the school will be located will be transported to the school. (Renewal/Modifications – provide original documentation and any changes)

Response:

CCS guarantees bus transportation to all students who live within the Capital School District. Students who reside outside of these boundaries have other transportation options: carpool, parent drop-off, drive themselves, or go to the nearest drop-off point for a school bus to pick them up.

- J) Describe how special needs students will be transported if specialized transportation is required by the IEP. (Renewal/Modifications – provide original documentation and any changes)

Response:

At present, no students requiring alternative transportation have been identified.

- K) Provide the plan for oversight of school transportation operations, e.g., route planning, bus stop selection, drivers/aides, coordination with contractors if used, school bus discipline. (Renewal/Modifications – provide original documentation and any changes)

Response:

Currently, the Business Administrator oversees the student transportation operations. The Business Administrator works in conjunction with the contractor to handle all bus discipline issues.

- L) Describe the plan for providing meals to students, including students eligible for free and reduced lunch. If the school participates in the National School Lunch/Breakfast programs and it intends to contract for meals, identify the contractor and describe the services to be provided. List the estimated annual costs per student for food services. (Renewal/Modifications – provide original documentation and any changes)

Response:

Students may either purchase meals or pack their own lunch. CCS/CCHS participates in the Federal Free and Reduced Lunch Program. In addition, CCHS participates in the National School Breakfast program.

Aramark food service company is currently the provider of the meals served at lunch provided at both locations. The contract was developed through the bid solicitation process. The cost of the meals is negotiated at the time of the bid solicitation. Currently the contract states that the school will be charged on a per meal price of \$2.38.

- M) Describe how the school will comply with the requirements of the Federal Free and Reduced Lunch Program for eligible students, if the school participates in the program. (Renewal/Modifications – provide original documentation and any changes)

Response:

Students may either purchase lunch each day or bring their own lunch. Campus Community School participates in the Federal National School Lunch Program. All students are eligible to apply for free or reduced meals. A hot lunch is available daily to all students. Campus Community School contracts with Aramark Corporation to provide its meals. Students in grades 1-7 eat in the Wesley College cafeteria. Students in grades 8-12 eat in the cafeteria at the Pear Street Campus.

As a participant in the National School Lunch Program, CCS complies with all the regulations and requirements of the program. Parents are notified that they may apply for free or reduced meals. Reports are submitted through the State of Delaware and site visits and evaluations done by the State. Meals meeting the requirements of the National Lunch Program are served daily.

13. Student and School Data

- A) Describe the process and procedures the school will follow to comply with the Family Education Rights and Privacy Act (FERPA) and implementing federal and Department of Education regulations regarding disclosure of student records. (Renewal/Modifications – provide original documentation and any changes)

Response:

All CCS records are maintained in a secure area. Records may only be accessed by authorized school personnel. Student's records are only released in accordance with Federal and DOE regulations. FERPA rights and regulations are included in the CCS student handbook.

- B) Describe the plan for the timely transfers of student and school data to the Department of Education. (Renewal/Modifications – provide original documentation and any changes)

Response:

The majority of student and school data is reported through CCS' participation in Eschoolplus. In addition, CCS endeavors to meet all DOE requests in a timely manner. Calendars of reporting deadlines are kept by the responsible administrator or her designee.

14. Management Companies

- A) The board of directors shall annually certify to the Department, on a form provided by the Department, that prior to the payment of any fees or other sums to any management company employed by the board, the board shall ensure that sufficient revenues of the school are devoted to adequately support the school's proposed educational program. Such form of certification may require documentation of all actual or proposed expenditures by the school. Failure to provide sufficient funds to adequately support the school's proposed education program shall be grounds for revocation of the school's charter. A management company may be a company that manages any aspect of the school to include administrative and financial functions as well as the educational process. Provide with this application a copy of the contract to include detailed descriptions and delineation of responsibilities between the school and the management company. (Renewal/Modifications – provide original documentation and any changes)

Response:

Campus Community does not have an agreement with a management company.

