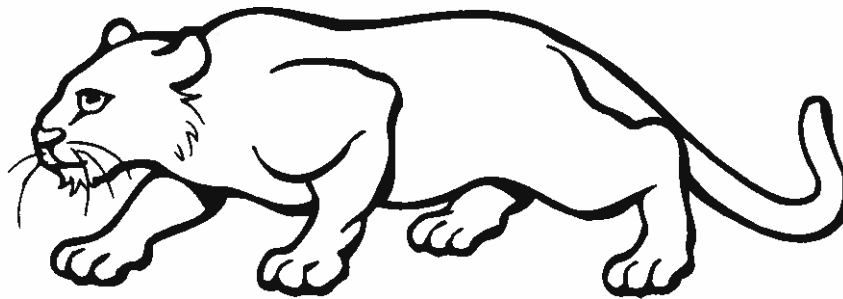


**APPLICATION FORM FOR RENEWAL
OF A CHARTER
OF A STATE APPROVED CHARTER
SCHOOL**

**Campus Community
School**

October 17, 2005



DELAWARE DEPARTMENT OF EDUCATION

APPLICATION FORM FOR RENEWAL OF A CHARTER

OF A STATE APPROVED CHARTER SCHOOL

For Renewal Reviews to be Conducted in 2005-06

Campus Community School
Name of School

Joseph Cantalupo
Name of the Head of the Board of Directors

September 8, 1998
Initial Opening Date

Grades 1-12
Current Approved Grades for School

21 North Bradford Street, Dover DE 19904
Mailing Address of the Head of the Board of Directors

736-3300 736-0403
Telephone Number of the Head of the Board of Directors

736-5330
Fax Number of Contact Person

For the proposed renewal term, what are the enrollments and grade configurations for each year:

First Renewal Year Enrollment	<u>621</u> Total Number	<u>Grades 1-12</u> School Year 2006-07
Second Renewal Year Enrollment	<u>629</u> Total Number	<u>Grades 1-12</u> School Year 2007-08
Third Renewal Year Enrollment	<u>629</u> Total Number	<u>Grades 1-12</u> School Year 2008-09
Fourth Renewal Year Enrollment	<u>629</u> Total Number	<u>Grades 1-12</u> School Year 2009-10
Fifth Renewal Year Enrollment	<u>629</u> Total Number	<u>Grades 1-12</u> School Year 2010-11

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 for the Proposed Charter Term

List the enrollment per grade for each year of the proposed charter renewal term.

Proposed Enrollment for 2006-07

Grade	Number
1	38
2	38
3	44
4	44
5	44
6	48
7	48
8	70
9	70
10	90
11	50
12	37
Total Enrollment	621

Proposed Enrollment for 2007-08

Grade	Number
1	38
2	38
3	44
4	44
5	44
6	48
7	48
8	65
9	65
10	65
11	85
12	45
Total Enrollment	629

Proposed Enrollment for 2008-09

Grade	Number
1	38
2	38
3	44
4	44
5	44
6	48
7	48
8	65
9	60
10	60
11	60
12	80
Total Enrollment	629

Proposed Enrollment for 2009-10

Grade	Number
1	38
2	38
3	44
4	44
5	44
6	48
7	48
8	71
9	70
10	65
11	60
12	60
Total Enrollment	629

Proposed Enrollment for 2010-11

Grade	Number
1	38
2	38
3	44
4	44
5	44
6	48
7	48
8	72
9	70
10	65
11	60
12	58
Total Enrollment	629

Introduction

This document contains the charter renewal application form, which is one component of a package that will be reviewed by the Department of Education Charter School Accountability Committee. The complete package may include the most recent Annual School Report, the signed Performance Agreement, records of audits and site monitoring visits, surveys from parents and others, relevant correspondence and reports, and other relevant documents. In responding to the topics and questions in the renewal application, the applicant must address specific sections of **14 DE Admin Code, Section 275 in the Regulations of the Department of Education (Regulation 275)**.

The *Application for Renewal* form consists of two parts. In order for a State approved charter school to have its charter renewed, it must:

- 1) Demonstrate that it has met, in a satisfactory manner, the approval criteria listed in **14 Delaware Code, Section 512 (1-14)**, other requirements specified in **14 Delaware Code, Chapter 5, DOE Regulation 275**, and the terms of its approved charter. Part I of this application form is to be used to report the charter school's accomplishments in meeting these criteria and the terms of its charter.
- 2) Have a satisfactory plan to meet the criteria in **14 Delaware Code, Section 512 (1-14)**, other requirements specified in **14 Delaware Code, Chapter 5**, and the **DOE Regulation 275**. Part II of the application form is to be used to describe the charter school's plan for meeting these criteria, and **DOE Regulation 275** during the renewal period.

Instructions

You must fully respond to each part of this application and provide a narrative response containing the requested information, together with any documents requested in the application. The narrative portion of your response should not exceed a total of 75 pages. Required documents may be submitted as appendices. The complete application must be bound together.

Prior to submitting this application, applicants are urged to review the provisions of 14 Del. C. Ch. 5 and the regulations of the Department of Education (DOE) relating to charter schools at 14 DE Admin. Code 275.

An approved application, together with any conditions imposed upon approval by the DOE with the consent of the State Board of Education, shall become the school's charter. The Assurances attached to this application are a part of the application. The above-referenced regulations of the DOE, which may from time to time be amended, bind all charter schools and are incorporated into all charters approved by the DOE with the consent of the State Board.

Except as may otherwise be provided by law, the DOE considers your application to be a "public record" subject to disclosure pursuant to the provisions of the Freedom of Information Act, 29 Del. C. Ch. 100. If you assert that any part of your application or any documentation submitted in connection with your application is exempt from the definition of a "public record" pursuant to 29 Del. C. §10002(d), please mark the specific portion of the application or document "confidential" and note the specific statutory exception upon which you base your claim to confidentiality, including a cite to the specific sub-section of §10002 which you allege to support your claim. The DOE reserves the right to make a final determination as to whether any part of the application or any documentation submitted in connection therewith is entitled to be treated as confidential.

APPLICATION NARRATIVE

Part 1: Demonstration of Success

Report on the Performance of the School During the Current Charter Period

Overview

As an introduction, describe the charter school in one page or less. Include the specific grades being 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 (i. e. parental involvement) that will provide a context for the remaining narrative in this application.

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. 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, 2 computer labs, music room, art room, a gymnasium, locker rooms, weight room, video studio, cafeteria and various offices for the counselors, 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. Parents and educators also agree that 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 decision 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 swimming pool, library, classrooms, athletic facilities, and lunchroom. 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.

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 in how to discuss issues with students and how to maintain a positive approach. Students are taught how to solve problems and this helps them to develop good self esteem. William Glasser's approach encourages people to talk with each other and good communication fosters a positive atmosphere in the school.

There has been success in all of the above areas. This report will go into more in-depth with descriptions of the various areas that make Campus Community School unique.

1. Applicant Qualifications

- a) **List the name, place of residence, and the phone number of each of the current board of directors and indicate which members are teachers currently certified in Delaware, parents, and community members.**

President

Joseph Cantalupo
152 Wintergreen Way
Magnolia, DE 19962
(302) 698-1486
Parent

Vice-President

Frederick Tolbert
35 Karen Place
Dover, DE 19901
(302) 678-3194
Community Member

Sandy Alegre
1331 Hollerin Hills Rd.
Wyoming, DE 19934
(302) 492-0249
Certified Teacher

Matthew Hartigan
70 N. Fairfield Drive
Dover, DE 19901
(302)-698-1717
Parent

Cheryl McKee
21 Waterwheel Circle
Dover, DE 19901
(302) 697-7662
Certified Teacher

Karen Young
10 Kings Highway
Dover, DE 19901
(302)-674-0133
Community Member

Beth Cooper
46 Milbourn Drive
Wyoming, DE 19901
(302)-698-1960
Parent

- b) **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 maintained collective experience, or contractual access to such experience, in the following areas:**

The present CCS board of directors is composed of members possessing a wide range of experiences valuable to the operation of the school. Below is a brief summary of their areas of experience.

Joe Cantalupo- Planner Department of Transportation	Planning, Finance, Personnel
Fred Tolbert- Local Businessman	Finance, Personnel,
Sandy Alegre- Certified Teacher	Curriculum, Instructional Strategies
Cheryl Mckee- Certified Teacher, Curriculum Director	Curriculum, Instructional Strategies
Matthew Hartigan- Local Businessman, Discover Card	Planning, Finance, Personnel
Beth Cooper- CPA, Vice President, Treasurer Chesapeake Utilities	Planning, Finance, Personnel
Karen Young- Former Dean of Students, Wesley College	Personnel, Curriculum, Instructional Strategies

In addition to the vast collective experience represented by the CCS board of Directors two administrators and an administrative assistant have been hired with experience within the public school system. Below is a brief summary of their areas of experience.

Allen Zipke- Administrator- Allen has been involved in education since 1969. He has degrees from Amherst College (BA), Central Connecticut State University (MA) and Boston University (CAGS). Mr. Zipke taught at various grade levels and was a middle school principal for 20 years prior to beginning work at Campus Community School in 1998. Mr. Zipke has vast experience in strategic planning, finance, personnel, curriculum, instructional strategies, and special education. He has worked on several school renovations and construction of a new middle school. Mr. Zipke has presented numerous times at national, state, and local conferences. He has written several articles published in state/or national journals.

Craig Shreckengast-Administrator- Mr. Shreckengast has been involved in education since 1990. He has degrees in Biology (BS) and School Leadership (MA) and has accumulated an additional 45+ credits in education coursework. Before coming to education he was the vice-president of a construction firm for seven years. Mr. Shreckengast taught science for 11 years, four of those at CCS, before the expansion to include a high school. He was Lead Teacher for four years at CCS. Mr. Shreckengast was hired in 2000 to become the administrator for CCHS. He has a strong background in finance, personnel, curriculum, and

instructional strategies. Mr. Shreckengast holds a continuing license as a Secondary Principal with the State of Delaware.

Shelly Baker- Administrative Assistant- Ms. Baker has been employed by the State of Delaware since 1978. She has been employed in several capacities including one of the initial implementers of DFMS which involved technical and administrative support through planning, development and enhancement of the computerized accounting system. As a Benefits Specialists with Capital School District she handled all aspects of employee benefits for approximately 850 employees. Just prior to joining the CCS staff she worked as a School Lead for State Personnel with the implementation of Human Resources for the PHRST system. Her responsibilities included determining the State's school district needs and planned, developed the programs to meet the needs, provided policy direction, and trained school district personnel. Her employment with CCS began in 2000 where she is responsible for the school's finances including budget preparation, grants, accounts payable, accounts receivable, employee payroll, benefits and HR.

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 the CCS professional development system. 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 as well as significant increases in minority student population.

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.

6. **School operations, including but not limited to facilities management.**
Significant experience exists within the board and administration

2. Form of Organization

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 current 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 corporation'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.

Campus Community School conforms to the Delaware Corporation Law and the by-laws 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 Joe Cantalupo. 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 Appendix A

3. Mission, Goals and Educational Objectives

- a) Describe the purpose, mission, goals, and core philosophy of the 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.**

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

- a) The Campus Community School seeks to promote growth in knowledge, skills, and habits of mind in all students.
- b) 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:

- To provide students with strong academic preparation in language and fine arts, science, mathematics and social studies.
- To promote development of student's critical and creative thinking skills.
- To incorporate wellness and physical activity into every aspect of the curriculum.
- 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.
- 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 preservice 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.
- 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.

- Describe the procedures the school uses for recruiting students. Attach copies of the documents the school has used to publicize its program and admission procedures.** Each year an advertising program is used to recruit new students. Radio ads, television commercials, newspaper ads and direct mailings have all been used. Open house and information nights have also been used each year.

See Appendix B

- Which, if any, enrollment preferences authorized by the Delaware charter law does the school use? If more than one preference is used, describe how the various preferences are employed together.**

CCS recognizes only two preferences.

- Children of persons employed by the school on a permanent basis for at least 30.0 hours per week.
- Siblings of students enrolled at the school.

In sorting the lottery list employee preference is used first and then sibling preference.

- If the school gives admissions preference to children of the school's founders, how has the school identified the founders and how is the preference used in the enrollment process? Provide a list of the founders whose children are eligible for this preference.**

Not Applicable

- e) **How does the school select students when more students seek admission than space allows?**

A lottery is conducted for all applicants.

- f) **What methods of internal evaluation are used by the board of directors to ensure that the school is meeting its stated educational mission and objectives?**

Each year the board of directors meets to review its strategic plan. The plan includes methods to ensure that that 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

- g) **Describe the procedures the school uses to ensure compliance with the requirements of 14 Delaware Code, Section 506 (c) and (d), related to enrollment.**

In order to meet the requirements of Section 506 (c), each March during the required parent/teacher conference, parents are asked to sign an "intent to return" form. These forms are used to develop a list of returning students. In addition all first grade openings are filled using the lottery list. A roster of enrolled students for the upcoming school year is then created from the list of returning students and newly accepted first graders. A written certification is then submitted to the Department of Education and a roster of enrolled students is supplied to the local district of enrolled students. This process is completed on or before the April 1st deadline.

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.

- h) **How does the school ensure that by April 1 each year, it has enrolled at least 80% of the total authorized number of students? Has the school notified each school district of information about enrolled students each year?**

See g above. Yes CCS has notified each district as required.

- i) **How does the school ensure that parents sign statements that meet the requirements of 14 Delaware Code, Section 506(c)? Provide a copy of the form parents are required to sign.**

See g above.

- j) **Has the school established a student application and admissions process that enables 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?**

Yes, See g above

- k) **Describe the school's timetable for its application and admissions process.**

The following is an approximate timetable for admissions to CCS each year. Specific dates are selected by the administration/SBDMT each year.

- October 1st-January 31st advertising program and acceptance of student applications.
- Early February- list of applying students/families prepared for lottery.
- Mid-February- lottery held for all grades.
- Late February/Early March- first grade openings filled from lottery list.
- Early March- present students asked at conferences to fill out "intent to return" form. This information is used to determine openings for next school year.

- April 1st Certified list of returning students sent to DOE and students' home districts
- April-July Additional openings at each grade level filled from lottery list.

4. Goals for Student Performance

- a) **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.**

In the summer of 2005 the Department of Education did an evaluation of CCS including an evaluation of our performance agreement. The findings of DOE were very positive and stated that all targets were met. This evaluation can be found in Appendix C.

PERFORMANCE AGREEMENT

The data for the individual years can be found in Appendix C

Achievement target I

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.

This target was met or the average student performance was within the Standard Error of Measurement.

Achievement target II

For student enrolled at the school at least one year, the average performance for each subject at each grade assessed on the DSTP will be above the State average each year.

This target was met.

Achievement target III

For all students in grades 1-8 , the average performance in reading and math on the ITBS at each grade will be at least at the national average.

This target was met or the difference was within the Standard Error of Measurement.

Achievement target IV

For student enrolled at the school at least one year, the average performance in reading and math on the ITBS at each grade will be above the national average each year.

This target was met..

Achievement target V

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

The average performance of all enrolled students who participated in the Preliminary Scholastic Aptitude Test (PSAT) in 2003 and 2004 were at or near state average on the verbal, mathematics and writing portions of the test. Students who attended the school for three years and who participated in the PSAT in 2003 and 2004 were considerably above state average on the mathematics and writing portions of the test.

Additional Objectives:

A. Over the five year renewal period, the school will demonstrate that its students exhibit positive behavior related to academic success.

1.) Each year, the school will have fewer reportable incidents to the Dover Police Department than the average for all school in Kent County with a similar grade configuration..

This target was met.

02-03 5 reportable incidents
03-04 3 reportable incidents
04-05 2 reportable incidents

B. Over the 5 year renewal period, the school will demonstrate that it has strong market accountability.

02-03 647 applicants for 300 spots
03-04 439 applicants for 149 spots
04-05 327 applicants for 147spots

1.) Each year, the school will have at least enough students seek admission to enroll the maximum number of students allowed by the charter in the first week of instruction.

This target has been met.

2.) Each year, at least 90% of the students on the September 30th Statewide student rosters will be in attendance at the school through the last week of instruction, excluding students moving out of Kent County.

This target has been met.

02-03 maintained 92%
03-04 maintained 94%
04-05 maintained 94.5 %

3.) Each year, with the exception of students moving outside Kent County, at least 80% of the non-graduating student body will return to the school the following Sept.

This target has been met.

02-03 88% returned
03-04 81% returned
04-05 81 % returned

- C) Over the five-year renewal period, the parents of student enrolled at the school will express satisfaction with the school's administration and educational program. This requirement for a State survey was removed. CCS did conduct their own survey in which parents demonstrated extreme satisfaction with the school's program.

See Appendix C

5. Evaluating Student Performance

a) Describe how student evaluation information is used to improve student performance.

Student achievement at CCS is measured in a variety of ways. The Delaware Student Testing Program is administered to students. In math, student achievement is measured by a school based math test for grades one through three and grades four through eight twice a year. In reading, student achievement in grades one through five is measured by periodic IRI's (Informal Reading Inventory). The IOWA Test of Basic Skills and the Delaware Student Testing Program is given to all students. At CCHS students take the PSATs in grade ten and SAT's in grades eleven and twelve. Students create portfolios of their work and teachers measure individual student achievement through performance agreements.

b) What corrective action is taken when students do not meet performance expectations?

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 changes to assist the child. There is early and ongoing communication with parents so the school and home can work together to assist the child. Home/school communication is seen as an important factor in assisting students.

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. Teachers remain after regular school hours to provide tutoring and extra assistance. There is a cadre of Wesley education teachers and students who assist in classrooms during the regular school day as schedules allow. At the start of the school year, CCS works in conjunction with Wesley College to provide a "jump start" program for 1st grade students having difficulty in the area of reading. Approximately a dozen Wesley students work individually with first grade students identified by their teachers.

6. Educational Program

a) Provide the scope and sequence of the school's curriculum, including the major units of instruction covered in each content area in each grade in which the school provides instruction. The educational program must include provisions for extra instructional time for at risk students, summer school and other services pursuant to 14 Delaware Code, Section 153. If the school includes secondary grades, the following must be provided:

See CCS curriculum frameworks in attached document.

The CCS educational program provides extra instructional time for at risk students as well as summer school in accordance with 14 Delaware Code, Section 153.

1. **A list of courses the school offers at grades 9-12, identifying requirements for promotion to the next grade and the requirements for graduation. The school must verify that students meet state graduation requirements. The school must certify that it is providing driver education to its students in accordance with the requirements placed on other public schools.**

CCHS Coursework

Humanities I
Humanities II
Humanities III
Humanities IV
Sociology
Dramatic Arts in the Humanities
Visual Art Foundations I
Visual Art Foundations II
Drawing and Painting Studio
Sculpture and Ceramics Studio
Technology and Communications I
Technology and Communications II
Technology and Communications III
Technology and Communications IV
Integrated Math I
Integrated Math II
Integrated Math III
Integrated Math IV
Advanced Math
Integrated Science I
Integrated Science
Integrated Science
Anatomy and Physiology
Spanish I
Spanish II
Spanish III
Spanish IV
Show Choir
Advanced Band
Intermediate Band
Music Workshop
Drum line

Coursework Taken Through Wesley College

Pre-Calculus
Calculus
Intro to Philosophy
World Civilizations I
World Civilizations II
Modern China
U S History
Intro to Business
Principles of Accounting I
Intro to Law

Criminal Law
 Tort Law
 Business Law
 Public Speaking
 College Writing
 Space Science
 Insects and Man
 Technical Theater
 Intro to Acting
 Media Aesthetics
 Foundations of Education
 Child Development
 Beginning French
 Intermediate French
 Beginning Italian

Graduation Requirements

<u>Subject</u>	<u>Credits</u>
English/Language Arts	4
Mathematics	3
Science	3
Social Studies	3.5
Technology & Its Applications	2
Health & Fitness	1.5
Foreign Language (Spanish)	2
Visual/Performing Arts	1.5
Electives in Major	4
Community Action Project	1
Senior Thesis	.5
TOTAL	(26)

Campus Community High School's Graduation Requirements meet, and in many cases exceed the State of Delaware's requirements. Twenty-four (24) credits are required by the state of Delaware for graduation, whereas CCHS requires 26 credits.

CCHS requires additional courses in language, and three to five advanced elective courses. Additionally, all students are required to participate in the health and fitness program for two years, and students must satisfy two (2) credits of technological applications and communications over four years. Successful defense of a community action project and a senior thesis are required for graduation

Student Requirements for Program Advancement and Graduation

The advancement requirements are summarized here:

Year 1 freshmen: Successful completion requires: "Pass" or better in Core I courses (Humanities, Math, Science) and completion of at least 6 credits overall.

Year 2 sophomore: Successful completion requires: “Pass” or better in Core II courses (Humanities, Math, Science) and completion of at least 12 credits overall.

Year 3 junior: Successful completion requires: “Pass” or better in Core III coursework (Humanities, Math, Science), a “pass” or better on Community Action Project and completion of at least 18 credits overall.

Year 4: senior Successful completion requires: “Pass” or better in all Core IV coursework and “pass” or better on senior thesis and elective requirements. Total required credits 26.

Campus Community School offers drivers education to all eligible tenth grade students in accordance with state requirements and regulations.

2, A description of the content of each course. Provide a detailed chart demonstrating the alignment between the school’s educational program with the Delaware Content Standards and state program requirements, and in the case of a high school, the state graduation requirements.

Humanities I

2 credits

Humanities I is the first of four interdisciplinary courses that combine English and Social Studies. Journeying through units about Culture, Religion, and Literacy, students will investigate the following big ideas: Who am I, and what is my role or purpose? How does one’s environment influence his or her experiences and interactions with others? How do one’s experiences and interactions with others influence his or her environment? Students will explore these ideas as they read various novels, investigate concepts through research, engage in debates, examine significant events in the past and present, and journal about their beliefs and perspectives.

Humanities Core II

2 credits

Humanities Core II invites students to explore the following questions: How do people struggle for freedom and justice? Why do humans wage war? What should the rules of warfare be? What should happen when these rules aren’t followed? Is peace possible? Is technological change a blessing or a curse? What drives technological change? Students will explore these questions in novels, through examinations of various time periods and events in history and they will explore their relevance today.

Humanities Core III

2 credits

Humanities Core III invites students to investigate how beliefs regarding the individual and society compare across cultures and through time. Students will have an opportunity to examine their own cultural traditions or those of a particular immigrant group or those of their hometown. We will identify American values and how traditions clash with modern values. We will also examine the impact that major events have on individuals, societies and their governments. And finally, we will investigate why some ordinary people seek solutions to contemporary problems while others seek to escape from social pressures. Students will explore these questions in novels, through examination of various time periods and events in history and they will explore their relevance today.

Humanities Core IV

2 credits

The primary emphasis in Humanities IV will be to assist students in their final preparations for entering college, work and the community. Students will work on college essays, career planning, the senior thesis, and financial planning. They will also conduct an oral

history of their community and select a public policy issue to work on with their local legislator(s).

Integrated Math I, II, III

1 credit each year

Integrated Math is a program in which major areas of high school – algebra, geometry, and discrete math are integrated and explored in increasing breadth and depth. All Integrated Math courses emphasize creative thinking, oral and written expression and concept development through investigation and problem solving.

Topics in Year 1 include probability and descriptive statistics, an introduction to functions and plane geometry. Students investigate in depth linear functions, examining variable relationships in table, graph and symbolic form. Plane geometry focuses on similarity and right triangle geometry.

Year 2 builds on the foundation laid in Year 1. The focus on function is expanded to include quadratic, exponential and logarithmic functions. Plane geometry concepts are extended to solid geometry and indirect measurement. Students are introduced to linear inequalities and systems, and the fundamentals of descriptive statistics are extended to statistical analysis.

Year 3 focuses on polynomial expressions and equations and quadratic functions in the context of physics and economics. Geometry and algebra are interrelated through the study of circle and coordinate geometry. Students reexamine exponential functions within the context of comparative rates of growth and apply their knowledge of linear systems to linear programming.

Pre-Calculus I and II

1 credit

This series of courses is for those students who have completed Integrated Math I, II and III* and have satisfied the requirements for taking courses at Wesley College and wish to do so.

Pre-Calculus is a functional approach to topics in algebra. Topics include solving of quadratic, polynomial, rational, radical exponential and logarithmic equations; functions, inverse functions and their graphs; operations, zeros and graphs of polynomial and rational functions; trigonometric functions and their graphs; trigonometric identities, equations and inverse trigonometric functions; law of sine and cosine; complex numbers and DeMoivre's Theorem; determinants and linear programming.

Advanced Math

1 credit

This course is for students who have completed year 3 of Integrated Math and who are interested in strengthening their knowledge, conceptual understanding and skills prior to taking college math courses. Students will solidify their knowledge of functions, function families (linear, quadratic, exponential), solving and graphing functions, systems of equations and using matrices to solve systems of equations and linear programming problems.

Integrated Science I

1 credit

Integrated Science I is designed to explore the structure and behavior of matter, and the laws that influence these behaviors. Atomic structure and its relationship to the periodic table will be investigated, as well as a history of our knowledge about these concepts. Chemical bonding will be discussed and

its influence on properties and structure of matter will be addressed. Motion, forces, forms of energy and energy transfer, will be integrated throughout the course. All of these concepts will culminate in an exploration of matter and energy in Earth's systems, minerals and rocks, and weathering and soil formation. Projects, laboratory activities, and self-directed learning activities are the main modes of concept attainment in the course.

Integrated Science II **1 credit**

Introduces students to the underlying nature of matter and the physical processes that govern earth's organisms and their interactions with their environment. Students pose questions and carry out investigations to understand the fundamental principles of life science and ecology.

Integrated Science III **1 credit**

Integrated Science 3 will explore the more advanced principles of chemistry and physics. Students will investigate the principles that guide the physical world and the interactions between physical objects and the molecular, the environmental, and the universal levels. The major units of study will include atomic structure, the periodic table, chemical bonding and equations, properties and the structure of matter, linear, projectile, and rotational motion, electricity, and the solar system. Science issues in society will be addressed in all units to promote an awareness of the role science plays in our politics, economy, and our personal lives. Projects, laboratory activities, and self-directed learning activities are the main modes of concept attainment in the course.

Health and Fitness **1 credit (Year I & 2)**

Students will participate in a course called *Fitness for Life*. Concepts include a variety of wellness topics that are current and relevant. Personal levels of fitness will be measured with *Fitness Gram*. Progress is monitored periodically by performing exercises prescribed in the *Physical Best program*. Physical activities will include use of the weight room, sports and games that promote life-long fitness and fun as well as teach biomechanical principles of movement. Additional health content will be covered in the areas of conflict resolution, tobacco, drugs, alcohol, injury prevention, family life and sexuality, personal & consumer health, environmental health, and nutrition

Visual Art Foundations I **1 credit**

This course is designed to give students experience with a broad range of materials, tools and techniques. Drawing, painting, figure drawing, ceramics and mask making will be the main focus of this course. Students will create their own artwork, but will also learn about the work of artists from several different time periods. Students will also explore how historical, economic and cultural events influence the visual arts.

Visual Art Foundations II **1 credit**

This course will build on the knowledge students gained in Visual Arts I. Students will again work with a broad range of materials, tools and techniques. Drawing, painting, color theory, and printmaking projects will be covered, as well as, 3-D work such as, Found Object Sculptures and Ceramics. Students will also explore how the Arts are used as Social Commentary.

Drawing & Painting Studio 1 credit

In this course, students will focus on developing skills using a variety of 2-D materials, such as, charcoal, oil pastels, graphite, watercolor, acrylic paints & mixed media while creating Landscapes, Figure Drawings, and Still Life Designs. Students will also begin developing and refining their own personal art style by researching the work of other artists and exploring different means of rendering subjects. *Seniors will create a portfolio of art work by the end of the year and do research on Art Careers.

Sculpture & Ceramics Studio 1 credit

This course will focus on 3-D projects. Students will learn & explore with a variety of Assemblage & Subtractive Sculpting techniques. Ceramic Sculpture/Pottery will include Hand Building techniques and the Potter's Wheel. Functional & non-functional ceramic pieces will be made. Students will also explore the nature of sculpture & ceramics and do research on artists & their various styles and techniques. *Seniors will create a portfolio of art work by the end of the year do research on Art Careers.

Instrumental Ensemble 1 credit

This course is for students who want to continue study on their band instrument. The focus is on increasing instrumental technique, music reading ability and performance in an ensemble setting. Repertoire is developed based on the arrangement and ability level of each year's students.

Show Choir 1 credit

This performing group incorporates their developing skills as vocalists and dancers into two major performances each year. Vocal technique and quality tone production are stressed in vocal practice. Rhythmic and stylistic choreography is emphasized during dance practice. Enthusiastic, high quality performances are the goal.

Technology and Communications I 1credit

Tech I is designed to meet State of Delaware and national standards and the integrated curriculum needs of the Campus Community High School. This course will also fulfill the Computer Literacy requirement for graduation. The following competencies will be accomplished through a variety of methods including, finding and evaluating information on the internet, the use of a variety of resource materials for computer applications, and student constructed knowledge. The competencies listed below are considered minimum and will be enriched with other projects and activities to fulfill the diverse needs of students and teachers.

Explain what a computer does and how it processes information.

Describe how computers are used in today's world.

Explain the processing of information.

Describe computer input and output devices.

Describe the role of the processor (cpu) in computer operations.

Describe auxiliary storage.

Demonstrate basic disk operations.

Describe computer hardware and its uses.

Explain various uses for computer software and operating systems and their purpose.

Describe and interpret the uses for word processing, spreadsheet, and database software.

Describe and interpret the uses for computer graphics and graphs.

Explain the processes of a network.

Be able to demonstrate basic spreadsheet operations.

Be able to describe and explain spreadsheet terms.

Use limited functions in a spreadsheet.
 Demonstrate skill in preparing a spreadsheet.
 Use available data to create a spreadsheet.
 Create graphics using word processing software.
 Create macros using word processing software to enhance routine operations.
 Utilize desktop publishing applications in word processing software.
 Use research techniques to investigate careers.
 Students will use MLA, APA and Chicago Critics methods for research papers.
 Students will do research and develop projects around the topic of ethics related to technology, workplace environment and society.
 Participate in Business Professionals of America according to State content standards, including individual, state and chapter activities.

Technology and Communications II 1 credit

Tech IIIs designed to meet State of Delaware and national standards and the integrated curriculum needs of the Campus Community High School. Students, with the teacher as a resource will independently create projects as a form of self-directed instruction to include web pages and multimedia. This course will offer an enhancement of specialized techniques for all levels of software use to prepare students for Technology ill. The competencies listed below are considered minimum and will be enriched with other projects and activities to fulfill the diverse needs of students and teachers.

Define word processing concepts.
 Create, save, and print word processing documents.
 List a directory and retrieve word processing documents
 Correct errors and edit word processing documents.
 Insert, remove, and replace characters in word processing documents.
 Use spell check on word processing documents.
 Format word processing documents with tabs, margins, and page numbers.
 Perform block operations to move, delete, and copy text in word processing.
 Use text search and text search and replace feature in word processing.
 Use the merge feature in word processing.
 Define parts of a spreadsheet.
 Build a spreadsheet.
 Save a spreadsheet.
 Retrieve spreadsheet files.
 Format cells for labels and values in a spreadsheet.
 Develop simple formulas in a spreadsheet.
 Create graphs using spreadsheet software.
 Complete spreadsheet business application problems.
 Create database files.
 Enter records in a database file.
 Sort a database file.
 Analyze data using a database.
 Manipulate a database file for various purposes.
 Use specialized functions of the database software.
 Use computer software packages to fill identified specialized needs.
 Use various computer software applications to analyze information.
 Use computer software to solve identified problems.
 Use simulations to integrate knowledge into applicable solutions.
 Use multimedia software to design, create, import data, graphics and scanned .

Use multi media software to edit presentations.
Be able to utilize the internet to develop and enhance presentations.
Use multi media or presentation techniques in a group to exhibit communication and collaboration in problem solving.
Students will do a research project for chosen career fields.
Participate in Business Professionals of America according to State content standards, including individual, state and chapter activities.

Technology and Communications III 1 credit

Tech III is designed to meet State of Delaware and national standards and the integrated curriculum needs of the Campus Community High School. Students with the teacher as a resource will independently create projects as a form of self-directed instruction to include web pages and multimedia. This course will offer an enhancement of specialized techniques for all levels of software use to prepare students for Technology IV. The projects and activities will fulfill diverse needs of students and teachers.

Create specialized database files.
Manipulate a database file for various purposes.
Use specialized functions of the database software.
Use computer software packages to flit identified specialized needs for individual projects.
Use various computer software applications to analyze information.
Use computer software to solve identified community and business problems.
Use simulations to integrate knowledge into applicable solutions.
Use Multi Media software to design, create, import data, graphics and scanned images, sound and video.
Use Multi Media software to edit presentations.
Be able to utilize Internet to develop and enhance presentations.
Use multi media or presentation techniques in a group to exhibit communication and collaboration in problem solving.
Students will complete an advanced research and project and presentation.
Students may pursue computer programming in the applications.
Participate in Business Professionals of America according to State content standards, including individual, state and chapter activities.

Technology and Communications IV 1 credit

Tech IV is designed to meet State of Delaware and national standards and the integrated curriculum needs of the Campus Community High School. Students will create projects as a form of instruction to include alt forms of software and media. This course is a capstone course in that students using the teacher as a resource and in a self-directed manner will be expected to research, develop and present a minimum of two projects.

Use computer software packages to fill identified specialized needs for individual projects.
Use various computer software applications to analyze information.
Use computer software to solve identified community and business problems.
Use Multi Media software to design, create, import data, graphics and scanned images, sound and video.
Use Multi Media software to edit presentations.
Be able to utilize internet to develop and enhance presentations.
Use multi media or presentation techniques in a group to exhibit communication and collaboration in problem solving.
Students will complete two advanced research projects and presentations. Participate in Business Professionals of America according to State content standards, including individual, state and chapter activities.

Spanish I, II, III, IV**1 credit each year**

Spanish at CCHS is multi-entry program. Students having previous coursework will be placed at the appropriate level. Two years of a language is required with the availability of a fourth year for those who desire to continue with the program.

State of Delaware Graduation Requirements	Campus Community High School Graduation Requirements	CCHS Coursework To meet requirements	State Standards Covered
English/Language Arts 4 Credits	English/Language Arts 4 Credits	Humanities I Humanities II Humanities III Humanities IV	1,2,3,4 1,2,3,4 1,2,3,4 1,2,3,4
Math 3 Credits	Math 3 Credits	Integrated Math I Integrated Math II Integrated Math III	1,2,3,4,5,6,7,8,9,10 1,2,3,4,5,6,7,8,9,10 1,2,3,4,5,6,7,8,10
Science 3 Credits	Science 3 Credits	Integrated Science I Integrated Science II Integrated Science III	1,2,3,5 1,2,3,6,7,8 1,2,3,4,5
Social Studies 3 Credits	Social Studies 3.5 Credits	Humanities I Humanities II Humanities III Humanities IV	1,2,3,4 1,2,3,4 1,2,3,4 1,2,3,4
Physical Education/Health 1.5 Credits	Physical Education/Health 1.5 Credits	Physical Education/ Health Year 1 & 2	1,2,3,4,5,6,7
Computer Literacy 1 Credit	Technology/ Communications 2 Credits	Technology & Communications I Technology & Communications II	1,2,3,4 1,2,3,4
	Foreign Language 2 Credits	Spanish I Spanish II	
	Visual/Performing Arts 1.5 Credits	Visual Art Foundations I Visual Art Foundations II Show Choir Band	1,2,3,4,5,6 1,2,3,4,5,6 1,3,4,5,6,7,8,9 2,3,4,5,6,7,8,9
	Community Service Project 1 Credit	Community Action Project	
	Senior Thesis .5 Credits	Senior Thesis	

Career Pathway 3 Credits Electives 3.5 Credits	Electives in Major 4 Credits	Sociology Dramatic Arts in the Humanities Drawing and Painting Studio Sculpture and Ceramics Studio Technology & Communications III Technology & Communications IV Integrated Math IV Advanced Math Anatomy & Physiology Spanish III Spanish IV Drum line Intro to Business Music Theory Workshop <u>Coursework Taken</u> <u>Through Wesley College</u> Pre-Calculus Calculus Intro to Philosophy World Civilizations I World Civilizations II Modern China U S History Intro to Business Principles of Accounting I Intro to Law Criminal Law Tort Law Business Law Public Speaking College Writing Space Science Insects and Man Technical Theater Intro to Acting Media Aesthetics Foundations of Education Child Development Beginning French Intermediate French Beginning Italian	
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- b) **Provide a detailed chart demonstrating the alignment between the school's educational program with the Delaware Content Standards and state program requirements, and in the case of a high school, the state graduation requirements.**

See CCS curriculum frameworks for grades 1-8

See chart above for grades 9-12

- c) **Describe how the instructional strategies are consistent with the school's curriculum.**

The curriculum at Campus Community School is purposefully designed to teach declarative knowledge at three levels, using factual topics as exemplars for successively more inclusive ideas: the level of the concept, the level of the principle, and the level of the theme – both intra- and inter-disciplinary. At the same time, teachers design instructional activities that engage students in, and purposefully teach them the skills of inquiry, toward the goal of self-directed learning.

- d) **What teaching methods are used? How does this pedagogy enhance student learning?**

The four interwoven constructivist-based instructional strategies that are employed by the teachers to achieve the knowledge, use of inquiry-based skills, and habits of mind learning outcomes are labeled as Content Presentation, Concept Attainment, Concept Formation, and Open Inquiry. These categories of learning models are generic, but fit the constructivist paradigm. They are utilized seamlessly, with a variety of models chosen by teachers as they plan the learning activities of their units and lessons and match them to their content learning objectives. Each approach is grounded in constructivist paradigms of active learning through the inquiry process of observing, recording, classifying, synthesizing, inferring or deducing, evaluating, communicating and using knowledge, and generating new questions from constructed knowledge. Teachers are taught to evaluate each of their units and lessons using the hierarchy of Gowin's Vee heuristic to insure that the progression on inquiry is incorporated in authentic and meaningful ways for instruction.

- e) **Describe how the curriculum approaches are consistent with the assessment strategies that are used.**

Performance based learner outcomes are written by teaching teams for all three levels of knowledge for units of study in the curriculum. Performances are grounded in the skills of inquiry. Knowledge is grounded in the principles, theories, and concepts of the state and national standards. The performance-based learner outcomes bring the skills of inquiry and the knowledge together into a measurable, evidence-based outcome.

Assessments are embedded in instruction, and constitute the records, transformation, knowledge claim and value claim events of Gowin's Vee. Evidence of students' ability to observe and record events of the learning activities are assessed in the records events of a lesson or unit. Evidence of students' ability to transform the data presented in the learning activities is assessed in the transformation events. Evidence of students' ability to communicate personally constructed meaning that is valid (or not) is assessed in the knowledge claim events. Evidence of students' ability to generate new questions and utilize newly constructed knowledge is assessed in the value claim events.

General rubrics constructed by all teachers as a school are applied to all work, and specific performance-based skills and criterion-referenced knowledge rubrics are constructed by grade level teachers.

- f) **Provide evidence to demonstrate that the school's educational program improves student performance.**

Testing results on the DSTP and IOWA tests show that the program at CCS improves student performance. Teachers also evaluate their students' performances and have reported that students show great improvement in their learning. We have done limited study of students who have been at CCS more than one year. This study has shown that students attending CCS more than one year improve their performance to a greater degree than students who have been at CCS for only one year.

Just as important as the academic improvement is the fact that students at CCS enjoy learning. They enjoy the approach to learning where they are very involved with their learning and accept responsibility for their own learning.

- g) **Describe the school calendar and hours of operation. Provide the calendar for the current year of school operation.**

The CCS school day runs from 8:00am to 2:45pm for grades 1-7 and from 8:00am to 3:00pm for grades 8-12. The current CCS calendar includes 1,246 hours for grades 8-12 and 1,202 hours for grades 1-7. Below is the current school calendar for grades 1-12.

CAMPUS COMMUNITY SCHOOL 2005-2006 SCHOOL CALENDAR

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MAY					JUNE				
Teacher 22 Student 22					Teacher 10 Student 7				
1	2	3	4	5			1	2	
8	9	10	11	12	5	6	7	8	9
15	16	17	18	19	12	13	14	15	16
22	23	24	25	26	19	20	21	22	23
29	30	31			26	27	28	29	30

Vertical Shading [||||] Inservice Days- No School for Students

Dark Gray Shading [■] Holiday, No School

August 22-24 (Mon Wed)	Inservice Days	Feb 17 (Fri)	Inservice Day
August 25 (Thur)	First Student Day	Feb 20 (Mon)	Inservice Day
Sept 2 – Sept 5 (Fri-Mon)	No School	March 6-7 (Mon-Tue)	Inservice/Parent Conf
Oct. 7 (Friday)	Inservice Day	Apr 14-Apr 21(Fri-Fri)	Spring Break
Nov. 10 (Thursday)	Conferences	May 29 (Mon)	Memorial Day
November 11 (Fri)	Veterans Day	June 2 (Fri)	Last Senior Day
Nov. 21-25 (Mon-Fri)	Thanksgiving Break	June 9 (Fri)	Last Student Day
Dec. 23-Jan 2 (Fri - Mon)	Winter Break	June 10 (Sat)	Graduation
Jan 16 (Mon)	Martin Luther King Day	June 12-14(Mon-Wed)	Inservice Days

State Testing Schedule

Grades 4 & 6 Science 10/17 & 10/18 End of 1st Trimester – 11/9

Grades 4 & 6 – Social Studies 10/20 & 10/21 End of 2nd Trimester – 2/24

DSTP –3/15, 3/16, 3/20, 3/21, 3/23 & 3/24 1st Trimester Interims sent home 10/3 & 10/4

Grades 8 & 11 Science 5/23 2nd Trimester Interims sent home 1/17 & 1/18

Grades 8 & 11 Social Studies 5/24 3rd Trimester Interims sent home 4/12 & 4/13

October 4th – Rosh Hashanah – Students in session – No test or athletic events

October 13th – Yom Kippur – Students in session – No test or athletic events

h) What is the teacher/student ratio of the school?

The current ratio is 14.7 to 1.

i) What professional development activities/opportunities have been made available to teachers and other staff?

All teachers are required to participate in the professional development program as delineated below. CCS has committed twelve inservice days throughout the school year in order to make staff development a priority.

Campus Community Staff Development Requirements

Level I: Induction

Teachers will remain in this level for the first 3 years as required by the State of Delaware to receive a Continuing License.

Year 1

Mentor Program

- Complete Cycle 1 – Classroom Environment
- Complete Cycle 2 – Planning and Instruction

Curriculum Development Module or ED 506A

- Understand and analyze content standards
- Study and analyze the current written curriculum and its' four tiered structure
- Generate content summaries, learner outcomes

Instructional Model Implementation Module or ED 536

- Study constructivist-based teaching models
- Content Presentation
- Concept Formation

Concept Attainment

Inquiry

Workshop formats in Language Arts

Utilizing Models and Manipulatives in Mathematics

- Implement constructivist-based teaching models in developing generating units, learning activities and projects
- Evaluate use of constructivist-based teaching models

*****Classroom Management and Discipline Module*

- Study various classroom management/discipline models
- Implement a classroom management plan that will support and enhance a constructivist learning environment
- Utilize a variety of models to engage students in learning

Professional Development Portfolio (PDP) Module

- Study components and format for PDP's
- Generate goals for planning, delivery, assessment, professional collaboration
- Produce evidence of above goals
- Reflect on success in meeting above goals

Year 2

Mentor Program

Complete Cycle 3 – Assessment

Assessment Module or ED 521

Basic "Choice Theory" Module

- Complete Glasser Basic Intensive Week Training
- Complete Glasser Basic Practicum

Professional Development Portfolio (PDP) Module

- Study components and format for PDP's
- Generate goals for planning, delivery, assessment, professional collaboration
- Produce evidence of above goals
- Reflect on success in meeting above goals

Year 3

Mentor Program

- Cycle 4 – Professional Growth

Professional Development Portfolio (PDP) Module

- Study components and format for PDP's
- Generate goals for planning, delivery, assessment, professional collaboration
- Produce evidence of above goals
- Reflect on success in meeting above goals

Level II: Development

Teachers in this phase may remain at this level until they are ready to move onto the Instructional Leadership Module.

Professional Growth Module (evidenced by such things as)

- Participation in graduate courses, clusters and/or courses of study
- Inservice modules
- Independent study with Wesley staff
- Pursuit of National Board Certification
- Professional Presentations

PDP Goals Implementation

- Generate goals for planning, delivery, assessment, professional collaboration
- Produce evidence of above goals
- Reflect on success in meeting above goals

Level III: Instructional Leadership

A. Action Research Module

B. Staff Development Module

- Develop and implement professional development for staff
- Participate in mentoring program of new staff members

C. Collaboration Module

- Develop collaboration with faculty
- Develop collaboration with Wesley Education Faculty
- Write and submit scholarly publications

7. **Students with Special Needs**

Describe how the school complies with the following requirements:

- a) **Current federal and state statutes relating to the education of students with disabilities, including but not limited to: evaluation, re-evaluation, accommodations, and having certified special education teachers prior to the admission of students. The school must provide for a Free Appropriate Public Education (FAPE) to students with disabilities and include a continuum of educational placements for students with disabilities.**

In order to supply expertise and experience in dealing with students with disabilities CCS has employed four 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, Campus Community School 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 approach, or any of a myriad of instructional changes to assist the child.

Those students who are eligible for special education services operate within an individualized education program. 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 from his 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.

b) Section 504 of the Rehabilitation Act of 1973 and with the Americans with Disabilities Act of 1999.

504 plans are written for students with diagnosed disabilities. The 504 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

c) Title VI and VII of the Civil Rights Act of 1964.

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.

d) Title IX of the Education amendments of 1972.

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

8. Economic Viability

a) How has this charter school improved public education in Delaware?

Campus Community School has successfully implemented its strategies, programs and practices with great success with students in grades 1-12. We have been named a Glasser Quality School and conducted a conference open to all educators sharing the philosophy and benefits of using the ideas of "Choice Theory". Our emphasis on a high level, college based, approach has recently been identified by other districts as a successful practice that they will use. Other schools have also recently started emphasizing more constructivist teaching, student led conferences, and use of uniforms. Our curriculum approach has focused on overall themes that unite the standards. This approach is now being promoted by the State of Delaware as a method to reduce the gap between content standards and classroom practices. Campus Community School also provides another choice for parents. Parents have the ability to select the type of program they want their child involved with.

In addition, Campus Community School has greatly influenced education in Delaware through its partnership with Wesley College. Many prospective teachers have worked at Campus Community School while they completed their education degree. These teachers have worked in a successful school and seen good educational practices. They will carry their knowledge to other schools in which they will work. Teachers from CCS take curriculum development courses at Wesley. They interact with teachers from other Delaware schools who are studying the approach to curriculum development that has proven to be successful at CCS.

b) How have the educational practices used in this charter school been shared with other Delaware educators?