ASSURANCES

The Board of Directors of this charter school assures that the school will:

- 1) Be in full compliance with 14 Delaware Code, Chapter 5 and 14 DE Admin Code, Section 275 in the Regulations of the Department of Education.
- 2) Not discriminate against any student in the admissions process because of race, creed, color, sex, disability, or national origin or because a student's school district of residence has a per student local expenditure lower than another student seeking admission.
- 3) Not operate in a sectarian manner or include religious practices in its educational program.
- 4) Participate in the Delaware Student Testing Program and meet the requirements for school accountability as described in state law.
- 5) Manage the school within all State administrative and financial systems listed in 14 Delaware Code, Section 512 (9) including accounting, payroll, purchasing, retirement, and benefits. All school funds will be managed through the school's accounts set up in the Delaware Financial Management System (DFMS).
- 6) Initiate and maintain direct communication with other public and nonpublic schools to assure efficient notification and transfer and exchange of records.
- 7) Update the application to incorporate any modifications and/or conditions identified as pre-conditions to final approval by the Secretary of Education and State Board of Education as set forth in its written decisions; and operate the program in accordance with the content of the updated and approved charter granted by the Department of Education and State Board of Education. The school's board of directors will not implement any modifications to the charter school program or operation without the express written consent of the Department of Education.
- 8) Notify the Department of Education in writing within 30 days when the school's administrative head or any member of the board of directors change.
- 9) Provide the Department of Education with copies of all the policies and by-laws of the school and the school's board of directors and inform the Department in a timely manner when by-laws change.
- 10) By the first day of instruction each school year, ensure that all teachers meet the certification requirements of the Delaware charter law and are properly listed in the PHRST and DEEDS programs.
- 11) Employ only staff who have complied with the requirement of having a successful criminal background check and report to the Department of Education by September 1 of each school year that the school is in full compliance with state law related to this requirement.
- 12) Cooperate fully with Department of Education requests for reporting information and activities related to monitoring the school's compliance with the charter and applicable state and federal laws and regulations.
- 13) Comply with the provisions for a Performance Agreement, as required by the Secretary of Education.
- 14) Distribute copies of the Department's Frequently Asked Questions About Delaware Charter Schools/Parent Guide to Delaware Charter Schools to all parents seeking to enroll their child(ren) as well as to parents of enrolled children.

- 15) Conduct all meetings of the board of directors in a manner consistent with the Freedom of Information Act, especially the legal requirements of 29 Delaware Code, Sections 10002, 10003 and 10004.
- 16) The Board of Directors will include a member who is a certificated teacher employed by the school and a member who is a parent of a student currently enrolled in the school, consistent with 14 Delaware Code, Section 512(1).
- 17) Comply with the requirements for reporting school crimes as described in 14 Delaware Code, Section 4112.
- 18) As required by 14 Del. C. § 506, maintain on file a written statement signed by the parent or guardian of each enrolled child acknowledging that the child will attend the charter school for at least one complete school year.
- 19) Advise any person or entity offering a loan to the school that debts of the school are not debts of the State of Delaware and that neither the State nor any other agency nor instrumentality of the State is responsible for the repayment of any indebtedness.
- 20) Annually certify to the Department, on a form to be provided by the Department, that prior to the payment of any fees or other sums to a management company employed by the board, the board will ensure that sufficient revenues of the school are devoted to adequately support the school's proposed educational program.
- 21) Participate in all training offered by the Department of Education to charter schools prior to the opening of the school.
- 22) Establish a student application and admissions process that will enable the school to provide the local districts in which the students reside with a preliminary roster of students for the subsequent year on or before April 1 each year.
- 23) Ensure that by April 1 each year the school has enrolled at least 80% of the total authorized number of students and that it has notified each school district of information about enrolled students.
- 24) Complying with Section 504 of the Rehabilitation Act of 1973 and with the Americans with Disabilities Act of 1990.
- 25) Comply with Title VI and VII of the Civil Rights Act of 1964.
- 26) Comply with Title IX of the Education amendments of 1972.
- 27) Have certified special education teacher(s) providing services for students with disabilities.
- 28) Ensure that students have physical examinations prior to enrollment.
- 29) Ensure that required immunizations and screenings (lead, TB) are in compliance.
- 30) Administer medications and medical treatments, including first aid.
- 31) Screen for health problems (vision, hearing, postural/gait, etc.)
- 32) Monitor student health and maintaining health records.
- 33) Ensure emergency care for known and unknown life-threatening health conditions.
- 34) Ensure health representation on IEP teams when student's needs require such.
- 35) 14 Delaware Code, Section 511 (1) states that all applications for a charter shall contain an affirmative representation by the applicant that, no later than June 15 immediately preceding the authorized opening date of the school, the applicant shall secure a Certificate of Occupancy, either temporary or final, for the premises in which the school is to be located; provided that any temporary Certificate of Occupancy must permit occupancy at the premises by school staff and students for school purposes. If the charter is approved and the charter holder shall subsequently fail to obtain the necessary Certificate of