Practices have been shared informally through discussions with other educators at various training sessions and meetings. CCS teachers belong to various State associations and report that other teachers are always interested to hear how Campus Community operates and instructs its students. They want to know "How is it different?"

Practices and approaches have also been shared more formally through presentations at the State Reading Conference and Technology Conference. A major conference was held in March 2003 on Glasser's choice theory approach and the Quality School. This was a major conference organized by Campus Community School for about 400 participants. Brochures were sent to all Delaware schools and other agencies in Delaware. Teachers from Campus Community School conducted workshops and shared information on approaches used at CCS.

Teachers and administrators have been presenters at the National Charter School Conference and the National Middle School Conferences in Washington and Georgia. Teachers and Administrators belong to state and national organizations. This provides opportunities to share information.

Articles have been published which focused on practices used at CCS in
 The New England Journal of Middle Schools
 Middle Ground- The magazine of the National Middle School Association
 The International Glasser Journal
 Wesley Today

See Appendix D

c) What is the number of staff the school has had in each year of the current charter period?

2001-02	22 teachers, 2 administrators and approximately 10 support staff
2002-03	30 teachers, 2 administrators and approximately 20 support staff
2003-04	37 teachers, 2 administrators and approximately 20 support staff
2004-05	37 teachers, 2 administrators and approximately 20 support staff

d) List all positions at the school not filled by employees of the school's Board of Directors. For example, if any employees at the school have been employees of contractors, list the positions and identify the contractors.

Custodial staff is employed by Aramark Corp.
 Food Service staff is employed by Aramark Corp.
 Speech Therapist and Occupational Therapist are contracted services.
 Bus drivers and bus aides are employed by Hilton Bus Service

e) Identify which teachers are Highly Qualified.

Baker, Rhonda	Teacher, Secondary, Chemistry	Highly Qualified
Bennett, Robert	Teacher, Middle, Social Studies, Comprehensive	Highly Qualified
Boland, Jennifer	Teacher, Elementary, Art	Highly Qualified

Cavallucci, Amy	Teacher, Secondary, Handicap	Highly Qualified
Cromwell, Lois	Teacher, Secondary, Math, Comprehensive	Highly Qualified
Dean, Robin	Teacher, Secondary, Art, Comprehensive	Highly Qualified
DeBaca, Carie	Teacher, General Elementary	Highly Qualified
Doyle, Kathleen	Teacher, Secondary, Social Studies, Comprehensive	Highly Qualified
Dunn, Todd	Teacher, Secondary, General Science	Highly Qualified
Fletcher, Stephanie	Teacher, Elementary, Exceptional Children	Highly Qualified
Greene, Heidi	Teacher, Secondary, English, Comprehensive	Highly Qualified
Hermance, Patricia	Teacher, General Elementary	Highly Qualified
Herrera, Charmaine	Teacher, General Elementary	Highly Qualified
Koenig, Kimberly	Teacher, General Elementary	Highly Qualified
Leach, Laura	Teacher, General Elementary	Highly Qualified
McKee, Cheryl	Teacher, Secondary, Math, Comprehensive	Highly Qualified
Ochs, Anne	Teacher, General Elementary	Highly Qualified
Onwu, Jackie	Teacher, Middle, Social Studies, Comprehensive	Highly Qualified
Osika, Lindsay	Teacher, General Elementary	Highly Qualified
Noll, Shana	Teacher, General Elementary	Highly Qualified
Sandy, Patti	Teacher, General Elementary	Highly Qualified
Snyder, Erica	Teacher, Secondary, English, Comprehensive	Highly Qualified
Vasko, Alexis	Teacher, Middle, Social Studies, Comprehensive	Highly Qualified

Zimmerman , Diane	Teacher, Secondary, Exceptional Children	Highly Qualified
Zolper, Thomas	Teacher, Middle, English, Comprehensive	Highly Qualified

f) Describe the facilities the school has used during the current charter period.

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 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 counselors, nurse, special services, and administration. Students enrolled at this facility are in eighth through twelfth grade.

g) Who will own the school facilities? In the event that the school closes or (if applicable) the management agreement with any contractor terminates, what will become of the facilities and any debt owed on those facilities?

Charter School Inc. will own the facility should CCS close.

h) Describe how the school provides transportation to its students.

CCS use a combination of buses and vans in order to provide transportation. Four bus routes are contracted with Hilton Bus Service. In addition CCS leases eight vans from fleet services. (State of Delaware) The bus routes are established to pick up students in areas where students are more concentrated The vans are then routed to pick up outlying students.

i) How are special needs students transported?

At present no students requiring alternative transportation have been identified.

j) Describe how meals are provided for students.

Students may either purchase meals or pack their own lunch. CCS participates in the Federal Free and Reduced Lunch Program.

k) Describe how the school complies with the requirements of the federal Free and Reduced Lunch Program for eligible students.

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 Corp. 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. A notice is placed in the local newspapers each year and 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.

- l) List each of the major contracts the school has had during the current charter period. Major contracts include: contracts for equipment, services (including bus and food services, and related services for special education), leases of real and personal property, the purchase of real property, the construction and/or renovation of improvements to real property, and insurance.**

Contract with Aramark Corp. 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 bus transportation for students.

Lease with Fleet services to provide vans used to transport students.

Contract with Aramark Corp. to provide custodial/maintenance services.

The application must include complete and balanced budgets in an approved format for the school (see attached budget sheets) for the current charter period and the renewal period.

Note: State and local revenue estimates may be obtained from the Education Associate for School Accounts at the Delaware Department of Education (302) 739-4664. Estimates are based on information which the applicant provides 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 once students actually enroll and staff is hired.

The applicant must attach as an appendix, a copy of the original budget revenue estimate from the Department of Education to verify the figures on which the proposed budget has been based.

- m) Describe all other sources of revenue in addition to the state and local funds provided by law. Identify all other sources of funds, including any loan(s), the source of the loan(s), and the terms of the loan (s).**

Federal Consolidated Grant

Mini-Grants (example MBNA)

Fundraising

Interest

Cost Recovery

E Rate funding

- n) Are all school funds processed through the school's DFMS accounts? If there are schools funds maintained outside of the school's DFMS accounts list the amount of funds and location where the funds are maintained.**

No, CCS maintains four additional accounts.

The following accounts are in PNC Bank (balances are as of 6/30/05)

Activity Accounts	57-9515-6318	\$ 20,832
Petty Cash	57-9515-6326	\$ 139
Charter School Inc	56-0344-4332	\$ 13,901
School Lunch Account	56-0462-5602	\$ 19,193

- o) **If the school is managed by an outside group(s), describe the financial arrangements made between the board of directors and this group(s)? List the management fee paid to the outside group each year during the current charter period. What specific services does that group(s) provide each year and what are the costs of each of those services?**
Not applicable to CCS.
- p) **If public funds remain at the end of a fiscal year, what is the disposition of those funds?**
Funds are carried over into the next fiscal year.

9. Administrative and Financial Operations

- a) **Describe how the school manages accounting, payroll, purchasing, compensation, retirement, and benefits. Specifically which individuals have direct responsibility in each of these operations? Identify the employer of each of these individuals.**

A business manager is employed full time by CCS. The business manager has direct responsibility for accounting, payroll, purchasing, 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 manager with some of these responsibilities.

- b) **What are the roles and responsibilities of the board of directors? What specific actions does the board of directors take to ensure oversight of the school?**

Overall management of the school including but not limited to:

- Budget oversight
- Curriculum oversight
- Oversight of student academic performance
- Strategic Planning (See appendix G)
- Staff hiring and management
- Fundraising

- c) **How are board members recruited and prepared to fulfill their responsibilities?**

Board positions are advertised. Potential members are interviewed by a board committee. Board elects candidates. Once elected, board members attend training sessions on school philosophy, management and other responsibilities.

- d) **What is the internal form of management at the school, including contracting with an outside group to manage any portion of the educational, administrative, and/or financial operations of the school?**

CCS has hired two administrators and a business manager to manage the day to day operations of the school. The Site Based Decision Making Team (SBDMT) meets regularly to support and advise the administrative staff.

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 provides. A copy of the current signed 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.

Not Applicable to CCS

If an outside group is managing a portion of the school's educational, administrative and/or financial operations, the applicant must provide both:

Not Applicable to CCS

- 1. A complete list of all other schools with which the outside group has contracted and the locations of those schools.**

Not Applicable to CCS

- 2. A list of any schools the outside group has managed but is no longer managing.**

Not Applicable to CCS

- 3. 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.**

Not Applicable to CCS

e) How are teachers and parents involved in decision-making at the school?

Campus Community School is managed using a site-based approach. A site-based 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 teachers, 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. The PTA President and Wesley College Department of Education representative act as consultants to the SBDMT but do not have the power to vote on issues. The teachers on the SBDMT are elected by the faculty for a two-year rotating term. The lead teachers are also elected by the faculty and approved by the Board for a one-year term. The four parent representatives are elected by the parents at a PTA Meeting and serve two-year rotating terms.

f) What are the criteria and timeline used in the hiring of teachers, administrators, and other school staff?

CCS follows the following process for hiring:

- Advertising and posting of position to be filled. Timescale- two weeks if possible, if need is immediate position is "open until filled".
- Selection of most qualified candidates to be interviewed based upon certification, experience and understanding of educational philosophy of school.
- Interviews conducted
- Selection and hiring of most qualified candidate based upon certification, experience and understanding of educational philosophy.
- Interview and selection process is completed in as timely a fashion as possible considering school needs and quality of candidates.

g) How has the school recruit Delaware certified teachers?

CCS advertises job openings in all the major publications within the state. Administrators have attended teacher recruitment days at the University of Delaware and at Delaware State University

h) Provide a copy of the human resources policies governing: salaries, contracts, hiring, and dismissal for all positions at the school.

Policies covering employees are included in the staff handbook. See appendix E

i) How does the school incorporate the Delaware Performance Appraisal System into its teachers and staff evaluations?

CCS has developed an in-house system of professional development. This system involves the development of a yearly portfolio and the development of individual goals based upon the needs of the employee. DPAS evaluations are used to supplement this process and to meet the requirements of certification.

j) How is the school held accountable to the parents of children at the school?

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 and parents. Parents are members of the School Based Decision Making Team. Through the SBDMT parents 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. Parents also have the ability to bring issues to the Board of Directors.

k) What internal controls are used for budgets and financial records?

All budget and financial records are maintained in secure locations. Access is limited to appropriate people. Budgets and financial matters are reviewed at least monthly at Board of Directors' meetings. Policies exist regarding the handling of the school finances.

Insurance

Describe the types of and amounts of insurance coverage the school has including the agency with which the coverage is contracted and the beneficiaries of the insurance.

With Westfield Insurance Company:

Bradford St. Campus	Building coverage	\$1,394,000
	Business personal property	\$190,000
Pear Street	Building coverage	\$7,743,500
	Business personal property	\$250,000
Commercial general liability	each occurrence	\$1,000,000
	Damage to rented premises	\$100,000
	Med. Expenses	\$5,000
	Personal &adv injury	\$1,000,000
	General aggregate	\$2,000,000
Automobile liability	Products-comp/op agg	\$2,000,000
		\$1,000,000

With United National Insurance Company

School Board Liability	\$1,000,000
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11. Student Discipline and Attendance

The application must include a current copy of the “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 follows to discipline students.

See Student Handbook appendix F.

- a) Describe how the manual is distributed to parents and students prior to students applying for enrollment at the school.**

The student handbook is given to all students upon acceptance to CCS. The handbook is discussed with parents at the family interview. Parents and students are asked to sign an acknowledgment form stating that they have read the student handbook and understand the rights, responsibilities and expectations of students and their parents at CCS.

- b) Describe how discipline is handled with special education students. Describe how the school reports inappropriate behavior to affected parents, the Department, and when necessary, to law enforcement agencies.**

Special education students are handled within the normal discipline 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 has been informed through DELSIS in the past and through Pentamation at present.

- c) Describe how the school is in compliance with 14 Delaware Code, Section 4112, regarding the reporting of school crimes.**

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 a student is to be charged parents are notified and the crime is reported through Delsis/Pentamation.

- d) Describe the attendance policies of the school. What level of attendance is required of the students? What actions are taken to ensure that students meet those levels of attendance? How are the attendance policies distributed to each student at the beginning of each school year?**

CCS Attendance Policy – from student handbook (appendix E)

Attendance and being on time to school is important! 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. It is the responsibility of each parent/guardian to ensure their child attends school regularly. Attendance taken at the beginning of each day is permanently recorded. Some absences and tardies may be unavoidable; however, parents are encouraged to schedule vacations and appointments for non-school time.

A school official, usually the school nurse will make a phone call to the student's home after the third consecutive tardy and/or absence. The school official will inquire about reasons for

absence or tardy AND encourage the parent to contact the school to arrange to make up missed work.

Many of the procedures for absences and tardies are the same for all grades. However the enforcement procedures differ for grades 1-8 and for grades 9-12. You are encouraged to become familiar with the procedures and information below.

PROCEDURE FOR GRADES 1-8

ABSENCE

- 5 absences- a courtesy notice will be sent to the parent/guardian.
- 10 absences- a representative from the School Based Decision Making Team will contact the parent/guardian to discuss the reason for the absences and to arrive at a plan to help eliminate future absences.
- 15 absences-the matter will be referred to the Campus Community Board of Directors. A report will be given to the Board regarding the absences. Reasons for the absences will be considered. A meeting may be set up with the Board of Directors and the parent/guardian for the parent/guardian and the student to present their case. The need for disciplinary action will be considered. Possible actions may include but are not limited to:
 1. Referral to truancy court.
 2. Disenrollment for the following year.
 3. Mandatory attendance at supplementary after school or weekend programs.

TARDY

A student is considered tardy if he/she is not physically in his/her classroom/homeroom at 8 am.

- 5 tardies- a courtesy notice will be sent to the parent/guardian.
- 10 tardies- a representative from the School Based Decision Making Team will contact the parent/guardian to discuss the reason for the absences and to arrive at a plan to help eliminate future absences.
- 15 tardies-the matter will be referred to the Campus Community Board of Directors. A report will be given to the Board regarding the absences. Reasons for the absences will be considered. A meeting may be set up with the Board of Directors and the parent/guardian for the parent/guardian and the student to present their case. The need for disciplinary action will be considered. Possible actions may include but are not limited to:
 1. Referral to truancy court (four tardies will equal one absence for truancy consideration).
 2. Disenrollment for the following year.
 3. Mandatory attendance at supplementary after school or weekend programs.

PROCEDURES FOR GRADES 9-12

The constructivist nature of learning at CCHS is based on long-term projects, cooperative learning, investigation, and inductive concept development. Success depends in large measure on students' prompt and regular attendance in all classes.

Any student absent from school or from any class for more than 15 days over the course of a school year will be denied credit for the course or courses missed.

Students with 15 or more absences in a year, either excused or unexcused, may appeal for credit to an appeals committee. IF A STUDENT FAILS TO APPEAL FOR CREDIT THAT STUDENT WILL NOT RECEIVE CREDIT FOR ANY COURSES TAKEN DURING THAT YEAR. The appeals committee will review extenuating circumstances warranting consideration of an appeal. Students wishing to file an appeal must secure an appeal form from the school office and have it completed and returned to the school office within ten days following the last day of the school year.

Student's parents/guardians will be notified if the school intends to deny credit on the basis of insufficient attendance. The family may appeal to the school administrator within two weeks of the credit denial notification. If the family is dissatisfied with the decision of the administrator or his/her designee the family may make a subsequent appeal to the Board.

Campus Community High School will initiate a warning letter to families when a child has missed five days of school.

Campus Community High School will initiate a letter to families when a child has missed ten days of school. This letter will inform parents/guardians of a possible denial of credit and a reminder of the appeals process.

All students who reach the level of denial of credit will be referred to the school board for consideration of additional action. The CCS Board reserves the right to impose any of the following for excessive absence:

- a. Referral to truancy court.
- b. Expulsion.
- c. Disenrollment for the following school year.
- d. Mandatory attendance of supplementary after school or weekend programs to make up missed work.

In reviewing appeals the administration and board will consider the reasons for absence, taking in to account the state identified reasons for acceptable absence listed below.

Title 14 Section 122, Paragraph II of the State of Delaware Code identifies the following reasons as acceptable for excused absences:

- a. Illness of the student. The school may request doctor's validation for absences over three consecutive days or for any single day once a student has accumulated 5 absences due to illness.
- b. Contagious disease within the student's home.
- c. Death in the student's immediate family.
- d. Legal business that must be scheduled during school time.
- e. Observance of a religious holiday.
- f. Remedial health treatment that must be scheduled during school time.
- g. Suspension.
- h. Pregnancy.

UNEXCUSED ABSENCES

Any absence that is not consistent with the excused absences listed above. Any undocumented absence.

EXCUSES

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 presented upon the day of return of the student. If a note is not presented 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. 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. of which are on official letterhead with student's name, date/time of appointment, and signature of on-sight official.

The school policy of accepting 15 absences or tardies is based on total number of absences or tardies. Whether they are excused or unexcused.

Only 5 parent letters stating reasons for absences and 5 parent letters stating reasons for tardies will be accepted when considering appeals. The parent letters must be related to the list of excused absences above. All other reasons for absences and/or tardies must be from an official documented official (i.e. doctor, lawyer, court officer, etc.)

TARDY AND EARLY DISMISSAL

- If a student arrives at school in the first 60 minutes of the school day they will receive one tardy.
- If a student enters school after 9:00 am but before noon they will be charged for half day of absence. If a student enters school after noon they will be charged 1 day of absence.
- If a student has an early dismissal they will receive an equivalent of one tardy.
- If a student misses more than three hours of the school day he/she will be charged with a full day absence.
- Upon reaching 4 tardies to school the student will be charged for one unexcused absence for legal purposes. For each subsequent 4 tardies a student will be charged an additional day of unexcused absence.

PROCEDURES FOR EARLY DISMISSAL

- a. Students will be excused from school early for medical appointments, legal appointments, job interviews, and/or appointments for counseling. All other reasons for early dismissal from school will be considered unexcused.
- b. A student must present a note to the school office prior to getting dismissed early from school. The note must contain a reason for dismissal, date, time, parent signature, and a telephone number where a parent may be contacted the day of the dismissal. In cases where the student has an appointment, the student is required to bring a note back from the appointment confirming that it was kept. Students will not be released to individuals other than parents unless indicated in the note for release. Parents must come into the office to sign out student when a student does not have a prior parent note that has been approved by the school office.
- c. Telephone calls will only be accepted in case of an emergency.
- d. Students will not be called to the office for dismissal until the parent/guardian arrives.

PROCEDURES FOR LATE ARRIVALS

- a. Students are required to sign in at the school office immediately upon arriving tardy at school. Students are to present a note signed by a parent to be excused for being late. The note must contain a reason for being tardy, date, time, parent signature. In cases where the student had an appointment, the student should bring a note from the appointment.
- b. Students are considered excused for being tardy to school for sickness, medical appointments, legal appointments, or appointments for counseling.

12. Health and Safety

- a) **What procedures are used to ensure the health and safety of the school's students, staff, and guests? What staff (e.g. nurse) have been hired or contracted to ensure that these responsibilities are handled in a satisfactory manner:**

CCS has hired a nurse for each facility. Both are registered nurses and hold a BS in Nursing. Both nurses are certified with the state. A safety check is conducted of each building and campus each year.

1. **Ensuring that students have physical examinations prior to enrollment.**

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

2. **Administering medications and medical treatments, including first aid.**

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

3. **Monitoring student health and maintaining health records.**

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

4. **Ensuring that immunizations and TB screenings are conducted.**

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

5. **Serving on IEP teams when medical treatment is required.**

The nurse sits 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 her attendance is required.

6. **Screening for health problems (vision, hearing, orthopedic, etc.).**

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 and 9th grade students by the school nurse and is followed by Phase II screening by AI Dupont physical therapist.

These screenings are charted on the Delaware Health Record and referrals are made to parents with follow up until complete.

- b) **Describe the plan the school uses to ensure that criminal background checks are made on the school's employees prior to hire.**

CCS requires all employees to obtain a background check before employment. This is a part of the employment package completed by all new hires.

13. Student and School Data

- a) **Describe the process and procedures the school follows to comply with the Family Education Rights and Privacy Act (FERPA) and implementing federal and Department of Education regulations regarding disclosure of student records.**

All CCS records are maintained in a secure area. Records may only be accessed by authorized school personnel. Students 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 procedures the school uses to ensure timely transfers of student data and student and school records to the Department of Education.**

CCS endeavors to meet all DOE requests in a timely manner. Calendars of reporting deadlines are kept by the responsible administrator or his designee.

14. Certification of Payments to Management Companies

List the management company(s) with which the school's board of directors has contracted services during the current charter period. If there have been no management companies, the applicant must so state. If the board of directors has hired a management company, has the board of directors submitted signed certificates required by 14 Delaware Code, Section 512 (14) to the Department of Education each year?

CCS does not have an agreement with a management company.

Part II: Plan for the Proposed Charter Renewal Period

This part of the application is in the form of a five-year plan that describes how the school will continue to meet the approval criteria in 14 Delaware Code, Section 512 and the requirements of 14 DE Admin Code, Section 275 in the Regulations of the Department of Education.

Specific Areas to Address

Address each of the following areas:

a) Qualifications of the Applicant (Regulation 275, Section 4.1)

Describe any changes planned for the renewal period related to:

- 1. The management structure of the school and the division of responsibility between the staff and the board of directors.**

No changes are planned.

- 2. Any partnership arrangements with other schools, educational programs, businesses, non-profit organizations, or any other entities or groups. If there is a management agreement or contract with a company or other entity to operate the school or provide specific educational services, describe any planned changes in that agreement or contract and submit a copy of the new agreement with the completed application for charter renewal.**

Not Applicable to CCS

- 3. Describe how the Board of Directors and administrators employed at the school will continue to meet each of the requirements specified in Regulation 275, Section 4.1.**

The Board of Directors receives training and information on the requirements in Regulation 275, Section 4.1 in several ways:

- Board members are recruited for the board that have expertise in specific areas.
- Each year a training session is held for the board to cover such items.
- Individual presentations are conducted at board meetings for relevant items.

- 4. List any planned change in the number, duties, and qualifications of employees at the school.**

No changes are planned.

b) Educational Program (Regulation 275, Section 4.3)

- 1. Describe any changes planned during the renewal period for the scope and sequence of the school's curriculum including the major units of instruction covered in each content area in each grade in which the school provides instruction.**

No changes are planned.

- 2. Describe how the educational program will continue to comply with the requirements of applicable state and federal laws regarding students with disabilities, unlawful discriminations and at risk populations, including those listed in Regulation 275, Section 4.3.3.**

Campus Community School currently has an excellent special education program in place. We will continue to hire sufficient special education staff to provide services for students.

We will also hire teachers with the abilities and education necessary to do a quality job. Campus Community School personnel will attend meetings, conferences, etc. to stay knowledgeable in the area of special education.

c) Student Performance (Regulation 275, Section 4.2)

1. List the student performance goals planned for the charter renewal period.

**STUDENT PERFORMANCE
2006-2011**

Achievement target I

The average performance for each subject at each grade assessed on the DSTP will be at least at the State average each year.

Achievement target II

For students enrolled at the school at least one year, the average performance for each subject at each grade assessed on the DSTP will be above the State average each year.

Achievement target III

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

Additional Objectives:

A. Over the five year renewal period, the school will demonstrate that its' students exhibit positive behavior related to academic success. Each year, the school will have fewer reportable incidents to the Dover Police Department than the average for all schools in Kent County with a similar grade configuration.

B. Over the 5 year renewal period, the school will demonstrate that it has strong market accountability.

1. Each year, the school will have at least enough students seek admission to enroll the maximum number of students allowed by the charter prior to Sept. 30th.

2. Each year, at least 90% of the students on the Sept. 30th Statewide student rosters will be in attendance at the school through the last week of instruction, excluding students moving out of Kent County.

3. Each year, with the exception of student moving outside Kent County and students transitioning from 8th – 9th grade, at least 80% of the non-graduating student body will return to the school the following September.

2. Include a list of proposed measurable performance objectives with specific measurable targets for each year of the charter renewal period.

See performance agreement above.

3. **Describe how the school will continue to comply with the requirements of the State Public Education Assessment and Accountability System pursuant to 14 Delaware Code, Sections 151, 152, 153, 154, and 157 over the renewal period.**

CCS will continue to follow all requirements of the Delaware State Testing Program. CCS will follow all regulations and will report all information as requested. CCS representatives will attend training as required for the DSTP.

d) Economic Viability (Regulation 275, Section 4.4)

1. **Describe how the school will remain economically viable over the charter renewal period.**
Campus Community School continually monitors its budget. This includes monitoring revenue and expenses. Monthly reports are presented at board meetings. Priorities in the budget are set and expenses managed accordingly. No new loans are planned for the charter renewal period.
2. **In the attached budget pages, report the source and expenditures of all funds for the charter renewal period. Identify the terms and source of any loans the school plans to receive during the charter renewal period.**

CCS does not anticipate seeking any new loan funding.

3. **Describe how the school plans to address transportation for the school's students during the charter renewal period.**

CCS will continue to use a combination of contracted buses and leased vans to transport students.

4. **Describe the facilities the school plans to use during the charter renewal period. Indicate whether the school plans to own or lease the facilities.**

CCS will continue to use facility at 21 North Bradford Street to house grades 1-7. This facility is leased from Wesley College. CCS will also continue to use the facility at 350 Pear Street to house grades 8-12. This facility is owned by CCS.

e) Attendance, Discipline, and Student Rights and Safety (Regulation 275, Section 4.5)

1. **Describe any changes planned in the Student Rights and Responsibilities Manual used at the school. Describe how the manual will be distributed.**

No changes are planned to the Students Rights and Responsibilities Manual. This policy is a part of the student handbook given to each student prior to the beginning of each school year. Parents are required to sign that they received the handbook.

2. **Describe any planned changes in the school's attendance policy and how that policy will be distributed to students and parents.**

No changes are planned to the attendance policy. This policy is a part of the student handbook given to each student prior to the beginning of each school year.

3. **Describe how the school will comply with 14 Delaware Code, Section 4112 and applicable DOE regulations regarding the reporting of school crimes.**

All school crimes will be reported as required by Delaware Code. The proper police organization will be contacted and DOE will be notified through Pentamotion. Administration has received training and will receive any new training necessary.

4. Describe how the school will provide for the health and safety of students, employees, and guests, including health services.

CCS will continue to meet the health needs of their students and employees through the employment of a registered nurse at each facility.

f) Market Accountability (Regulation 275, Section 4.5)

Describe any planned changes in the recruitment, enrollment procedures for students during the charter renewal period. List the admissions preferences the school will use during the renewal period.

No changes are planned in the recruitment and enrollment procedures of CCS. CCS will continue to 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 enrolled at the school.

ASSURANCES

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

- 1. Be in full compliance with the requirements of 14 Delaware Code, Chapter 5 and 14 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, handicap, 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 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 additional 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 when the school administrative head or any member of the board of directors changes.**
- 9. Provide the Department of Education with copies of all 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 September 1 of each school year, provide the Department of Education with a list of staff employed at the school and evidence of the certification status of all teachers employed at the school.**
- 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 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. Prior to opening the school, include a representative of the teachers employed by the school and parents of students enrolled at the school on the board of directors, consistent with 14 Delaware Code, Section 511(a). Each year of operation, ensure that representatives of the teachers employed at the school and parents of children enrolled at the school are on the board of directors.
17. Comply with the requirements for reporting school crimes as described in 14 Delaware Code, Section 4112.
18. As required by 14 Delaware Code, Section 506 (d), maintain on file a written statement signed each year by the parent(s) or guardian(s) of each enrolling 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. If required by the Department, annually certify 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.

As members of the Board of Directors of this Charter School, we agree to these assurances as a condition of renewal of the charter.

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

We are familiar with the requirements of the Delaware Financial Management System (DFMS) and the state payroll system.

We understand that when submitted to the Department of Education, this application will be deemed to be a "public document" subject to disclosure pursuant to the provisions of the Delaware Freedom of Information Act.

We understand that if this charter is renewed, all future members of the school's board of directors will be bound by the terms of the charter unless the approved charter is formally modified with the written approval of the Secretary of Education.

Campus Community School
Name of Charter School _____ Date of Signatures _____

Signature of Chair of the Charter School Board of Directors

Signature of a Member of the Board of Directors

Signature of a Member of the Board of Directors

Signature of a Member of the Board of Directors

Signature of a Member of the Board of Directors

Signature of a Member of the Board of Directors

Signature of a Member of the Board of Directors

Signature of a Member of the Board of Directors

Signature of a Member of the Board of Directors

Charter School Renewal Application

Budget Worksheets

9/29/05 Adjusted Budget Sheets for Current Charter Term Only (1)

REVENUE SUMMARY
OPERATING YEARS

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
a) State Appropriations	\$ 3,144,189	\$ 3,412,335	\$ 3,734,008	\$ 3,776,167	\$ -
b) School District Local Fund Transfers	\$ 661,595	\$ 775,365	\$ 686,753	\$ 686,259	\$ -
c) Charter School Federal Funds (2)	\$ 100,000	\$ -	\$ -	\$ -	\$ -
d) Other Federal Funds (3)	\$ 87,826	\$ 182,491	\$ 213,479	\$ 226,206	\$ -
e) Construction Loans (4)	\$ 2,637,532	\$ 22,078	\$ -	\$ -	\$ -
f) Equipment Loans (5)	\$ -	\$ -	\$ -	\$ -	\$ -
g) Other Loans (6)	\$ 116,252	\$ 551,557	\$ 42,589	\$ 270,196	\$ -
h) Other (7)	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL REVENUE	\$ 6,747,394	\$ 5,003,826	\$ 4,676,829	\$ 4,958,828	\$ -

(1) Refer to the instructions that pertain to the application packet for approval to renew a charter school

(2) Charter School Federal Funds are federal start-up and/or dissemination funds

(3) Other Federal Funds include but are not limited to Title I through Title VII; contact the Education Associate for Federal Funds for a current and complete list

(4) Include estimated terms and appropriate amortization schedule

(5) Include terms for each intended contract (ex. Furniture, computers, copiers, etc.)

(6) Include estimated terms and definition of resource

(7) Must include specifics of definition and terms of other resources not already accounted for on this page in "a" through "g"

EXPENSE SUMMARY
OPERATING YEARS

		YEAR 1		YEAR 2		YEAR 3		YEAR 4		YEAR 5
		\$	FTE	\$	FTE	\$	FTE	\$	FTE	\$
Personnel Salaries (8)										
a)	Teachers	\$ 1,295,967	0	\$ 1,701,609	0	\$ 1,813,016	0	\$ 1,889,914	0	\$ 1,889,914
b)	Principal/Administrative	\$ 194,293	0	\$ 196,440	0	\$ 205,039	0	\$ 217,791	0	\$ 217,791
c)	Nurse	\$ 70,040	0	\$ 79,575	0	\$ 79,336	0	\$ 86,367	0	\$ 86,367
d)	Clerical	\$ 79,853	0	\$ 85,317	0	\$ 81,962	0	\$ 85,400	0	\$ 85,400
e)	Custodial		0		0		0		0	
f)	Substitutes	\$ 43,900	0	\$ 41,782	0	\$ 39,816	0	\$ 39,900	0	\$ 39,900
g)	Other	\$ 413,247	0	\$ 495,575	0	\$ 253,072	0	\$ 276,991	0	\$ 276,991
Other Employer Costs (9)										
h)	Health Insurance (10)	\$ 214,684		\$ 313,159		\$ 314,723		\$ 368,534		\$ 368,534
i)	Pension (11)	\$ 175,232		\$ 288,666		\$ 306,578		\$ 361,944		\$ 361,944
j)	FICA (11)	\$ 129,731		\$ 160,143		\$ 152,932		\$ 160,976		\$ 160,976
k)	Medicare (11)	\$ 30,278		\$ 37,615		\$ 37,763		\$ 37,647		\$ 37,647
l)	Worker's Compensation (11)	\$ 28,537		\$ 36,089		\$ 39,565		\$ 43,917		\$ 43,917
m)	Unemployment Insurance (11)	\$ 2,560		\$ 3,094		\$ 3,307		\$ 4,414		\$ 4,414
n)	Other Benefits (12)	\$ 47,209		\$ 65,061		\$ 70,540		\$ 76,200		\$ 76,200
	SUBTOTAL PERSONNEL	\$ 2,725,351		\$ 3,484,125		\$ 3,419,583		\$ 3,656,994		\$ 3,656,994

(8) Provide detail showing how personnel salary amounts and FTE are calculated

(9) Include Other Employer Costs for all employees listed in all categories of state, federal and local salaries

(10) Include projected annual health insurance expenses for all employees paid from state, federal and local sources; contact the Education Associate for School State Funds for the most current state health insurance average for new charter applicants

(11) Contact the Education Associate for School State Funds for the most current rates for pension, FICA, medicare, worker's compensation and unemployment insurance

(12) Provide description of benefit items not already accounted for on this page in "h" through "m"

EXPENSE SUMMARY (continued)

		OPERATING YEARS				
		YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
		\$	\$	\$	\$	\$
Student Support						
a)	Transportation (13)	\$ 76,845	\$ 125,254	\$ 155,624	\$ 156,000	\$
b)	Cafeteria (14)					
c)	Extra Curricular	1,706	3,766	4,162		
d)	Supplies and Materials	265,200	136,971	97,844	100,890	
e)	Textbooks	544	1,123	1,701	2,000	
f)	Computers	176,358	80,270	6,969	15,275	
g)	Contracted Services (15)	155,584	156,995	175,766	156,345	
h)	Other (16)					
	SUBTOTAL STUDENT SUPPORT	\$ 676,237	\$ 504,379	\$ 442,066	\$ 430,510	\$
Operations and Maintenance of Facilities						
i)	Insurance (Property/Liability)	12,588	17,734	19,239	20,486	
j)	Rent (17)					
k)	Mortgage (17)		325,471	327,429	328,200	
l)	Utilities	40,758	23,577	67,924	68,000	
m)	Maintenance	113,767	180,868	143,740	143,405	
n)	Telephone/Communications	10,575	10,594	12,325	12,500	
o)	Construction (17)	2,477,066	767,701			
p)	Renovation (17)			11,524		
q)	Other (18)					
	SUBTOTAL OPERATIONS AND MAINTENANCE OF FACILITIES	\$ 2,654,756	\$ 685,945	\$ 582,181	\$ 589,493	\$

- (13) Provide details of how amount calculated and in include intended transportation contract if available
- (14) Provide details of how amount calculated and include intended food service contract if available
- (15) Itemize all contracted services (ex. Speech, psychologists, other special education services, and any other service contracts)
- (16) Itemize all other student support not already accounted for on this page in "a" through "g"
- (17) Provide terms of intended contractual arrangement and detail of intended structural and renovation changes to include timeline of completion
- (18) Identify and itemize all not previously accounted for on this page in "i" through "p"

EXPENSE SUMMARY (continued)

		OPERATING YEARS				
		YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
		\$	\$	\$	\$	\$
Administrative/Operations Support (19)						
a)	Equipment Lease/Maintenance	9,799	23,880	23,109	23,007	23,007
b)	Equipment Purchase	17,396	16,510	-	-	-
c)	Supplies and Materials	38,743	38,743	723,560	-	-
d)	Printing and Copying	11,559	11,559	863	-	-
e)	Postage and Shipping	9,165	10,708	6,330	7,100	7,100
f)	Other (20)	238,375	113,164	39,065	68,925	68,925
SUBTOTAL ADMINISTRATIVE/OPERATIONS SUPPORT		315,046	199,468	92,927	127,275	-
Management Company (21)						
q)	Fees	-	-	-	-	-
h)	Salaries/Other Employee Costs	-	-	-	-	-
i)	Curriculum	-	-	-	-	-
j)	Accounting and Payroll	-	-	-	-	-
k)	Other (22)	-	-	-	-	-
SUBTOTAL MANAGEMENT COMPANY		-	-	-	-	-
Contingency Reserve (23)		\$ 134,948	\$ 100,077	\$ 93,537	\$ 99,177	\$ -
Contingency Minimum Check		\$ 134,948	\$ 100,077	\$ 93,537	\$ 99,177	\$ -

(19) Provide intended contractual arrangements to include costs

(20) Identify and itemize all not previously accounted for on this page in "a" through "e"

(21) Identify and itemize terms of all intended contracts

(22) Identify and itemize all not previously accounted for on this page in "g" through "j"

(23) Regulation 275 requires a minimum 2% (of total revenue) contingency reserve in the budget each year; if amount listed in contingency reserve is less than the contingency minimum check amount, provide itemized detail and calculations showing how contingency minimum will be met

EXPENSE SUMMARY SUBTOTAL					
	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
	\$	\$	\$	\$	\$
Personnel	2,725,351	3,484,125	3,419,583	3,656,994	
Student Support	676,237	504,379	442,066	430,510	
Operations and Maintenance of Facilities	2,654,756	685,945	582,181	589,493	
Administrative/Operations	315,046	199,468	92,927	127,275	
Management Company	-	-	-	-	
Contingency Reserve	134,948	100,077	93,537	99,177	
GRAND TOTAL ALL EXPENSES	6,506,338	4,973,994	4,630,294	4,903,449	

EXPENSE AND REVENUE SUMMARY					
	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
	\$	\$	\$	\$	\$
EXPENSE SUMMARY	6,506,338	4,973,994	4,630,294	4,903,449	
REVENUE SUMMARY	6,747,394	5,003,826	4,676,829	4,956,828	
DIFFERENCE	241,056	29,832	46,535	55,379	

Charter Renewal

Budget Sheets for Current Charter Term (FY 03 – FY 06)

Revenue

FY 06 Revenue was increased 2% from FY 05 State Salary Average

(e) Construction Loan - Construction Loan was rolled into a mortgage with Wachovia Bank. See attached payment schedule.

(h) Other – Includes revenue from Mini Grants (MBNA), E-Rate Funding, Interest Income, Donations, etc. It also includes prior year carry-over.

Expense Summary

Other Employer Cost

(n) Other Benefits – Includes dental insurance, long term disability insurance and employee tuition reimbursement.

Student Support

(a) Transportation - Includes bus contract and fleet services rental costs for vans. It does not include salary or OEC's for drivers.

(g) Contracted Services – Includes Psychologists, Occupational Therapist, Speech Therapists, Drivers Education through the YMCA, Game Administration, and Stipends for Graduate Assistants.

Operations and Maintenance of Facilities

(q) Other – Includes services provided for additional computer networking (wiring and setup).

Administrative/Operations Support

(a) Equipment Lease/Maintenance – Photocopy equipment – lease and service agreement.

(f) Other – Includes travel, legal services, public accountant's fees, auditor's fees, advertising, education consultant and administrative workshops.

Principal \$4,385,000.00
 Fixed Interest Rate 4.48% * The interest rate is fixed for a 20-year term and is based off of a BMA swap. The actual interest rate on the bonds may be higher or lower than BMA based on market conditions.
 LOC Principal \$4,451,316.00

Annual Fee's (Due 1/18 of each year annually in advance)

Year	Annual Principal	Monthly		Monthly P+I	LOC Fee	Remarketing Fee	Trustee
		Principal Payments	Interest Payments				
2002	\$0.00	11/08/02	11/08/02	\$23,750.46	\$44,413.16	\$5,318.75	\$3,000.00
2003	\$130,000.00	12/02/02	12/02/02	\$12,917.13	\$43,063.16	\$5,150.00	\$3,000.00
2004	\$135,000.00	01/01/03	01/01/03	\$16,146.41	\$41,613.16	\$4,968.75	\$3,000.00
2005	\$145,000.00	02/03/03	02/03/03	\$17,761.05	\$40,113.16	\$4,781.25	\$3,000.00
2006	\$150,000.00	03/03/03	03/03/03	\$15,069.98	\$38,513.16	\$4,581.25	\$3,000.00
2007	\$160,000.00	04/01/03	04/01/03	\$15,608.20	\$36,813.16	\$4,368.75	\$3,000.00
2008	\$170,000.00	05/01/03	05/01/03	\$16,146.41	\$35,063.16	\$4,150.00	\$3,000.00
2009	\$175,000.00	06/02/03	06/02/03	\$17,222.84	\$33,213.16	\$3,918.75	\$3,000.00
2010	\$185,000.00	07/01/03	07/01/03	\$15,608.20	\$31,263.16	\$3,675.00	\$3,000.00
2011	\$195,000.00	08/01/03	08/01/03	\$16,684.62	\$29,213.16	\$3,418.75	\$3,000.00
2012	\$205,000.00	09/01/03	09/01/03	\$16,684.62	\$27,063.16	\$3,150.00	\$3,000.00
2013	\$215,000.00	10/01/03	10/01/03	\$16,146.41	\$24,813.16	\$2,868.75	\$3,000.00
2014	\$225,000.00	11/03/03	11/03/03	\$17,234.50	\$22,413.16	\$2,568.75	\$3,000.00
2015	\$240,000.00	12/01/03	12/01/03	\$14,623.21	\$19,913.16	\$2,256.25	\$3,000.00
2016	\$250,000.00	01/01/04	01/01/04	\$16,189.98	\$17,263.16	\$1,925.00	\$3,000.00
2017	\$265,000.00	02/02/04	02/02/04	\$16,712.24	\$14,463.16	\$1,575.00	\$3,000.00
2018	\$280,000.00	03/01/04	03/01/04	\$14,623.21	\$11,563.16	\$1,212.50	\$3,000.00
2019	\$290,000.00	04/01/04	04/01/04	\$16,189.98	\$8,513.16	\$631.25	\$3,000.00
2020	\$305,000.00	05/03/04	05/03/04	\$16,712.24	\$5,263.16	\$425.00	\$3,000.00
2021	\$325,000.00	06/01/04	06/01/04	\$15,145.47	\$0.00	\$0.00	\$0.00
2022	\$340,000.00	07/01/04	07/01/04	\$15,667.73	\$524,550.04	\$61,143.75	\$57,000.00
		08/02/04	08/02/04	\$16,712.24			
		09/01/04	09/01/04	\$15,667.73			
		10/01/04	10/01/04	\$15,667.73			
		11/01/04	11/01/04	\$15,676.32			
		12/01/04	12/01/04	\$15,170.63			
		01/03/05	01/03/05	\$16,687.69			
		02/01/05	02/01/05	\$14,664.94			
		03/01/05	03/01/05	\$14,159.25			
		04/01/05	04/01/05	\$15,676.32			
		05/02/05	05/02/05	\$15,676.32			
		06/01/05	06/01/05	\$15,170.63			
		07/01/05	07/01/05	\$15,170.63			
		08/01/05	08/01/05	\$15,676.32			
		09/01/05	09/01/05	\$15,676.32			
		10/03/05	10/03/05	\$16,182.01			
		11/01/05	11/01/05	\$14,148.82			
		12/01/05	12/01/05	\$14,636.71			

Paid as of 6/30/05

Principal \$4,385,000.00
 Fixed Interest Rate 4.48% * The interest rate is fixed for a 20-year term and is based off of a BMA swap. The actual interest rate on the bonds may be higher or lower than BMA based on market conditions.
 LOC Principal \$4,451,316.00

Annual Fee's (Due 11/8 of each year annually in advance)

Annual Principal	Monthly Principal Payments	Monthly Interest Payments	Monthly P+I	LOC Fee	Remarketing Fee	Trustee
01/02/06	\$12,500.00	\$15,612.49	\$28,112.49			
02/01/06	\$12,500.00	\$14,636.71	\$27,136.71			
03/01/06	\$12,500.00	\$13,660.93	\$26,160.93			
04/03/06	\$12,500.00	\$16,100.38	\$28,600.38			
05/01/06	\$12,500.00	\$13,660.93	\$26,160.93			
06/01/06	\$12,500.00	\$15,124.60	\$27,624.60			
07/03/06	\$12,500.00	\$15,612.49	\$28,112.49			
08/01/06	\$12,500.00	\$14,148.82	\$26,648.82			
09/01/06	\$12,500.00	\$15,124.60	\$27,624.60			
10/02/06	\$12,500.00	\$15,124.60	\$27,624.60			
11/01/06	\$12,500.00	\$14,084.38	\$26,584.38			
12/01/06	\$13,333.33	\$14,084.38	\$27,417.72			
01/01/07	\$13,333.33	\$14,553.86	\$27,887.20			
02/01/07	\$13,333.33	\$14,553.86	\$27,887.20			
03/01/07	\$13,333.33	\$13,145.42	\$26,478.76			
04/02/07	\$13,333.33	\$15,023.34	\$28,356.68			
05/01/07	\$13,333.33	\$13,614.90	\$26,948.24			
06/01/07	\$13,333.33	\$14,553.86	\$27,887.20			
07/02/07	\$13,333.33	\$14,553.86	\$27,887.20			
08/01/07	\$13,333.33	\$14,084.38	\$27,417.72			
09/03/07	\$13,333.33	\$15,492.82	\$28,826.16			
10/01/07	\$13,333.33	\$13,145.42	\$26,478.76			
11/01/07	\$13,333.33	\$13,945.07	\$27,278.41			
12/03/07	\$14,166.67	\$14,394.92	\$28,561.58			
01/01/08	\$14,166.67	\$13,045.39	\$27,212.06			
02/01/08	\$14,166.67	\$13,945.07	\$28,111.74			
03/03/08	\$14,166.67	\$13,945.07	\$28,111.74			
04/01/08	\$14,166.67	\$13,045.39	\$27,212.06			
05/01/08	\$14,166.67	\$13,495.23	\$27,661.90			
06/02/08	\$14,166.67	\$14,394.92	\$28,561.58			
07/01/08	\$14,166.67	\$13,045.39	\$27,212.06			
08/01/08	\$14,166.67	\$13,945.07	\$28,111.74			
09/01/08	\$14,166.67	\$13,945.07	\$28,111.74			
10/01/08	\$14,166.67	\$13,495.23	\$27,661.90			
11/03/08	\$14,166.67	\$14,156.19	\$28,322.85			
12/01/08	\$14,583.33	\$12,011.31	\$26,594.64			
01/01/09	\$14,583.33	\$13,298.24	\$27,881.57			
02/02/09	\$14,583.33	\$13,727.21	\$28,310.54			

[illegible]