Occupancy as required by this section, the opening of the school shall be delayed by one year from the date previously authorized by the approving authority and the charter shall be placed on probation subject to the terms and conditions imposed by the Department of Education with the consent of the State Board of Education. No waivers are available for this requirement.

- 36) The school must participate and receive training in the use of the Department of Education's Pupil Accountability system E-School Plus.
- 37) The school must intend to comply with all additional curriculum regulations including 501, 503, and 525 and any other curricular regulations.
- 38) Maintain corporate status as described in Title 14, Del. C. § 504.
- 39) Follow the Family Education Rights and Privacy Act (FERPA) and implement federal and Department of Education regulations regarding disclosure of student records.
- 40) The Board of Directors of the school, its employees, agents and contractors, shall comply with all obligations imposed upon them by law, shall comply with the provisions of the corporate charter, by-laws and resolutions, and shall further comply with any applicable rule or regulation, all of which are imposed as conditions to approval of this charter.
- 41) The Board of Directors shall ensure that school is and remains in compliance with any student, educator, and school achievement performance requirements now or hereafter in effect in Delaware Code or Regulation.
- 42) No part of the school's corporate charter or by-laws shall be amended, altered, repealed, restated or otherwise modified without the prior written consent of the Department of Education, except that the number of directors may be increased or decreased without the Department's consent, provided that any such change shall be limited to the number of directors only and not to the qualifications thereof; and further provided that any such change shall otherwise be consistent with any applicable law, rule or regulation.
- 43) The Board of Directors shall not charge or collect any fee not permitted to be assessed by a school district. These include but are not limited to fees to any students applying for admission and fees for the use of instructional materials.
- 44) The Board of Directors shall ensure that the school submits data requested or required by the Department in any form, including electronically, in accordance with timelines in the Department's Data Acquisition Calendar.
- 45) The Board of Directors shall ensure that the school is in full compliance at all times with the requirements of background checks as stated in 11 Delaware Code, Chapter 85, and Subchapter VI.
- 46) The Board of Directors shall assure that the by-laws of the Board have been reviewed and remain in compliance with the current and future opinions of the Public Integrity Commission, Attorney General opinions, and the use of bid laws for procurement.
- 47) The Board of Directors shall assure that the school has met the teacher certification requirements of 14 Del. C. § 507 (c).

As members of the Board of Directors of the Charter Holder, we hereby agree to these assurances as a condition of the approval of the charter modification.

We have reviewed the Delaware Charter Law (14 Delaware Code, Chapter 5) and 14 DE Admin Code, Section 275 in the Regulations of the Department of Education (Regulation 275), and have based the responses in this application on the review of these documents.

10/13/10

Date of Signature

Campus Community School

Name of the Charter School

Maureen Est

Signature of the Chairperson of the Board of Directors

John D. Ford

Signature of Member of the Board of Directors

William Long

Signature of Member of the Board of Directors

Michael J. [unclear]

Signature of Member of the Board of Directors

Scott D. Koenig

Signature of Member of the Board of Directors

[unclear]

Signature of Member of the Board of Directors

Stacey L. Clark

Signature of Member of the Board of Directors

David Chase

Signature of Member of the Board of Directors

Shelly R. Baker