Principal Fixed Interest Rate LOC Principal	\$4,385,000.00 4.48% \$4,451,316.00	Annual Fee's (Due 11/8 of each year annually in advance The actual interest rate on the bonds may be higher or lower than BMA based on market conditions.					
		Annual Principal	Monthly		Monthly P+I	LOC Fee	Remarketing Fee
			Principal Payments	Interest Payments			
			05/01/12	05/01/12	05/01/12		
			\$17,083.33	\$10,464.79	\$27,548.12		
			\$17,083.33	\$11,186.50	\$28,269.83		
			\$17,083.33	\$11,186.50	\$28,269.83		
			\$17,083.33	\$10,825.64	\$27,908.98		
			\$17,083.33	\$11,908.21	\$28,991.54		
			\$17,083.33	\$10,103.93	\$27,187.27		
		\$205,000.00	\$17,083.33	\$10,406.49	\$27,489.82		
			\$17,916.67	\$10,742.18	\$28,658.85		
			\$17,916.67	\$9,735.10	\$27,651.77		
			\$17,916.67	\$10,406.49	\$28,323.15		
			\$17,916.67	\$9,398.41	\$27,316.07		
			\$17,916.67	\$10,406.49	\$28,323.15		
			\$17,916.67	\$10,070.79	\$27,987.46		
			\$17,916.67	\$11,077.87	\$28,994.54		
			\$17,916.67	\$9,399.41	\$27,316.07		
			\$17,916.67	\$10,406.49	\$28,323.15		
			\$17,916.67	\$10,742.18	\$28,658.85		
			\$17,916.67	\$9,735.10	\$27,651.77		
		\$215,000.00	\$17,916.67	\$9,588.43	\$27,505.09		
			\$18,750.00	\$9,588.43	\$28,338.43		
			\$18,750.00	\$9,279.12	\$28,029.12		
			\$18,750.00	\$10,207.04	\$28,957.04		
			\$18,750.00	\$8,660.52	\$27,410.52		
			\$18,750.00	\$8,969.82	\$27,719.82		
			\$18,750.00	\$9,279.12	\$28,029.12		
			\$18,750.00	\$9,897.73	\$28,647.73		
			\$18,750.00	\$8,969.82	\$27,719.82		
			\$18,750.00	\$9,588.43	\$28,338.43		
			\$18,750.00	\$9,588.43	\$28,338.43		
			\$18,750.00	\$9,279.12	\$28,029.12		
		\$225,000.00	\$18,750.00	\$9,295.69	\$28,045.69		
			\$20,000.00	\$7,887.25	\$27,887.25		
			\$20,000.00	\$8,732.32	\$28,732.32		
			\$20,000.00	\$9,014.01	\$29,014.01		
			\$20,000.00	\$7,887.25	\$27,887.25		
			\$20,000.00	\$8,450.63	\$28,450.63		
			\$20,000.00	\$8,450.63	\$28,450.63		
			\$20,000.00	\$8,732.32	\$28,732.32		

Principal Fixed Interest Rate * LOC Principal	Annual Principal	Principal Payments		Annual Fee's (Due 11/8 of each year annually in advance 4.48% * The interest rate is fixed for a 20-year term and is based off of a BMA swap. The actual interest rate on the bonds may be higher or lower than BMA based on market conditions.	Monthly	Monthly P+I	LOC Fee	Remarketing Fee	Trustee
		Monthly							
		07/01/15	08/03/15						
\$4,385,000.00	\$4,385,000.00	\$20,000.00	\$20,000.00		07/01/15	\$8,450.63	\$28,450.63		
\$4,451,316.00	08/03/15	\$20,000.00	\$20,000.00		08/03/15	\$9,295.69	\$29,295.69		
	09/01/15	\$20,000.00	\$20,000.00		09/01/15	\$8,168.94	\$28,168.94		
	10/01/15	\$20,000.00	\$20,000.00		10/01/15	\$8,450.63	\$28,450.63		
	11/02/15	\$20,000.00	\$20,000.00	\$240,000.00	11/02/15	\$8,071.36	\$28,071.36		
	12/01/15	\$20,833.33	\$20,833.33		12/01/15	\$7,314.67	\$28,148.01		
	01/01/16	\$20,833.33	\$20,833.33		01/01/16	\$7,819.13	\$28,652.47		
	02/01/16	\$20,833.33	\$20,833.33		02/01/16	\$7,819.13	\$28,652.47		
	03/01/16	\$20,833.33	\$20,833.33		03/01/16	\$7,314.67	\$28,148.01		
	04/01/16	\$20,833.33	\$20,833.33		04/01/16	\$7,819.13	\$28,652.47		
	05/02/16	\$20,833.33	\$20,833.33		05/02/16	\$7,819.13	\$28,652.47		
	06/01/16	\$20,833.33	\$20,833.33		06/01/16	\$7,566.90	\$28,400.24		
	07/01/16	\$20,833.33	\$20,833.33		07/01/16	\$7,566.90	\$28,400.24		
	08/01/16	\$20,833.33	\$20,833.33		08/01/16	\$7,819.13	\$28,652.47		
	09/01/16	\$20,833.33	\$20,833.33		09/01/16	\$7,819.13	\$28,652.47		
	10/03/16	\$20,833.33	\$20,833.33		10/03/16	\$8,071.36	\$28,904.70		
	11/01/16	\$20,833.33	\$20,833.33	\$250,000.00	11/01/16	\$6,424.81	\$27,258.14		
	12/01/16	\$22,083.33	\$22,083.33		12/01/16	\$6,646.36	\$28,729.69		
	01/02/17	\$22,083.33	\$22,083.33		01/02/17	\$7,089.45	\$29,172.78		
02/01/17	\$22,083.33	\$22,083.33		02/01/17	\$6,646.36	\$28,729.69			
03/01/17	\$22,083.33	\$22,083.33		03/01/17	\$6,203.27	\$28,286.60			
04/03/17	\$22,083.33	\$22,083.33		04/03/17	\$7,310.99	\$29,394.33			
05/01/17	\$22,083.33	\$22,083.33		05/01/17	\$6,203.27	\$28,286.60			
06/01/17	\$22,083.33	\$22,083.33		06/01/17	\$6,867.90	\$28,951.23			
07/03/17	\$22,083.33	\$22,083.33		07/03/17	\$7,089.45	\$29,172.78			
08/01/17	\$22,083.33	\$22,083.33		08/01/17	\$6,424.81	\$28,508.14			
09/01/17	\$22,083.33	\$22,083.33		09/01/17	\$6,867.90	\$28,951.23			
10/02/17	\$22,083.33	\$22,083.33		10/02/17	\$6,867.90	\$28,951.23			
11/01/17	\$22,083.33	\$22,083.33	\$265,000.00	11/01/17	\$5,670.58	\$27,753.91			
12/01/17	\$23,333.33	\$23,333.33		12/01/17	\$5,670.58	\$29,003.91			
01/01/18	\$23,333.33	\$23,333.33		01/01/18	\$5,859.59	\$29,192.93			
02/01/18	\$23,333.33	\$23,333.33		02/01/18	\$5,859.59	\$29,192.93			
03/01/18	\$23,333.33	\$23,333.33		03/01/18	\$5,292.54	\$28,625.87			
04/02/18	\$23,333.33	\$23,333.33		04/02/18	\$6,048.61	\$29,381.95			
05/01/18	\$23,333.33	\$23,333.33		05/01/18	\$5,481.56	\$28,814.89			
06/01/18	\$23,333.33	\$23,333.33		06/01/18	\$5,859.59	\$29,192.93			
07/02/18	\$23,333.33	\$23,333.33		07/02/18	\$5,859.59	\$29,192.93			
08/01/18	\$23,333.33	\$23,333.33		08/01/18	\$5,670.58	\$29,003.91			

Principal	\$4,385,000.00
Fixed Interest Rate *	4.48%
LQC Principal	\$4,451,316.00

**FY 2006
State Funding**

**Charter School Revenue Calculation - Estimate
Campus Community - 06/07 projection**

1.) Grade Configuration:	1-11	2.) Student Total:	621
		Regular:	574
		Special:	47
3.) Districts:			
0 Appoquinimink		0 Christina	0 Laurel
0 Brandywine		0 Colonial	0 Milford
154 Caesar Rodney		0 Delmar	0 Red Clay
0 Cape Henlopen		0 Indian River	0 Seaford
403 Capital		32 Lake Forest	32 Smyrna
			0 Woodbridge
4.) Transportation Eligible Students:	590	5.) Meals served but not prepared by the school	
Charter School Location	Kent		

Campus Community - 06/07 projection

Student Total =	621		
Number of Regular students 7 - 12 =	335.00	Unit size regular students 7 - 12 =	20
Number of Regular students 4 - 6 =	124.00	Unit size regular students 4 - 6 =	20
Number of Regular students 1 - 3 =	115.00	Unit size regular students 1 - 3 =	17.4
Number of Kindergarten students =	0.00	Unit size Kindergarten students =	34.8
Number of EMH students =	0.00	Unit size EMH students =	15
Number of SED students =	0.00	Unit size SED students =	10
Number of LD students =	34.00	Unit size LD students =	8
Number of TMH students =	0.00	Unit size TMH students =	6
Number of SMH students =	0.00	Unit size SMH students =	6
Number of PI students =	13.00	Unit size PI students =	6
Number of HHPD students =	0.00	Unit size HHPD students =	6
Number of BLIND students =	0.00	Unit size BLIND students =	8
Number of PTST students =	0.00	Unit size PTST students =	10
Number of ATSTC students =	0.00	Unit size ATSTC students =	4
Number of DFBLD students =	0.00	Unit size DFBLD students =	4
Number of TBI students =	0.00	Unit size TBI students =	6
Number of ILC students =	0.00	Unit size ILC students =	8.6

Campus Community - 06/07 projection

FY 2006 Estimated Cost per Position

New Applicants: as per latest state/charter average salary information

Renewal and Modification Applicants: as per the last salary average for your school

# of Div I Units Generated =	36.00	\$32,280	\$1,162,062
Div I Reading Resource Teacher =	1.00	\$43,710	\$43,710
Div I Math Specialist =	0.00	\$0	\$0
Administrative Assistant =	1.00	\$40,363	\$40,363
Percentage 11 Month Supervisor =	0.24	\$48,930	\$11,743
Percentage Transportation Supervisor =	0.08	\$53,378	\$4,270
Principal =	1.00	\$57,697	\$57,697
Assistant Principal =	1.00	\$52,838	\$52,838
Percentage Psychologist =	0.24	\$40,808	\$9,794
Percentage Speech/Hearing =	0.26	\$40,430	\$10,512
Percentage Visiting Teacher =	0.14	\$39,032	\$5,464
Percentage Driver Education Teacher =	0.40	\$35,385	\$14,154
Nurse =	0.00	\$36,513	\$0
Academic Excellence Units =	2.48	\$25,266	\$62,658
Clerical Units =	3.00	\$21,342	\$64,025
Custodial Units =	5.00	\$21,773	\$108,865
Cafeteria Manager =	0.00	\$23,127	\$0
Cafeteria Worker =	3.79	\$11,822	\$44,805
Related Service Specialist =	0.14	\$40,565	\$5,679
Total Staffing =	55.77		
Total Staffing For Health Insurance =	51.98		

Total Salary Costs =		\$1,698,641
FY 2006 OEC Rate =	24.57%	\$417,356
Health Insurance Per FTE =	\$5,600	\$291,088

Subtotal Personnel Revenue = \$2,407,085

Other State Sources (based on Latest Available Values)Campus Community - 06/07 projection

Professional & Curriculum Development =	
Teacher to Teacher Cadre =	36.00
Division II Units (No Vocational Courses) =	
Division II - All Other Costs - Current Unit Value = \$	3,279
Division II - Energy - Current Unit Value = \$	1,862
Division III - Equalization - Unit Value = \$	15,899
Academic Excellence Division III =	
Division III Reading Resource Teacher =	
Division III Math Specialist =	
Academic Excellence Division II =	
Academic Excellence Allotment =	
Tuition Reimbursement =	
Student Discipline Programs =	
Extra Time for Students K - 12 =	
Early Intervention Reading (K - 3) =	
MCI/Annual Maintenance =	
LEP =	
Technology Block Grants =	
Tax Relief Funds = \$	1,980
Student Transportation Amount =	

\$	12,927
\$	2,706
\$	118,044
\$	67,032
\$	572,365
\$	39,430
\$	15,899
\$	-
\$	8,132
\$	22,070
\$	5,280
\$	34,546
\$	48,980
\$	1,653
\$	35,167
\$	-
\$	4,884
\$	71,280
\$	303,320

Subtotal Other Sources = \$1,363,716

Less : FY 06 Giveback = \$ 36,714

Grand Total State Sources = \$3,734,087

Amounts Loaded =

Remainder to Load = \$3,734,087

	#	Amount	Brandywine	#	Amount	Cesar Rodney	#	Amount
Appoquinimink								
Regular students 7 - 12 =	0.00	\$0	Regular students 7 - 12 =	0.00	\$0	Regular students 7 - 12 =	83.00	\$104,248
Regular students 4 - 6 =	0.00	\$0	Regular students 4 - 6 =	0.00	\$0	Regular students 4 - 6 =	32.00	\$40,192
Regular students 1 - 3 =	0.00	\$0	Regular students 1 - 3 =	0.00	\$0	Regular students 1 - 3 =	28.00	\$40,404
Kindergarten students =	0.00	\$0	Kindergarten students =	0.00	\$0	Kindergarten students =	0.00	\$0
EMD students =	0.00	\$0	EMD students =	0.00	\$0	EMD students =	0.00	\$0
ED students =	0.00	\$0	ED students =	0.00	\$0	ED students =	0.00	\$0
LD students =	0.00	\$0	LD students =	0.00	\$0	LD students =	8.00	\$25,120
TMD students =	0.00	\$0	TMD students =	0.00	\$0	TMD students =	0.00	\$0
SMD students =	0.00	\$0	SMD students =	0.00	\$0	SMD students =	0.00	\$0
PI students =	0.00	\$0	PI students =	0.00	\$0	PI students =	3.00	\$12,558
HHPD students =	0.00	\$0	HHPD students =	0.00	\$0	HHPD students =	0.00	\$0
BLIND students =	0.00	\$0	BLIND students =	0.00	\$0	BLIND students =	0.00	\$0
PTST students =	0.00	\$0	PTST students =	0.00	\$0	PTST students =	0.00	\$0
ATSTC students =	0.00	\$0	ATSTC students =	0.00	\$0	ATSTC students =	0.00	\$0
TBI students =	0.00	\$0	TBI students =	0.00	\$0	TBI students =	0.00	\$0
DFBLD students =	0.00	\$0	DFBLD students =	0.00	\$0	DFBLD students =	0.00	\$0
ILC students =	0.00	\$0	ILC students =	0.00	\$0	ILC students =	0.00	\$0
Totals =	0.00	\$0	Totals =	0.00	\$0	Totals =	154.00	\$222,522
Amount Already Forwarded =		\$0	Amount Already Forwarded =		\$0	Amount Already Forwarded =		\$222,522
Remaining Transfer =		\$0	Remaining Transfer =		\$0	Remaining Transfer =		\$77,883
July 35% (preliminary only)		\$0	July 35% (preliminary only)		\$0	July 35% (preliminary only)		\$0

Cape Henlopen		#	Amount	Capital	#	Amount	Christina	#	Amount
Regular students 7 - 12 =	0.00	\$0	Regular students 7 - 12 =	221.00	\$204,987	Regular students 7 - 12 =			0.00
Regular students 4 - 6 =	0.00	\$0	Regular students 4 - 6 =	82.00	\$76,014	Regular students 4 - 6 =			0.00
Regular students 1 - 3 =	0.00	\$0	Regular students 1 - 3 =	75.00	\$79,875	Regular students 1 - 3 =			0.00
Kindergarten students =	0.00	\$0	Kindergarten students =			Kindergarten students =			0.00
EMD students =	0.00	\$0	EMD students =			EMD students =			0.00
ED students =	0.00	\$0	ED students =			ED students =			0.00
LD students =	0.00	\$0	LD students =	19.00	\$44,023	LD students =			0.00
TMD students =	0.00	\$0	TMD students =			TMD students =			0.00
SMD students =	0.00	\$0	SMD students =			SMD students =			0.00
PI students =	0.00	\$0	PI students =	6.00	\$18,540	PI students =			0.00
HHPD students =	0.00	\$0	HHPD students =			HHPD students =			0.00
BLIND students =	0.00	\$0	BLIND students =			BLIND students =			0.00
PTST students =	0.00	\$0	PTST students =			PTST students =			0.00
ATSTC students =	0.00	\$0	ATSTC students =			ATSTC students =			0.00
TBI students =	0.00	\$0	TBI students =			TBI students =			0.00
DFBLD students =	0.00	\$0	DFBLD students =			DFBLD students =			0.00
ILC students =	0.00	\$0	ILC students =			ILC students =			0.00
Totals =	0.00	\$0	Totals =	403.00	\$423,319	Totals =			0.00
Amount Already Forwarded =	\$0	\$0	Amount Already Forwarded =	\$0	\$423,319	Amount Already Forwarded =			\$0
Remaining Transfer =	\$0	\$0	Remaining Transfer =	\$0	\$423,319	Remaining Transfer =			\$0
July 35% (preliminary only)	\$0	\$0	July 35% (preliminary only)	\$0	\$148,162	July 35% (preliminary only)			\$0

Local Funds	FY 2008	FY 2006 Final Calculations	Insert Name of Charter School		
<u>Colonial</u>		<u>Delmar</u>	<u>Indian River</u>	#	Amount
Regular students 7 - 12 =	0.00	Regular students 7 - 12 =	Regular students 7 - 12 =	0.00	\$0
Regular students 4 - 6 =	0.00	Regular students 4 - 6 =	Regular students 4 - 6 =	0.00	\$0
Regular students 1 - 3 =	0.00	Regular students 1 - 3 =	Regular students 1 - 3 =	0.00	\$0
Kindergarten students =	0.00	Kindergarten students =	Kindergarten students =	0.00	\$0
EMD students =	0.00	EMD students =	EMD students =	0.00	\$0
ED students =	0.00	ED students =	ED students =	0.00	\$0
LD students =	0.00	LD students =	LD students =	0.00	\$0
TMD students =	0.00	TMD students =	TMD students =	0.00	\$0
SMD students =	0.00	SMD students =	SMD students =	0.00	\$0
PI students =	0.00	PI students =	PI students =	0.00	\$0
HHPD students =	0.00	HHPD students =	HHPD students =	0.00	\$0
BLIND students =	0.00	BLIND students =	BLIND students =	0.00	\$0
PTST students =	0.00	PTST students =	PTST students =	0.00	\$0
ATSTC students =	0.00	ATSTC students =	ATSTC students =	0.00	\$0
TBI students =	0.00	TBI students =	TBI students =	0.00	\$0
DFBLD students =	0.00	DFBLD students =	DFBLD students =	0.00	\$0
ILC students =	0.00	ILC students =	ILC students =	0.00	\$0
Totals =	0.00	Totals =	Totals =	0.00	\$0
Amount Already Forwarded =		Amount Already Forwarded =	Amount Already Forwarded =		\$0
Remaining Transfer =		Remaining Transfer =	Remaining Transfer =		\$0
July 35% (preliminary only)		July 35% (preliminary only)	July 35% (preliminary only)		\$0

<u>Lake Forest</u>		<u>Laurel</u>	<u>Millford</u>	#	Amount
Regular students 7 - 12 =	14.00	Regular students 7 - 12 =	Regular students 7 - 12 =	0.00	\$0
Regular students 4 - 6 =	5.00	Regular students 4 - 6 =	Regular students 4 - 6 =	0.00	\$0
Regular students 1 - 3 =	6.00	Regular students 1 - 3 =	Regular students 1 - 3 =	0.00	\$0
Kindergarten students =	0.00	Kindergarten students =	Kindergarten students =	0.00	\$0
EMD students =	0.00	EMD students =	EMD students =	0.00	\$0
ED students =	0.00	ED students =	ED students =	0.00	\$0
LD students =	5.00	LD students =	LD students =	0.00	\$0
TMD students =	0.00	TMD students =	TMD students =	0.00	\$0
SMD students =	0.00	SMD students =	SMD students =	0.00	\$0
PI students =	2.00	PI students =	PI students =	0.00	\$0
HHPD students =	0.00	HHPD students =	HHPD students =	0.00	\$0
BLIND students =	0.00	BLIND students =	BLIND students =	0.00	\$0
PTST students =	0.00	PTST students =	PTST students =	0.00	\$0
ATSTC students =	0.00	ATSTC students =	ATSTC students =	0.00	\$0
TBI students =	0.00	TBI students =	TBI students =	0.00	\$0
DFBLD students =	0.00	DFBLD students =	DFBLD students =	0.00	\$0
ILC students =	0.00	ILC students =	ILC students =	0.00	\$0
Totals =	32.00	Totals =	Totals =	0.00	\$0
Amount Already Forwarded =		Amount Already Forwarded =	Amount Already Forwarded =		\$0
Remaining Transfer =		Remaining Transfer =	Remaining Transfer =		\$0
July 35% (preliminary only)		July 35% (preliminary only)	July 35% (preliminary only)		\$0

Local Funds

FY 2006

FY 2006 Final Calculations

Insert Name of Charter School

Red Clay	#	Amount	Seafood	#	Amount	Smymna	#	Amount
Regular students 7 - 12 =	0.00	\$0	Regular students 7 - 12 =	0.00	\$0	Regular students 7 - 12 =	17.00	\$12,019
Regular students 4 - 6 =	0.00	\$0	Regular students 4 - 6 =	0.00	\$0	Regular students 4 - 6 =	5.00	\$3,535
Regular students 1 - 3 =	0.00	\$0	Regular students 1 - 3 =	0.00	\$0	Regular students 1 - 3 =	6.00	\$4,878
Kindergarten students =	0.00	\$0	Kindergarten students =	0.00	\$0	Kindergarten students =	0.00	\$0
EMD students =	0.00	\$0	EMD students =	0.00	\$0	EMD students =	0.00	\$0
ED students =	0.00	\$0	ED students =	0.00	\$0	ED students =	0.00	\$0
LD students =	0.00	\$0	LD students =	0.00	\$0	LD students =	2.00	\$3,536
TMD students =	0.00	\$0	TMD students =	0.00	\$0	TMD students =	0.00	\$0
SMD students =	0.00	\$0	SMD students =	0.00	\$0	SMD students =	0.00	\$0
PI students =	0.00	\$0	PI students =	0.00	\$0	PI students =	2.00	\$4,712
HHPD students =	0.00	\$0	HHPD students =	0.00	\$0	HHPD students =	0.00	\$0
BLIND students =	0.00	\$0	BLIND students =	0.00	\$0	BLIND students =	0.00	\$0
PTST students =	0.00	\$0	PTST students =	0.00	\$0	PTST students =	0.00	\$0
ATSTC students =	0.00	\$0	ATSTC students =	0.00	\$0	ATSTC students =	0.00	\$0
TBI students =	0.00	\$0	TBI students =	0.00	\$0	TBI students =	0.00	\$0
DFBLD students =	0.00	\$0	DFBLD students =	0.00	\$0	DFBLD students =	0.00	\$0
ILC students =	0.00	\$0	ILC students =	0.00	\$0	ILC students =	0.00	\$0
Totals =	0.00	\$0	Totals =	0.00	\$0	Totals =	32.00	\$25,880
Amount Already Forwarded =		\$0	Amount Already Forwarded =		\$0	Amount Already Forwarded =		\$0
Remaining Transfer =		\$0	Remaining Transfer =		\$0	Remaining Transfer =		\$25,880
July 35% (preliminary only)		\$0	July 35% (preliminary only)		\$0	July 35% (preliminary only)		\$10,038

Woodbridge

#	Amount
Regular students 7 - 12 =	0.00
Regular students 4 - 6 =	0.00
Regular students 1 - 3 =	0.00
Kindergarten students =	0.00
EMD students =	0.00
ED students =	0.00
LD students =	0.00
TMD students =	0.00
SMD students =	0.00
PI students =	0.00
HHPD students =	0.00
BLIND students =	0.00
PTST students =	0.00
ATSTC students =	0.00
TBI students =	0.00
DFBLD students =	0.00
ILC students =	0.00
Totals =	0.00
Amount Already Forwarded =	\$0
Remaining Transfer =	\$0
July 35% (preliminary only)	\$0

Local Funding Summary	
Total Pupils =	621
Total Local Funding =	\$701,582
Total Amount Already Forwarded =	\$0
Remainder to be Transferred =	\$701,582
Total July 35% (preliminary only)	\$246,554

SUMMARY FOR RENEWAL CHARTER SCHOOL APPLICATION BUDGET WORKSHEETS (1)

REVENUE SUMMARY		OPERATING YEARS				
		YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
a) State Appropriations	\$	4,068,252	\$ 4,149,617	\$ 4,232,609	\$ 4,317,262	\$ 4,403,607
b) School District Local Fund Transfers	\$	724,632	\$ 748,646	\$ 763,619	\$ 778,892	\$ 794,470
c) Charter School Federal Funds (2)	\$	-	-	-	-	-
d) Other Federal Funds (3)	\$	230,730	\$ 235,345	\$ 240,051	\$ 244,853	\$ 249,750
e) Construction Loans (4)	\$	-	-	-	-	-
f) Equipment Loans (5)	\$	-	-	-	-	-
g) Other Loans (6)	\$	-	-	-	-	-
h) Other (7)	\$	208,056	\$ 184,389	\$ 204,162	\$ 216,829	\$ 227,838
TOTAL REVENUE	\$	5,231,670	\$ 5,317,997	\$ 5,440,441	\$ 5,557,836	\$ 5,675,665

(1) Refer to the instructions that pertain to the application packet for approval to renew a charter school

(2) Charter School Federal Funds are federal start-up and/or dissemination funds

(3) Other Federal Funds include but are not limited to Title I through Title VII; contact the Education Associate for Federal Funds for a current and complete list

(4) Include estimated terms and appropriate amortization schedule

(5) Include terms for each intended contract (ex. Furniture, computers, copiers, etc.)

(6) Include estimated terms and definition of resource

(7) Must include specifics of definition and terms of other resources not already accounted for on this page in "a" through "g"

EXPENSE SUMMARY (continued)
OPERATING YEARS

		YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
		\$	\$	\$	\$	\$
Student Support						
a) Transportation (13)	\$	159,120	162,302	165,548	168,859	172,237
b) Cafeteria (14)	\$	-	-	-	-	-
c) Extra Curricular	\$	-	-	-	-	-
d) Supplies and Materials	\$	102,908	104,967	107,066	109,207	111,391
e) Textbooks	\$	2,040	2,081	2,122	2,165	2,208
f) Computers	\$	15,581	15,892	16,210	16,534	16,865
g) Contracted Services (15)	\$	159,472	162,661	165,914	169,233	172,617
h) Other (16)	\$	-	-	-	-	-
SUBTOTAL STUDENT SUPPORT	\$	439,121	447,903	456,860	465,998	475,318
Operations and Maintenance of Facilities						
i) Insurance (Property/Liability)	\$	20,898	21,316	21,742	22,177	22,620
j) Rent (17)	\$	-	-	-	-	-
k) Mortgage (17)	\$	328,200	328,200	328,200	328,200	362,359
l) Utilities	\$	69,360	70,747	72,162	73,605	75,077
m) Maintenance	\$	151,271	154,297	157,362	160,530	163,741
n) Telephone/Communications	\$	12,750	13,005	13,265	13,530	13,801
o) Construction (17)	\$	-	-	-	-	-
p) Renovation (17)	\$	-	-	-	-	-
q) Other (18)	\$	12,240	12,485	12,734	12,989	13,249
SUBTOTAL OPERATIONS AND MAINTENANCE OF FACILITIES	\$	594,719	600,050	605,485	611,031	650,847

- (13) Provide details of how amount calculated and in include intended transportation contract if available
 (14) Provide details of how amount calculated and include intended food service contract if available
 (15) Itemize all contracted services (ex. Speech, psychologists, other special education services, and any other service contracts)
 (16) Itemize all other student support not already accounted for on this page in "a" through "g"
 (17) Provide terms of intended contractual arrangement and detail of intended structural and renovation changes to include timeline of completion
 (18) Identify and itemize all not previously accounted for on this page in "i" through "p"

EXPENSE SUMMARY (continued)

		OPERATING YEARS				
		YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
		\$	\$	\$	\$	\$
Administrative/Operations Support (19)						
a) Equipment Lease/Maintenance	\$	25,500	26,010	26,530	27,061	27,602
b) Equipment Purchase	\$	-	-	-	-	-
c) Supplies and Materials	\$	25,245	25,750	26,265	26,790	27,326
d) Printing and Copying	\$	1,530	1,561	1,592	1,624	1,656
e) Postage and Shipping	\$	7,242	7,387	7,534	7,577	7,839
f) Other (20)	\$	70,304	71,710	73,144	74,607	76,099
SUBTOTAL ADMINISTRATIVE/OPERATIONS SUPPORT	\$	129,821	132,418	135,065	137,859	140,522
Management Company (21)						
g) Fees	\$	-	-	-	-	-
h) Salaries/Other Employee Costs	\$	-	-	-	-	-
i) Curriculum	\$	-	-	-	-	-
j) Accounting and Payroll	\$	-	-	-	-	-
k) Other (22)	\$	-	-	-	-	-
SUBTOTAL MANAGEMENT COMPANY	\$	-	-	-	-	-
Contingency Reserve (23)	\$	95,858	97,965	99,925	101,923	103,962
Contingency Minimum Check	\$	104,633	106,360	108,809	111,157	113,513

(19) Provide intended contractual arrangements to include costs

(20) Identify and itemize all not previously accounted for on this page in "a" through "e"

(21) Identify and itemize terms of all intended contracts

(22) Identify and itemize all not previously accounted for on this page in "g" through "j"

(23) Regulation 275 requires a minimum 2% (of total revenue) contingency reserve in the budget each year; if amount listed in contingency reserve is less than the contingency minimum check amount; provide itemized detail and calculations showing how contingency minimum will be met

EXPENSE SUMMARY SUBTOTAL					
	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
	\$	\$	\$	\$	\$
Personnel	\$ 3,730,134	\$ 3,804,736	\$ 3,878,815	\$ 3,956,391	\$ 4,035,519
Student Support	\$ 439,121	\$ 447,903	\$ 456,860	\$ 465,998	\$ 475,318
Operations and Maintenance of Facilities	\$ 594,719	\$ 600,050	\$ 605,485	\$ 611,031	\$ 650,847
Administrative/Operations	\$ 129,821	\$ 132,418	\$ 135,065	\$ 137,659	\$ 140,522
Management Company	\$ -	\$ -	\$ -	\$ -	\$ -
Contingency Reserve	\$ 95,858	\$ 97,965	\$ 99,925	\$ 101,923	\$ 103,962
GRAND TOTAL ALL EXPENSES	\$ 4,989,653	\$ 5,083,072	\$ 5,176,150	\$ 5,273,002	\$ 5,406,168

EXPENSE AND REVENUE SUMMARY					
	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
	\$	\$	\$	\$	\$
EXPENSE SUMMARY	\$ 4,989,653	\$ 5,083,072	\$ 5,176,150	\$ 5,273,002	\$ 5,406,168
REVENUE SUMMARY	\$ 5,231,670	\$ 5,317,997	\$ 5,440,441	\$ 5,557,836	\$ 5,675,665
DIFFERENCE	\$ 242,017	\$ 234,925	\$ 264,291	\$ 284,834	\$ 269,497

RENEWAL CHARTER SCHOOL APPLICATION BUDGET WORKSHEETS (1)

		STATE, LOCAL & LOANS REVENUE				
		OPERATING YEARS				
		YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
a) State Appropriations	\$	4,068,252	\$ 4,149,617	\$ 4,232,609	\$ 4,317,262	\$ 4,403,607
b) School District Local Fund Transfers	\$	724,632	\$ 748,646	\$ 763,619	\$ 778,892	\$ 794,470
c) Construction Loans (4)	\$	-	-	-	-	-
d) Equipment Loans (5)	\$	-	-	-	-	-
e) Other Loans (6)	\$	-	-	-	-	-
STATE LOCAL & LOANS REVENUE	\$	4,792,884	\$ 4,898,263	\$ 4,996,228	\$ 5,096,154	\$ 5,198,077

(1) Refer to the instructions that pertain to the application packet for approval to renew a charter school

(4) Include estimated terms and appropriate amortization schedule

(5) Include terms for each intended contract (ex. Furniture, computers, copiers, etc.)

(6) Include estimated terms and definition of resource

**STATE, LOCAL & LOANS EXPENSES
OPERATING YEARS**

		YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	FTE
Personnel Salaries (8)							
a) Teachers	\$	1,902,712	1,940,767	1,979,582	2,019,173	2,059,557	42
b) Principal/Administrative	\$	222,147	226,590	231,122	235,744	240,459	3
c) Nurse	\$	88,094	88,866	91,853	93,486	95,358	2
d) Clerical	\$	87,108	88,850	90,627	92,440	94,289	4
e) Custodial	\$						
f) Substitutes	\$	40,698	41,512	40,326	41,132	41,955	
g) Other	\$	189,448	193,237	197,102	201,044	205,084	51
Other Employer Costs (9)							
h) Health Insurance (10)	\$	375,905	383,423	391,091	398,913	406,891	
i) Pension (11)	\$	361,341	366,568	375,939	383,458	391,127	
j) FICA (11)	\$	158,424	161,592	164,824	168,120	171,483	
k) Medicare (11)	\$	37,051	37,792	38,548	39,318	40,105	
l) Worker's Compensation (11)	\$	44,205	45,089	45,991	46,911	47,849	
m) Unemployment Insurance (11)	\$	4,344	4,431	4,520	4,610	4,702	
n) Other Benefits (12)	\$	77,724	79,278	80,864	82,481	84,131	
SUBTOTAL PERSONNEL	\$	3,589,201	3,660,985	3,732,189	3,806,831	3,882,968	51

(8) Provide detail showing how personnel salary amounts and FTE are calculated
 (9) Include Other Employer Costs for all employees listed in all categories of state, federal and local salaries
 (10) Include projected annual health insurance expenses for all employees paid from state, federal and local sources; contact the Education Associate for School State Funds for the most current state health insurance average for new charter applicants
 (11) Contact the Education Associate for School State Funds for the most current rates for pension, FICA, medicare, worker's compensation and unemployment insurance
 (12) Provide description of benefit items not already accounted for on this page in "h" through "m"

STATE, LOCAL & LOANS EXPENSES (continued)

		OPERATING YEARS				
		YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
		\$	\$	\$	\$	\$
Student Support						
a)	Transportation (13)	\$ 159,120	\$ 162,302	\$ 165,548	\$ 168,859	\$ 172,237
b)	Cafeteria (14)					
c)	Extra Curricular					
d)	Supplies and Materials	\$ 77,371	\$ 78,918	\$ 80,497	\$ 82,107	\$ 83,749
e)	Textbooks	\$ 2,040	\$ 2,081	\$ 2,122	\$ 2,165	\$ 2,208
f)	Computers	\$ 15,581	\$ 15,892	\$ 16,210	\$ 16,534	\$ 16,865
g)	Contracted Services (15)	\$ 95,212	\$ 97,116	\$ 99,058	\$ 101,040	\$ 103,060
h)	Other (16)					
	SUBTOTAL STUDENT SUPPORT	\$ 349,324	\$ 356,309	\$ 363,435	\$ 370,705	\$ 378,119
Operations and Maintenance of Facilities						
i)	Insurance (Property/Liability)	\$ 20,898	\$ 21,316	\$ 21,742	\$ 22,177	\$ 22,620
j)	Rent (17)					
k)	Mortgage (17)	\$ 328,200	\$ 328,200	\$ 328,200	\$ 328,200	\$ 328,200
l)	Utilities	\$ 69,360	\$ 70,747	\$ 72,162	\$ 73,605	\$ 75,077
m)	Maintenance	\$ 151,271	\$ 154,297	\$ 157,382	\$ 160,530	\$ 163,741
n)	Telephone/Communications	\$ 12,750	\$ 13,005	\$ 13,265	\$ 13,530	\$ 13,801
o)	Construction (17)					
p)	Renovation (17)					
q)	Other (18)	\$ 12,240	\$ 12,485	\$ 12,734	\$ 12,989	\$ 13,249
	SUBTOTAL OPERATIONS AND MAINTENANCE OF FACILITIES	\$ 594,719	\$ 600,050	\$ 605,485	\$ 611,031	\$ 650,847

(13) Provide details of how amount calculated and in include intended transportation contract if available

(14) Provide details of how amount calculated and include intended food service contract if available

(15) Itemize all contracted services (ex. Speech, psychologists, other special education services, and any other service contracts)

(16) Itemize all other student support not already accounted for on this page in "a" through "g"

(17) Provide terms of intended contractual arrangement and detail of intended structural and renovation changes to include timeline of completion

(18) Identify and itemize all not previously accounted for on this page in "i" through "p"

STATE, LOCAL & LOANS EXPENSES (continued)

		OPERATING YEARS				
		YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
		\$	\$	\$	\$	\$
Administrative/Operations Support (19)						
a)	Equipment Lease/Maintenance	\$ 25,500	\$ 26,010	\$ 26,530	\$ 27,061	\$ 27,602
b)	Equipment Purchase	-	-	-	-	-
c)	Supplies and Materials	\$ 25,245	\$ 25,750	\$ 26,265	\$ 26,790	\$ 27,326
d)	Printing and Copying	\$ 1,530	\$ 1,561	\$ 1,592	\$ 1,624	\$ 1,656
e)	Postage and Shipping	\$ 7,242	\$ 7,387	\$ 7,534	\$ 7,577	\$ 7,639
f)	Other (20)	\$ 70,304	\$ 71,710	\$ 73,144	\$ 74,607	\$ 76,099
	SUBTOTAL ADMINISTRATIVE/OPERATIONS SUPPORT	\$ 129,821	\$ 132,418	\$ 135,065	\$ 137,659	\$ 140,522
Management Company (21)						
g)	Fees	-	-	-	-	-
h)	Salaries/Other Employee Costs	-	-	-	-	-
i)	Curriculum	-	-	-	-	-
j)	Accounting and Payroll	-	-	-	-	-
k)	Other (22)	-	-	-	-	-
	SUBTOTAL MANAGEMENT COMPANY	\$ -	\$ -	\$ -	\$ -	\$ -
	Contingency Reserve (23)	\$ 95,858	\$ 97,965	\$ 99,925	\$ 101,923	\$ 103,962
	Contingency Minimum Check	\$ 95,858	\$ 97,965	\$ 99,925	\$ 101,923	\$ 103,962

(19) Provide intended contractual arrangements to include costs
 (20) Identify and itemize all not previously accounted for on this page in "a" through "e"
 (21) Identify and itemize terms of all intended contracts
 (22) Identify and itemize all not previously accounted for on this page in "g" through "j"
 (23) Regulation 275 requires a minimum 2% (of total revenue) contingency reserve in the budget each year; if amount listed in contingency reserve is less than the contingency minimum check amount, provide itemized detail and calculations showing how contingency minimum will be met

STATE, LOCAL & LOANS EXPENSES SUBTOTAL					
	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
	\$	\$	\$	\$	\$
Personnel \$	3,589,201	3,660,985	3,732,189	3,806,831	3,882,968
Student Support \$	349,324	356,309	363,435	370,705	378,119
Operations and Maintenance of Facilities \$	594,719	600,050	605,485	611,031	650,847
Administrative/Operations \$	129,821	132,418	135,065	137,659	140,522
Management Company \$	-	-	-	-	-
Contingency Reserve \$	95,858	97,965	99,925	101,923	103,962
STATE, LOCAL & LOANS TOTAL EXPENSES	\$ 4,758,923	\$ 4,847,727	\$ 4,936,099	\$ 5,028,149	\$ 5,156,418

STATE, LOCAL & LOANS EXPENSES AND REVENUE					
	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
	\$	\$	\$	\$	\$
STATE, LOCAL & LOANS TOTAL EXPENSES (from page 4)	\$ 4,758,923	\$ 4,847,727	\$ 4,936,099	\$ 5,028,149	\$ 5,156,418
STATE, LOCAL & LOANS TOTAL REVENUE (from page 1)	\$ 4,792,884	\$ 4,898,263	\$ 4,996,228	\$ 5,096,154	\$ 5,198,077
DIFFERENCE	\$ 33,961	\$ 50,536	\$ 60,129	\$ 68,005	\$ 41,659

RENEWAL CHARTER SCHOOL APPLICATION BUDGET WORKSHEETS (1)

FEDERAL REVENUE		OPERATING YEARS				
		YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
a) Charter School Federal Funds (2)	\$	-	\$	-	\$	-
b) Other Federal Funds (3)	\$	230,730	\$ 235,345	\$ 240,051	\$ 244,853	\$ 249,750
FEDERAL TOTAL REVENUE	\$	230,730	\$ 235,345	\$ 240,051	\$ 244,853	\$ 249,750

- (1) Refer to the instructions that pertain to the application packet for approval to renew a charter school
 (2) Charter School Federal Funds are federal start-up and/or dissemination funds
 (3) Other Federal Funds include but are not limited to Title I through Title VII; contact the Education Associate for Federal Funds for a current and complete list

**FEDERAL EXPENSES
OPERATING YEARS**

		YEAR 1	FTE	YEAR 2	FTE	YEAR 3	FTE	YEAR 4	FTE	YEAR 5	FTE
		\$		\$		\$		\$		\$	
Personnel Salaries (8)											
a) Teachers \$		25,000	1	25,500	1	26,010	1	26,530	1	27,061	1
b) Principal/Administrative \$		-	-	-	-	-	-	-	-	-	-
c) Nurse \$		-	-	-	-	-	-	-	-	-	-
d) Clerical \$		-	-	-	-	-	-	-	-	-	-
e) Custodial \$		-	-	-	-	-	-	-	-	-	-
f) Substitutes \$		-	-	-	-	-	-	-	-	-	-
g) Other \$		93,083	1	94,945	1	96,844	1	98,780	1	100,756	1
Other Employer Costs (9)											
h) Health Insurance (10)		13,962		14,241		14,526		14,817		15,113	
i) Pension (11)		5,771		5,886		6,004		6,124		6,247	
j) FICA (11)		1,349		1,376		1,403		1,432		1,460	
k) Medicare (11)		1,610		1,642		1,675		1,708		1,743	
l) Worker's Compensation (11)		158		161		164		168		171	
m) Unemployment Insurance (11)		-		-		-		-		-	
n) Other Benefits (12)		-		-		-		-		-	
SUBTOTAL PERSONNEL		\$ 140,933		\$ 143,751		\$ 146,626		\$ 149,560		\$ 152,551	

- (8) Provide detail showing how personnel salary amounts and FTE are calculated
- (9) Include Other Employer Costs for all employees listed in all categories of state, federal and local salaries
- (10) Include projected annual health insurance expenses for all employees paid from state, federal and local sources; contact the Education Associate for School State Funds for the most current state health insurance average for new charter applicants
- (11) Contact the Education Associate for School State Funds for the most current rates for pension, FICA, medicare, worker's compensation and unemployment insurance
- (12) Provide description of benefit items not already accounted for on this page in "h" through "m"

FEDERAL EXPENSES (continued)

OPERATING YEARS

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
	\$	\$	\$	\$	\$
Student Support					
a) Transportation (13) \$	-	-	-	-	-
b) Cafeteria (14) \$	-	-	-	-	-
c) Extra Curricular \$	-	-	-	-	-
d) Supplies and Materials \$	25,537	26,049	26,569	27,100	27,642
e) Textbooks \$	-	-	-	-	-
f) Computers \$	-	-	-	-	-
g) Contracted Services (15) \$	64,260	65,545	66,856	68,193	69,557
h) Other (16) \$	-	-	-	-	-
SUBTOTAL STUDENT SUPPORT	\$ 89,797	\$ 91,594	\$ 93,425	\$ 95,293	\$ 97,199
Operations and Maintenance of Facilities					
i) Insurance (Property/Liability) \$	-	-	-	-	-
j) Rent (17) \$	-	-	-	-	-
k) Mortgage (17) \$	-	-	-	-	-
l) Utilities \$	-	-	-	-	-
m) Maintenance \$	-	-	-	-	-
n) Telephone/Communications \$	-	-	-	-	-
o) Construction (17) \$	-	-	-	-	-
p) Renovation (17) \$	-	-	-	-	-
q) Other (18) \$	-	-	-	-	-
SUBTOTAL OPERATIONS AND MAINTENANCE OF FACILITIES	\$ -	\$ -	\$ -	\$ -	\$ -

- (13) Provide details of how amount calculated and in include intended transportation contract if available
- (14) Provide details of how amount calculated and include intended food service contract if available
- (15) Itemize all contracted services (ex. Speech, psychologists, other special education services, and any other service contracts)
- (16) Itemize all other student support not already accounted for on this page in "a" through "g"
- (17) Provide terms of intended contractual arrangement and detail of intended structural and renovation changes to include timeline of completion
- (18) Identify and itemize all not previously accounted for on this page in "i" through "p"

FEDERAL EXPENSES (continued)

		OPERATING YEARS				
		YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
		\$	\$	\$	\$	\$
Administrative/Operations Support (19)						
a)	Equipment Lease/Maintenance	\$ -	\$ -	\$ -	\$ -	\$ -
b)	Equipment Purchase	\$ -	\$ -	\$ -	\$ -	\$ -
c)	Supplies and Materials	\$ -	\$ -	\$ -	\$ -	\$ -
d)	Printing and Copying	\$ -	\$ -	\$ -	\$ -	\$ -
e)	Postage and Shipping	\$ -	\$ -	\$ -	\$ -	\$ -
f)	Other (20)	\$ -	\$ -	\$ -	\$ -	\$ -
SUBTOTAL ADMINISTRATIVE/OPERATIONS SUPPORT		\$ -	\$ -	\$ -	\$ -	\$ -
Management Company (21)						
g)	Fees	\$ -	\$ -	\$ -	\$ -	\$ -
h)	Salaries/Other Employee Costs	\$ -	\$ -	\$ -	\$ -	\$ -
i)	Curriculum	\$ -	\$ -	\$ -	\$ -	\$ -
j)	Accounting and Payroll	\$ -	\$ -	\$ -	\$ -	\$ -
k)	Other (22)	\$ -	\$ -	\$ -	\$ -	\$ -
SUBTOTAL MANAGEMENT COMPANY		\$ -	\$ -	\$ -	\$ -	\$ -
Contingency Reserve (23)		\$ -	\$ -	\$ -	\$ -	\$ -
Contingency Minimum Check		\$ 4,615	\$ 4,707	\$ 4,801	\$ 4,897	\$ 4,995

- (19) Provide intended contractual arrangements to include costs
- (20) Identify and itemize all not previously accounted for on this page in "a" through "e"
- (21) Identify and itemize terms of all intended contracts
- (22) Identify and itemize all not previously accounted for on this page in "g" through "j"
- (23) Regulation 275 requires a minimum 2% (of total revenue) contingency reserve in the budget each year; if amount listed in contingency reserve is less than the contingency minimum check amount; provide itemized detail and calculations showing how contingency minimum will be met

FEDERAL EXPENSES SUBTOTAL					
	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
	\$	\$	\$	\$	\$
Personnel	140,933	143,751	146,626	149,560	152,551
Student Support	89,797	91,594	93,425	95,293	97,199
Operations and Maintenance of Facilities	-	-	-	-	-
Administrative/Operations	-	-	-	-	-
Management Company	-	-	-	-	-
Contingency Reserve	-	-	-	-	-
FEDERAL TOTAL EXPENSES	230,730	235,345	240,051	244,853	249,750

FEDERAL EXPENSES AND REVENUE					
	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
	\$	\$	\$	\$	\$
FEDERAL TOTAL EXPENSES (from page 4)	230,730	235,345	240,051	244,853	249,750
FEDERAL TOTAL REVENUE (from page 1)	230,730	235,345	240,051	244,853	249,750
DIFFERENCE	-	-	-	-	-

RENEWAL CHARTER SCHOOL APPLICATION BUDGET WORKSHEETS (1)

OTHER REVENUE		OPERATING YEARS				
		YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
a) Other (7)	\$	208,056	\$ 184,389	\$ 204,162	\$ 216,829	\$ 227,838
OTHER TOTAL REVENUE	\$	208,056	\$ 184,389	\$ 204,162	\$ 216,829	\$ 227,838

(1) Refer to the instructions that pertain to the application packet for approval to renew a charter school

(7) Must include specifics of definition and terms of other resources not already accounted for on other revenue pages "State Local & Loans" and "Federal"

**OTHER EXPENSES
OPERATING YEARS**

		YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
		\$	\$	\$	\$	\$
		FTE	FTE	FTE	FTE	FTE
Personnel Salaries (8)						
a)	Teachers	\$	\$	\$	\$	\$
b)	Principal/Administrative	\$	\$	\$	\$	\$
c)	Nurse	\$	\$	\$	\$	\$
d)	Clerical	\$	\$	\$	\$	\$
e)	Custodial	\$	\$	\$	\$	\$
f)	Substitutes	\$	\$	\$	\$	\$
g)	Other	\$	\$	\$	\$	\$
Other Employer Costs (9)						
h)	Health Insurance (10)	\$	\$	\$	\$	\$
i)	Pension (11)	\$	\$	\$	\$	\$
j)	FICA (11)	\$	\$	\$	\$	\$
k)	Medicare (11)	\$	\$	\$	\$	\$
l)	Worker's Compensation (11)	\$	\$	\$	\$	\$
m)	Unemployment Insurance (11)	\$	\$	\$	\$	\$
n)	Other Benefits (12)	\$	\$	\$	\$	\$
SUBTOTAL PERSONNEL		\$	\$	\$	\$	\$

- (8) Provide detail showing how personnel salary amounts and FTE are calculated
- (9) Include Other Employer Costs for all employees listed in all categories of state, federal and local salaries
- (10) Include projected annual health insurance expenses for all employees paid from state, federal and local sources: contact the Education Associate for School State Funds for the most current state health insurance average for new charter applicants
- (11) Contact the Education Associate for School State Funds for the most current rates for pension, FICA, medicare, worker's compensation and unemployment insurance
- (12) Provide description of benefit items not already accounted for on this page in "h" through "m"

OTHER EXPENSES (continued)
OPERATING YEARS

		YEAR 1 \$	YEAR 2 \$	YEAR 3 \$	YEAR 4 \$	YEAR 5 \$
Student Support						
a)	Transportation (13)	\$	\$	\$	\$	\$
b)	Cafeteria (14)	\$	\$	\$	\$	\$
c)	Extra Curricular	\$	\$	\$	\$	\$
d)	Supplies and Materials	\$	\$	\$	\$	\$
e)	Textbooks	\$	\$	\$	\$	\$
f)	Computers	\$	\$	\$	\$	\$
g)	Contracted Services (15)	\$	\$	\$	\$	\$
h)	Other (16)	\$	\$	\$	\$	\$
	SUBTOTAL STUDENT SUPPORT	\$	\$	\$	\$	\$
Operations and Maintenance of Facilities						
i)	Insurance (Property/Liability)	\$	\$	\$	\$	\$
j)	Rent (17)	\$	\$	\$	\$	\$
k)	Mortgage (17)	\$	\$	\$	\$	\$
l)	Utilities	\$	\$	\$	\$	\$
m)	Maintenance	\$	\$	\$	\$	\$
n)	Telephone/Communications	\$	\$	\$	\$	\$
o)	Construction (17)	\$	\$	\$	\$	\$
p)	Renovation (17)	\$	\$	\$	\$	\$
q)	Other (18)	\$	\$	\$	\$	\$
	SUBTOTAL OPERATIONS AND MAINTENANCE OF FACILITIES	\$	\$	\$	\$	\$

- (13) Provide details of how amount calculated and in include intended transportation contract if available
 (14) Provide details of how amount calculated and include intended food service contract if available
 (15) Itemize all contracted services (ex. Speech, psychologists, other special education services, and any other service contracts)
 (16) Itemize all other student support not already accounted for on this page in "a" through "g"
 (17) Provide terms of intended contractual arrangement and detail of intended structural and renovation changes to include timeline of completion
 (18) Identify and itemize all not previously accounted for on this page in "i" through "p"

OTHER EXPENSES (continued)
OPERATING YEARS

	<u>YEAR 1</u> \$	<u>YEAR 2</u> \$	<u>YEAR 3</u> \$	<u>YEAR 4</u> \$	<u>YEAR 5</u> \$
Administrative/Operations Support (19)					
a) Equipment Lease/Maintenance	\$ -	\$ -	\$ -	\$ -	\$ -
b) Equipment Purchase	\$ -	\$ -	\$ -	\$ -	\$ -
c) Supplies and Materials	\$ -	\$ -	\$ -	\$ -	\$ -
d) Printing and Copying	\$ -	\$ -	\$ -	\$ -	\$ -
e) Postage and Shipping	\$ -	\$ -	\$ -	\$ -	\$ -
f) Other (20)	\$ -	\$ -	\$ -	\$ -	\$ -
SUBTOTAL ADMINISTRATIVE/OPERATIONS SUPPORT	\$ -	\$ -	\$ -	\$ -	\$ -
Management Company (21)					
g) Fees	\$ -	\$ -	\$ -	\$ -	\$ -
h) Salaries/Other Employee Costs	\$ -	\$ -	\$ -	\$ -	\$ -
i) Curriculum	\$ -	\$ -	\$ -	\$ -	\$ -
j) Accounting and Payroll	\$ -	\$ -	\$ -	\$ -	\$ -
k) Other (22)	\$ -	\$ -	\$ -	\$ -	\$ -
SUBTOTAL MANAGEMENT COMPANY	\$ -	\$ -	\$ -	\$ -	\$ -
Contingency Reserve (23)	\$ -	\$ -	\$ -	\$ -	\$ -
Contingency Minimum Check	\$ 4,161	\$ 3,688	\$ 4,083	\$ 4,337	\$ 4,557

- (19) Provide intended contractual arrangements to include costs
(20) Identify and itemize all not previously accounted for on this page in "a" through "e"
(21) Identify and itemize terms of all intended contracts
(22) Identify and itemize all not previously accounted for on this page in "g" through "j"
(23) Regulation 275 requires a minimum 2% (of total revenue) contingency reserve in the budget each year; if amount listed in contingency reserve is less than the contingency minimum check amount, provide itemized detail and calculations showing how contingency minimum will be met

OTHER EXPENSES SUBTOTAL					
	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
	\$	\$	\$	\$	\$
Personnel \$	-	\$	-	\$	-
Student Support \$	-	\$	-	\$	-
Operations and Maintenance of Facilities \$	-	\$	-	\$	-
Administrative/Operations \$	-	\$	-	\$	-
Management Company \$	-	\$	-	\$	-
Contingency Reserve \$	-	\$	-	\$	-
OTHER TOTAL EXPENSES \$	-	\$	-	\$	-

OTHER EXPENSES AND REVENUE					
	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
	\$	\$	\$	\$	\$
OTHER TOTAL EXPENSES (from page 4)	\$	-	-	-	-
OTHER TOTAL REVENUE (from page 1)	\$	208,056	184,389	204,162	216,829
DIFFERENCE	\$	208,056	184,389	204,162	216,829
					227,838

Charter Renewal

Budget Sheets for Renewal Charter Term (FY 07– FY 11)

State and Local

FY 07- FY 11 Revenue was increased 2% each year for State Salary Average

Expense Summary

Other Employer Cost

(n) Other Benefits – Includes dental insurance, long term disability insurance and employee tuition reimbursement.

Student Support

(a) Transportation - Includes bus contract and fleet services rental for vans. It does not include salary or OEC's for drivers.

(g) Contracted Services – Includes Psychologists, Occupational Therapist, Speech Therapists, Drivers Education through the YMCA, Game Administration, and stipends for Graduate Assistants.

Operations and Maintenance of Facilities

(q) Other –Services provided for computer networking and computer maintenance.

Administrative/Operations Support

(a) Equipment Lease/Maintenance – Photocopy equipment – lease and service agreement.

(f) Other – Includes travel, legal services, public accountant's fees, auditor's fees, advertising, education consultant and administrative workshops.

Other

(h) Other – Includes revenue from Mini Grants (MBNA), E-Rate Funding, Interest Income, Donations, etc. It also includes prior year carry-over.

**FY 2006
State Funding**

**Charter School Revenue Calculation - Estimate
Campus Community - 2007/2011 projection**

1.) Grade Configuration: 1-11

2.) Student Total: 629
Regular: 582
Special: 47

3.) Districts:

0 Appoquinimink
0 Brandywine
156 Caesar Rodney
0 Cape Henlopen
407 Capital

0 Christina
0 Colonial
0 Delmar
0 Indian River
33 Lake Forest
0 Laurel
0 Milford
0 Red Clay
0 Seaford
33 Smyrna
0 Woodbridge

4.) Transportation Eligible Students: 598
Charter School Location Kent

5.) Meals served but not prepared by the school

Campus Community - 2007/2011 projection

Student Total = 629

Number of Regular students 7 - 12 =	343.00	Unit size regular students 7 - 12 =	20
Number of Regular students 4 - 6 =	124.00	Unit size regular students 4 - 6 =	20
Number of Regular students 1 - 3 =	115.00	Unit size regular students 1 - 3 =	17.4
Number of Kindergarten students =	0.00	Unit size Kindergarten students =	34.8
Number of EMH students =	0.00	Unit size EMH students =	15
Number of SED students =	0.00	Unit size SED students =	10
Number of LD students =	34.00	Unit size LD students =	8
Number of TMH students =	0.00	Unit size TMH students =	6
Number of SMH students =	0.00	Unit size SMH students =	6
Number of PI students =	13.00	Unit size PI students =	6
Number of HHPD students =	0.00	Unit size HHPD students =	6
Number of BLIND students =	0.00	Unit size BLIND students =	8
Number of PTST students =	0.00	Unit size PTST students =	10
Number of ATSTC students =	0.00	Unit size ATSTC students =	4
Number of DFBLD students =	0.00	Unit size DFBLD students =	4
Number of TBI students =	0.00	Unit size TBI students =	6
Number of ILC students =	0.00	Unit size ILC students =	8.6

Campus Community - 2007/2011 projection

FY 2006 Estimated Cost per Position

New Applicants: as per latest state/charter average salary information

Renewal and Modification Applicants: as per the last salary average for your school

# of Div I Units Generated =	36.38	\$32,280	\$1,174,329
Div I Reading Resource Teacher =	1.00	\$43,710	\$43,710
Div I Math Specialist =	0.00	\$0	\$0
Administrative Assistant =	1.00	\$40,363	\$40,363
Percentage 11 Month Supervisor =	0.24	\$48,930	\$11,743
Percentage Transportation Supervisor =	0.09	\$53,378	\$4,804
Principal =	1.00	\$57,697	\$57,697
Assistant Principal =	1.00	\$52,838	\$52,838
Percentage Psychologist =	0.24	\$40,808	\$9,794
Percentage Speech/Hearing =	0.26	\$40,430	\$10,512
Percentage Visiting Teacher =	0.15	\$39,032	\$5,855
Percentage Driver Education Teacher =	0.40	\$35,385	\$14,154
Nurse =	0.00	\$36,513	\$0
Academic Excellence Units =	2.52	\$25,266	\$63,669
Clerical Units =	3.00	\$21,342	\$64,025
Custodial Units =	5.00	\$21,773	\$108,865
Cafeteria Manager =	0.00	\$23,127	\$0
Cafeteria Worker =	3.84	\$11,822	\$45,396
Related Service Specialist =	0.14	\$40,565	\$5,679
Total Staffing =	56.26		
Total Staffing For Health Insurance =	52.42		

Total Salary Costs =		\$1,713,433
FY 2006 OEC Rate =	24.57%	\$420,991
Health Insurance Per FTE =	\$5,600	\$293,552

Subtotal Personnel Revenue = \$2,427,976

Other State Sources (based on Latest Available Values)Campus Community - 2007/2011 projection

Professional & Curriculum Development =		\$	13,057
Teacher to Teacher Cadre =		\$	2,733
Division II Units (No Vocational Courses) =	36.38		
Division II - All Other Costs - Current Unit Value =	\$ 3,279	\$	119,290
Division II - Energy - Current Unit Value =	\$ 1,862	\$	67,740
Division III - Equalization - Unit Value =	\$ 15,910	\$	578,815
Academic Excellence Division III =		\$	40,094
Division III Reading Resource Teacher =		\$	15,910
Division III Math Specialist =		\$	-
Academic Excellence Division II =		\$	8,263
Academic Excellence Allotment =		\$	22,302
Tuition Reimbursement =		\$	5,336
Student Discipline Programs =		\$	34,546
Extra Time for Students K - 12 =		\$	49,497
Early Intervention Reading (K - 3) =		\$	1,653
MCI/Annual Maintenance =		\$	35,620
LEP =		\$	-
Technology Block Grants =		\$	4,936
Tax Relief Funds =	\$ 1,980	\$	72,032
Student Transportation Amount =		\$	303,320

Subtotal Other Sources = \$1,375,145

Less : FY 06 Giveback = \$ 37,186

Grand Total State Sources = \$3,765,935

Amounts Loaded =

Remainder to Load = \$3,765,935

Local Funds

FY 2006

FY 2006 Final Calculations

Insert Name of Charter School

Appoquinimink		Brandvwine		Caesar Rodney			
#	Amount	#	Amount	#	Amount	#	Amount
Regular students 7 - 12 =	0.00	Regular students 7 - 12 =	\$0	Regular students 7 - 12 =	\$0	Regular students 7 - 12 =	85.00
Regular students 4 - 6 =	0.00	Regular students 4 - 6 =	\$0	Regular students 4 - 6 =	\$0	Regular students 4 - 6 =	32.00
Regular students 1 - 3 =	0.00	Regular students 1 - 3 =	\$0	Regular students 1 - 3 =	\$0	Regular students 1 - 3 =	\$40,192
Kindergarten students =	0.00	Kindergarten students =	\$0	Kindergarten students =	\$0	Kindergarten students =	\$40,404
EMD students =	0.00	EMD students =	\$0	EMD students =	\$0	EMD students =	\$0
ED students =	0.00	ED students =	\$0	ED students =	\$0	ED students =	\$0
LD students =	0.00	LD students =	\$0	LD students =	\$0	LD students =	\$0
TMD students =	0.00	TMD students =	\$0	TMD students =	\$0	TMD students =	\$25,120
SMD students =	0.00	SMD students =	\$0	SMD students =	\$0	SMD students =	\$0
PI students =	0.00	PI students =	\$0	PI students =	\$0	PI students =	\$0
HHPD students =	0.00	HHPD students =	\$0	HHPD students =	\$0	HHPD students =	\$12,558
BLIND students =	0.00	BLIND students =	\$0	BLIND students =	\$0	BLIND students =	\$0
PTST students =	0.00	PTST students =	\$0	PTST students =	\$0	PTST students =	\$0
ATSTC students =	0.00	ATSTC students =	\$0	ATSTC students =	\$0	ATSTC students =	\$0
TBI students =	0.00	TBI students =	\$0	TBI students =	\$0	TBI students =	\$0
DFBLD students =	0.00	DFBLD students =	\$0	DFBLD students =	\$0	DFBLD students =	\$0
ILC students =	0.00	ILC students =	\$0	ILC students =	\$0	ILC students =	\$0
Totals =	0.00	Totals =	\$0	Totals =	\$0	Totals =	168.00
Amount Already Forwarded =		Amount Already Forwarded =	\$0	Amount Already Forwarded =	\$0	Amount Already Forwarded =	\$225,034
Remaining Transfer =		Remaining Transfer =	\$0	Remaining Transfer =	\$0	Remaining Transfer =	\$225,034
July 35% (preliminary only)		July 35% (preliminary only)	\$0	July 35% (preliminary only)	\$0	July 35% (preliminary only)	\$78,762

Cape Henlopen		Capital		Christina			
#	Amount	#	Amount	#	Amount	#	Amount
Regular students 7 - 12 =	0.00	Regular students 7 - 12 =	\$0	Regular students 7 - 12 =	\$208,575	Regular students 7 - 12 =	\$0
Regular students 4 - 6 =	0.00	Regular students 4 - 6 =	\$0	Regular students 4 - 6 =	\$76,014	Regular students 4 - 6 =	\$0
Regular students 1 - 3 =	0.00	Regular students 1 - 3 =	\$0	Regular students 1 - 3 =	\$79,875	Regular students 1 - 3 =	\$0
Kindergarten students =	0.00	Kindergarten students =	\$0	Kindergarten students =	\$0	Kindergarten students =	\$0
EMD students =	0.00	EMD students =	\$0	EMD students =	\$0	EMD students =	\$0
ED students =	0.00	ED students =	\$0	ED students =	\$44,023	ED students =	\$0
LD students =	0.00	LD students =	\$0	LD students =	\$0	LD students =	\$0
TMD students =	0.00	TMD students =	\$0	TMD students =	\$0	TMD students =	\$0
SMD students =	0.00	SMD students =	\$0	SMD students =	\$18,540	SMD students =	\$0
PI students =	0.00	PI students =	\$0	PI students =	\$0	PI students =	\$0
HHPD students =	0.00	HHPD students =	\$0	HHPD students =	\$0	HHPD students =	\$0
BLIND students =	0.00	BLIND students =	\$0	BLIND students =	\$0	BLIND students =	\$0
PTST students =	0.00	PTST students =	\$0	PTST students =	\$0	PTST students =	\$0
ATSTC students =	0.00	ATSTC students =	\$0	ATSTC students =	\$0	ATSTC students =	\$0
TBI students =	0.00	TBI students =	\$0	TBI students =	\$0	TBI students =	\$0
DFBLD students =	0.00	DFBLD students =	\$0	DFBLD students =	\$0	DFBLD students =	\$0
ILC students =	0.00	ILC students =	\$0	ILC students =	\$0	ILC students =	\$0
Totals =	0.00	Totals =	\$0	Totals =	\$427,027	Totals =	\$0
Amount Already Forwarded =		Amount Already Forwarded =	\$0	Amount Already Forwarded =	\$427,027	Amount Already Forwarded =	\$0
Remaining Transfer =		Remaining Transfer =	\$0	Remaining Transfer =	\$427,027	Remaining Transfer =	\$0
July 35% (preliminary only)		July 35% (preliminary only)	\$0	July 35% (preliminary only)	\$149,459	July 35% (preliminary only)	\$0

Local Funds

FY 2006

FY 2006 Final Calculations

Insert Name of Charter School

Indian River

Local Funds	FY 2006	Amount	#	Amount	#	Amount	#
Colonial							
Regular students 7 - 12 =	0.00	\$0	0.00	Regular students 7 - 12 =	0.00	\$0	0.00
Regular students 4 - 6 =	0.00	\$0	0.00	Regular students 4 - 6 =	0.00	\$0	0.00
Regular students 1 - 3 =	0.00	\$0	0.00	Regular students 1 - 3 =	0.00	\$0	0.00
Kindergarten students =	0.00	\$0	0.00	Kindergarten students =	0.00	\$0	0.00
EMD students =	0.00	\$0	0.00	EMD students =	0.00	\$0	0.00
ED students =	0.00	\$0	0.00	ED students =	0.00	\$0	0.00
LD students =	0.00	\$0	0.00	LD students =	0.00	\$0	0.00
TMD students =	0.00	\$0	0.00	TMD students =	0.00	\$0	0.00
SMD students =	0.00	\$0	0.00	SMD students =	0.00	\$0	0.00
PI students =	0.00	\$0	0.00	PI students =	0.00	\$0	0.00
HHPD students =	0.00	\$0	0.00	HHPD students =	0.00	\$0	0.00
BLIND students =	0.00	\$0	0.00	BLIND students =	0.00	\$0	0.00
PTST students =	0.00	\$0	0.00	PTST students =	0.00	\$0	0.00
ATSTC students =	0.00	\$0	0.00	ATSTC students =	0.00	\$0	0.00
TBI students =	0.00	\$0	0.00	TBI students =	0.00	\$0	0.00
DFBLD students =	0.00	\$0	0.00	DFBLD students =	0.00	\$0	0.00
ILC students =	0.00	\$0	0.00	ILC students =	0.00	\$0	0.00
Totals =	0.00	\$0	0.00	Totals =	0.00	\$0	0.00
Amount Already Forwarded =		\$0		Amount Already Forwarded =		\$0	
Remaining Transfer =		\$0		Remaining Transfer =		\$0	
July 35% (preliminary only)		\$0		July 35% (preliminary only)		\$0	

Lake Forest

#

Laurel

Amount

Amount

#

Regular students 7 - 12 =	15.00	\$9,015	0.00	Regular students 7 - 12 =	0.00	\$0	0.00
Regular students 4 - 6 =	5.00	\$3,005	0.00	Regular students 4 - 6 =	0.00	\$0	0.00
Regular students 1 - 3 =	5.00	\$4,140	0.00	Regular students 1 - 3 =	0.00	\$0	0.00
Kindergarten students =	0.00	\$0	0.00	Kindergarten students =	0.00	\$0	0.00
EMD students =	0.00	\$0	0.00	EMD students =	0.00	\$0	0.00
ED students =	0.00	\$7,500	0.00	ED students =	0.00	\$0	0.00
LD students =	5.00	\$0	0.00	LD students =	0.00	\$0	0.00
TMD students =	0.00	\$0	0.00	TMD students =	0.00	\$0	0.00
SMD students =	0.00	\$0	0.00	SMD students =	0.00	\$0	0.00
PI students =	2.00	\$4,002	0.00	PI students =	0.00	\$0	0.00
HHPD students =	0.00	\$0	0.00	HHPD students =	0.00	\$0	0.00
BLIND students =	0.00	\$0	0.00	BLIND students =	0.00	\$0	0.00
PTST students =	0.00	\$0	0.00	PTST students =	0.00	\$0	0.00
ATSTC students =	0.00	\$0	0.00	ATSTC students =	0.00	\$0	0.00
TBI students =	0.00	\$0	0.00	TBI students =	0.00	\$0	0.00
DFBLD students =	0.00	\$0	0.00	DFBLD students =	0.00	\$0	0.00
ILC students =	0.00	\$0	0.00	ILC students =	0.00	\$0	0.00
Totals =	33.00	\$27,662	0.00	Totals =	0.00	\$0	0.00
Amount Already Forwarded =		\$0		Amount Already Forwarded =		\$0	
Remaining Transfer =		\$27,662		Remaining Transfer =		\$0	
July 35% (preliminary only)		\$9,682		July 35% (preliminary only)		\$0	

Charter School Renewal Application Appendices

Appendix A	Certification of Incorporation of Charter School Inc. By-laws of Charter School Inc.
Appendix B	Advertising Documents Lottery and Enrollment Policy
Appendix C	Performance Agreement- Yearly Data School years 2002-03, 2003-04, 2005-05
Appendix D	Examples of spreading educational philosophy and Methodology
Appendix E	Employee Handbook
Appendix F	Student Handbook
Appendix G	CCS Strategic Plan

Appendix A

Certification of Incorporation of
Charter School Inc.

By-laws of Charter School Inc.

STATE OF DELAWARE
 SECRETARY OF STATE
 DIVISION OF CORPORATIONS
 FILED 09:00 AM 12/30/1996
 960388543 - 2709119

Certificate of Incorporation
 of
 Charter School, Inc.

First: The name of the Corporation shall be Charter School, Inc.

Second: Its Registered Office in the State of Delaware is to be located at 205 Quail Run, in the City of Wyoming, County of Kent, Zip Code 19934. The Registered Agent in charge thereof is Gloria W. Homer.

Third: Said corporation is organized exclusively for educational purposes, including, for such purposes, the making of distributions to organizations that qualify as exempt organizations under section 501(c)(3) of the Internal Revenue Code of 1954 or the corresponding provisions of any future United States Internal Revenue Law. This corporation shall be a nonprofit corporation.

Fourth: The corporation shall not have any capital stock, and the conditions of membership shall be stated in the By-Laws.

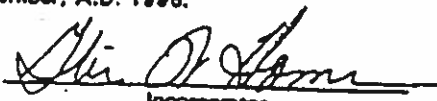
Fifth: The name and mailing address of the Incorporator are as follows:

<u>Name</u>	Gloria W. Homer
<u>Mailing Address</u>	205 Quail Run, Wyoming, DE 19934


Sixth: No part of the net earnings of the corporation shall inure to the benefit of or be distributable to its members, trustees, officers, or other private persons, except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in herein. No substantial part of the activities of the corporation shall be the carrying on of propaganda, or otherwise attempting, to influence legislation, and the corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of any candidate for public office. Notwithstanding any other provision of these articles, the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code of 1954 (or the corresponding provision of any future United States Internal Revenue Law) or (b) by a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code of 1954 (or the corresponding provision of any future United States Internal Revenue Law).

Seventh: Upon the dissolution of the corporation, the Board of Trustees shall, after paying or making provision for the payment of all of the liabilities of the corporation, dispose of all assets of the corporation exclusively for the purposes of the corporation in such manner, or to such organization or organizations organized and operated exclusively for charitable, educational, religious, or scientific purposes as shall at the time qualify as an exempt organization or organizations under section 501(c)(3) of the Internal Revenue Code of 1954 (or the corresponding provision of any future United States Internal Revenue Law), as the Board of Trustees shall determine. Any of such assets not so disposed of shall be disposed of by the Court of Common Pleas of the county in which the principal office of the corporation is then located, exclusively for such purposes or to such organization or organizations, as said Court shall determine, which are organized and operated exclusively for such purposes.

I, THE UNDERSIGNED, being the Incorporator hereinbefore named, for the purpose of forming a corporation pursuant to Chapter 1 of Title 8 of the Delaware Code, do make this Certificate, hereby declaring and certifying that the facts herein stated are true, and accordingly have hereunto set my hand this thirtieth day of December, A.D. 1996.


 Incorporator
 GLORIA W. HOMER

CERTIFIED TRUE COPY:

 3/27/98

BY-LAWS
OF
CHARTER SCHOOL, INC.

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ARTICLE I – POWERS AND RESPONSIBILITIES OF DIRECTORS

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.

ARTICLE II – MEMBERSHIP OF THE BOARD OF DIRECTORS

Section 1. Number.

The number of directors shall be no fewer than five (5) nor more than thirteen (13).

Section 2. Eligibility.

The directors of the corporation shall be the only members of the corporation and, upon ceasing to be a director, any such person shall cease to be a member. Election of a director as provided in these by-laws shall likewise serve to elect such director to membership in the corporation. The director shall, for the purpose of any statutory provision or rule of law relating to non-profit corporations, be a member of the corporation and shall have and exercise all the rights, privileges, powers and immunities of members thereof.

No person shall be eligible who is employed by the corporation, or has a member of his immediate family employed by the corporation. Persons under the age of 21, are not eligible for membership on the Board of Directors. An exception will be made in that one teacher employed by Campus Community School will be appointed to the Board of Directors for a term of two years.

Section 3. Liability.

No director shall be personally liable for the debts, liabilities or obligations of the corporation.

Section 4. Fiduciary Duties.

A director of the corporation shall stand in a fiduciary relation to the corporation and shall perform his duties as a director, including his duties as a member of any committee of the Board upon which he may serve, in good faith, in a manner he reasonably believes to be in the best interest of the corporation, and with such care, including reasonable inquiry, skill and diligence as a person of ordinary prudence would use under similar circumstances.

Absent a breach of fiduciary duty, lack of good faith or self-dealing, any action taken as a director or any failure to take any action as a director shall be presumed to be in the best interests of the corporation.

Section 5. Election and Term.

The initial directors of the corporation are the persons who executed and are named in the articles of incorporation. The terms of office shall be two (2), three (3), and five (5) years with the number of directors being nominated by the Executive Committee and elected at each annual meeting of the directors. Two of the directors elected at the annual meeting shall serve a term of two years, two a term of three years and the remainder a term of four years. Directors may serve more than four consecutive years upon renomination by the Executive Committee and re-election at the annual meeting of the directors. A director who has been elected Chairman before the end of four consecutive years may serve as a director for up to six consecutive years, and that Chairman's term may be extended for one year in the event there would otherwise have been in the same year a change in both the position of Board Chairman.

Section 6. Vacancies.

Any vacancy on the Board of Directors shall merely reduce the number of duly elected and acting Directors until such time as that vacancy is filled. Vacancies existing from time to time by reason of an increase in the authorized number of directors, or for other reasons, may be filled by a majority vote of the remaining directors by election at any regular meeting of the Board, provided a notice of the election and qualifications of nominees be distributed to the directors at least ten (10) days prior to the election. Vacancies occurring in existing positions shall be filled for the unexpired term only.

Section 7. Removal.

A director may be removed from the Board, with or without cause, by an affirmative vote of at least a majority of the directors. A director may also be removed from the Board should he fail to attend three consecutive meetings.

Section 8. Compensation.

Directors, as such, may receive pursuant to resolution of the Board fixed fees, expenses and other compensation for attendance at regular and special meetings and their services as directors, including, without limitation, their services as members of committees of the Board. Nothing contained herein shall be construed to preclude any director from serving the corporation in any other capacity in receiving compensation therefore.

Section 9. Resignations.

Any director may resign from a committee of the Board, an office of the Board, or the Board itself by giving written notice to the Chairman or the Secretary. Any such resignation shall take effect at the date of receipt of such notice or at any later time therein specified, and, unless otherwise specified, the acceptance of such resignation shall not be necessary to make it effective.

ARTICLE III – HONORARY DIRECTORS

Any individual whose assistance and expertise is sought by the Board may be elected an Honorary Director by a majority of the Board of Directors. Honorary Directors shall be elected for one-year terms and may be re-elected without limit. They are entitled to receive minutes of all Board meetings and Executive Committee meetings, and may attend all meetings of the Board. An Honorary Director shall not be considered a member of the Board for any legal purpose, including voting. The additional number of Honorary Directors shall not exceed twenty-five percent (25%) of the number of the regularly authorized Board members.

ARTICLE IV – OFFICERS OF THE CORPORATION

Section 1. Generally.

The officers of the Corporation shall consist of a President, one or more Vice Presidents, a Secretary, a Treasurer and such other officers as may from time to time be appointed by the Board of Directors. Officers shall be elected by the Board of Directors which shall consider that subject at its first

meeting after every annual meeting. Each officer shall hold office until his successor is elected and qualified or until his earlier resignation or removal. The President shall be a member of the Board of Directors. Any number of offices may be held by the same person. One person may also have such other titles as the Board of Directors may determine.

Section 2. President.

The President shall be the chief executive officer of the Corporation. Subject to the provisions of these Bylaws and to the direction of the Board of Director, he shall have the responsibility for the general management and control of the business and affairs of the Corporation and shall perform all duties and have all powers which are commonly incident to the office of chief executive or which are delegated to him by the Board of Directors. He shall have power to sign all contracts and other instruments of the Corporation which are authorized and shall have general supervision and direction of all of the other officers, employees and agents of the Corporation.

Section 3. Vice President.

Each Vice President shall have such powers and duties as may be delegated to him by the Board of Directors. One Vice President shall be designated by the Board of Directors to perform the duties and exercise the powers of the President in the event of the President's absence or disability. In the absence of the Chairman and the President, any Vice President who is a director shall, in the order prescribed by a resolution of the Board of Directors, preside at meetings of the Board of Directors.

Section 4. President Pro Tem.

In the absence of the President and Vice-President, the Board of Directors may appoint a President Pro Tem.

Section 5. Secretary.

The Secretary shall keep or cause to be kept a record of the proceedings of the Board of Directors, shall make service of all such notices as may be necessary or proper, and shall have such other powers and duties as may be prescribed from time to time by the Chairman of the Board.

Section 6. Treasurer.

The Treasurer shall be responsible for the oversight of the custody of all funds and securities of the corporation, shall generally supervise the accounting and bookkeeping of the corporation, shall regularly report to the Board of Directors as to the financial condition and results of the operation of the corporation, and shall have such other powers and duties as may be prescribed from time to time by the President or the Board. With approval of the Board, the Treasurer may delegate to an administrative salaried employee of the corporation any of the foregoing duties, including the signing of checks or other orders for the payment of money, as the Treasurer shall specifically designate. All such delegations shall be recorded in the minutes of the Board. The Treasurer and any other persons who are empowered to sign checks or other orders for the payment of money shall give this corporation a bond in such sum and with such assurity or assurities as shall be satisfactory to the Board. The cost of such bond or bonds shall be paid by the corporation.

Section 7. Election

The officers of the Board shall be nominated by the Executive Committee and shall be elected by and serve at the discretion of the Board subject to the foregoing limitations. Each officer shall be elected for a three-year term, except that an officer elected to fill a vacancy shall serve for the remainder of the term of his predecessor. Officers of the Board may serve in the same capacity for longer than the appointed term if again nominated by the Executive Committee and re-elected by the board members.

Section 8. Vacancies.

A vacancy in any of the offices of the Corporation may be filled for the unexpired term by a majority vote at any meeting of the Board of Directors, by election, provided that a notice of the elections and qualifications of nominees be distributed to members at least ten days prior to the election.

ARTICLE V – MEETINGS OF THE BOARD

Section 1. Regular Meetings.

Regular meetings of the Board shall be held monthly beginning in ^{Sept} August, 1998, at such time and place as the Chairman or a majority of the Board may from time to time prescribe. A yearly calendar of all regular meetings of the Board and the Executive Committee shall be prepared in June by the Executive Committee, for approval by the full Board. This calendar shall be mailed to all Board members and shall serve as a legal notice of the time and place of such meetings. The character of these meetings shall be announced by agendas and relative supporting date distributed to Board members at least five (5) days but not more than twenty (20) days prior to each meeting. Changes may be made to the agenda up to 24 hours prior to the meeting time.

Section 2. Special Meetings.

Special meetings of the Board for any purpose or purposes may be held on the call of the Chairman or any three directors. Notice of each special meeting, setting forth the time, date, and a place of the meeting and the general nature of the business to be transacted there at, shall be given by the Secretary in person, by mail, by telegram, by e-mail or by fax, not less than 24 hours in advance of the meeting to each director at the address last shown on the records of the corporation. Business transacted at a special meeting shall be limited to the matter stated in the notice of the meeting.

Section 3. Waiver or Consent.

The transaction or business at any meeting of the Board of Directors, however called and noticed and wherever held, shall be as valid as though held at a meeting after regular call and notice if a quorum is present and if, either before or after the meeting, each of the directors not present signs a written waiver of notice or consent to the holding of the meeting or an approval of the minutes. All such waivers, consents, or approvals shall be expressed in writing and filed with the corporate records or made a part of the minutes of the meeting.

Section 4. Quorum.

A quorum for the transaction of business at any meeting of the Board shall consist of a majority of the directors then serving. An act of the majority of directors present and voting at a duly called meeting shall be the act of the Board except as may be provided elsewhere by these by-laws.

Section 5. Participation in Meetings by Conference Telephone.

Notwithstanding any provision of these by-laws to the contrary, members of the Board or of any committee thereof may participate in a meeting of such Board or committee by means of conference telephone or similar communications equipment by means of which all persons participating in the meeting can hear each other, and such participation shall constitute presence in person at such meetings provided that a quorum is physically present in Delaware.

ARTICLE VI – ACTION WITHOUT FORMAL MEETING

Any action required or permitted to be taken by the Board or by any committee thereof may be taken without a formal meeting by a written consent setting forth the actions so taken and signed by all members of the Board or of a committee as the case may be. The consent must be filed with the minutes of the proceedings of the Board or the committee.

ARTICLE VII – COMMITTEES

Section 1. Special Committees.

There may be such special or ad hoc committees as the Board may from time to time establish for the discharge of particular duties.

Section 2. Standing Committees.

There shall be the standing committees specified in this article. Members of standing committees shall be appointed annually by the Chairman, after consultation with the Board, at or following the annual meeting of the Board of Directors. Except as provided in these by-laws, the Chairman shall be an ex-officio member of all standing committees without power to vote, and each standing committee shall

include at least two additional directors. Each director shall serve on at least one committee, but no director shall serve on more than two committees. The Chairman of each standing committee shall be a director. Except where otherwise provided in this article, additional members, including persons who are not on the Board of Directors, may be appointed from time to time.

Section 3. Discontinued Committees.

The Board of Directors may discontinue any standing committee from time to time and the duties of any committee so discontinued shall be performed during such discontinuance by the Executive Committee of the Board.

Section 4. Meetings.

Except as provided in this section, all standing committees shall meet at least two times annually, and shall report on all actions and considerations to the Board.

Section 5. Executive Committee.

- (a) The Executive Committee shall be composed of three members. The Chairman shall be the chairman of the Executive Committee with power to vote. The Chairman shall appoint two additional directors – who need not be officers – to serve on the committee. Appointments to the Executive Committee are subject to endorsement by the Board.
- (b) Between meetings of the Board, the Executive Committee shall have supervision of the administration and property of the corporation except and unless specifically not empowered by the directors to do so. It may not take any action inconsistent with a prior act of the Board of Directors or the by-laws, dispose of any real property, or take any action which has been reserved to the Board by Board action. In the absence of limitations imposed by the Board, the Executive Committee shall have and exercise all the powers of the Board and the management of the business and affairs of the corporation when the Board is not in session, with the exception, however, that the Executive Committee may not buy, sell or otherwise dispose of assets of the corporation

having value in excess of \$5,000 without having first obtained authorization from a majority of the members of the Board.

- (c) The Executive Committee shall meet at least once between each regularly scheduled meeting of the whole Board. Special meetings may be called by the Chairman or by two or more members of the Committee.
- (d) The majority of the members of the Executive Committee shall constitute a quorum, but the affirmative vote of the majority of the whole committee shall be necessary in every case. The committee may formulate further rules and regulations governing the conduct of its business.
- (e) The committee shall present nominations for directors to be elected by the Board, and for President, Vice-President, Secretary and Treasurer. The committee shall furnish information related to the background and qualifications of all such nominees at least one week prior to the Board meeting at which an election or appointment is scheduled to take place. The committee shall develop and administer a program of orientation for newly elected directors.
- (f) The minutes of the meetings of the Executive Committee shall be distributed promptly after each meeting to all directors. At each and every meeting of the Board of Directors, the proceedings and actions taken by the Executive Committee since the last meeting of the board shall be reported to the Board.

Section 6. Finance Committee.

- (a) The Finance Committee shall be composed of not less than three nor more than five members, a majority of whom are directors. It shall review the annual operation and capital budget prepared and presented under the direction of the Treasurer of the corporation or his delegate(s), and make recommendations with respect thereto to the Board of Directors. It shall review major financial or property transactions not provided

for in the budget and submit proposed variances, with recommendations, to the Board of Directors or to the Executive Committee.

- (b) The Finance Committee shall have charge of the investment of all funds of the corporation, including the power to effect purchases, sales, and exchanges of securities and other investment assets of the corporation, except real property. The committee may employ investment counseling and may delegate authority to purchase or sell securities for the account of the corporation to such investment counsel or any other officer of the corporation, subject to such financial and other limitations that the committee may impose. The Committee shall report at each regular Board Meeting. The Treasurer of the corporation shall be chairman of the Finance Committee and the Administrative Head shall be an ex-officio member of the committee, without the power to vote.
- (c) The majority of the members of the Finance Committee shall constitute a quorum, but the affirmative vote of the majority of the whole committee shall be necessary in every case. The committee may formulate further rules and regulations governing the conduct of its business.

Section 7. Personnel Policies Committee.

The Personnel Policies Committee shall advise the Finance Committee on recommended salaries, pension and other policy concerns. Members of the committee, when so requested by the Board, shall render advice on specific personnel matters.

Section 8. Long-Range Planning Committee.

The Long-Range Planning Committee shall work closely with the Chairman of the Board in order to plan for the future. The Committee will consider such topics as expansion of solicitation methods and areas of review of the corporation's goals.

ARTICLE VIII – MISCELLANEOUS

Section 1. Fiscal Year.

The fiscal year of the corporation shall commence on the first day of July in each year.

Section 2. Execution of Contracts.

The Board may authorize any officer or officers, agent or agents, to enter into any contract or execute any instrument in the name of and on behalf of the corporation, and such authority may be general or confined to specific instances.

Section 3. Conflicts of Interests.

A director shall be considered to have a conflict of interest if (a) such director has existing or potential financial interests which impair or might reasonably appear to impair such member's independent unbiased judgment in the discharge of his responsibilities to the corporation, or (b) such director is aware that a member of his family (which, for purposes of this paragraph, shall be a spouse or child) or any organization in which such director (or a member of his family) is an officer, director, employee, member, partner, director or controlling stockholder has such existing or potential financial or other interests. All directors shall disclose to the Board any possible conflict of interest at the earliest practical time. No director shall vote on any matter, under consideration of the Board or committee meeting, in which such director has conflict of interest. The minutes of such meeting shall reflect that a disclosure was made and that the director having the conflict of interest abstained from voting. Any director who is uncertain whether he has a conflict or interest in any matter may request the board or committee to determine whether a conflict or interest exists and the Board or committee shall resolve the question by a majority vote.

ARTICLE IX – DISCRIMINATION PROHIBITED

Section 1. Non-discrimination Policy.

The corporation shall not discriminate against any person on the basis of race, creed, color, national or ethnic origin, sex or age.

Section 2. Terminology.

In interpreting these by-laws, all masculine pronouns shall be deemed to refer equally to the feminine gender.

ARTICLE X – AMENDMENT AND REVIEW OF BY-LAWS

New by-laws may be adopted or these by-laws may be amended or repealed by the vote of two-thirds of all directors at a meeting duly called and held for such purpose or by written consent pursuant to Article VI, provided that 30 days notice of the proposed by-law change be given. Prior to each annual meeting of the Board of Directors, the Executive Committee shall review these by-laws and suggest any necessary changes thereto.

**ARTICLE XI – INDEMNIFICATION OF DIRECTORS,
OFFICERS, EMPLOYEES AND AGENTS**

Section 1. Availability of Indemnification.

The corporation shall indemnify any director, officer, other employee or agent who was or is a party to, or is threatened to be made a party to or who is called as a witness in connection with any threatened, pending or completed action, suit or proceeding whether civil, criminal, administrative or investigative including an action by or in the right of the corporation by reason of the fact that he is or was a director, officer, employee or agent of the corporation, or is or was serving at the request of the corporation as a director, officer, employee or agent of another corporation, partnership, joint venture, trust or other enterprise against expenses, including attorneys' fees, judgments, fines and amounts paid in settlement actually and reasonably incurred by him in connection with such action, suit or proceeding unless the act or the failure to act giving rise to the claim for indemnification is determined by a court to have constituted willful misconduct or recklessness.

Section 2. Extent of Indemnification.

The indemnification and advancement of expenses provided by, or granted pursuant to, this Article XI shall not be deemed exclusive or any other rights to which those seeking indemnification or advancement of expenses may be entitled under any by-law, agreement, contract, vote of shareholders or disinterested directors or pursuant to the direction, howsoever embodied, of any court of competent jurisdiction or otherwise both as to action in his official capacity and as to action in another capacity while holding such office. It is the policy of the corporation that indemnification of and advancement of expenses to directors, officers, employees and other agents of the corporation shall be made to the fullest extent permitted by law. To this end, the provisions of this Article XI shall be deemed to have been amended for the benefit of directors, officers, employees and other agents of the corporation effective immediately upon any modification of the General Corporation Law of the State of Delaware (the "GCL") which expands or enlarges the power or obligation of corporations organized under the GCL to indemnify or advance expenses to directors, officers, employees and other agents of the corporation.

Section 3. Promise to Repay Corporation.

The corporation shall pay expenses incurred by an officer, director or other employee or agent in defending a civil or criminal action, suit or proceeding in advance of the final disposition of such action, suit or proceeding upon receipt of an undertaking by or on behalf of such person to repay such amount if it shall ultimately be determined that he is not entitled to be indemnified by the corporation.

Section 4. Duration of Right to Indemnification.

The indemnification and advancement of expenses provided by or granted pursuant to this Article XI shall, unless otherwise provided when authorized or ratified, continue as to a person who has ceased to be a director, officer, employee or agent and shall inure to the benefit of the heirs, executors and administrators of such person.

Section 5. Indemnification Fund.

The corporation shall have the authority to create a fund of any nature, which may but need not be under the control of a director, or otherwise secure or insure in any manner its indemnification obligations whether arising under these bylaws or otherwise. The authority granted by this Section 5 shall be exercised by the Board of Directors of the corporation.

Section 6. Contract for Indemnification.

A contract shall be deemed to exist between the corporation and each director and officer of the corporation with respect to indemnification and advancement of expenses as provided by this Article XI and as otherwise provided by applicable law.

Section 7. In General.

The provisions of this Article XI shall not be deemed to preclude the indemnification of, or advancement of expenses to, any person who is not specified in Section 1 of this Article XI but whom the corporation has the power or obligation to indemnify or to advance expenses for under the provisions of the GCL or otherwise.

ARTICLE XII – DISSOLUTION

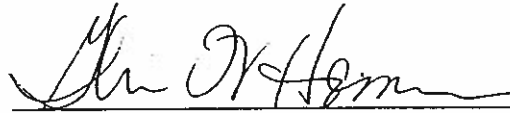
In the event of the dissolution and final liquidation of the corporation, none of the property of the corporation nor any of the proceeds thereof shall be distributed to or divided among any of the Directors of the corporation or inure to the benefit of any individual. After all liabilities and obligations of the corporation have been paid, satisfied, and discharged or adequate provision has been made therefore, all remaining property and assets of the corporation shall be distributed to one or more non-profit organizations which meet the following criteria:

- (a) such organizations shall be organized and operated exclusively for charitable, scientific, research, or educational purposes;

- (b) transfers of property to such organization shall, to the extent then permitted under the statutes of the United States, be exempt from Federal gift, succession, inheritance, estate or death taxes (by whatever name called);
- (c) such organization shall be exempt from Federal income taxes by reason of section 501(c)(3) of the Internal Revenue Code of 1954 (or of the corresponding provision of any subsequent Federal tax law).

The undersigned, Secretary of Charter School, Inc., does hereby certify that the foregoing is a true copy of the by-laws of Charter School, Inc., and that the same are in full force and effect at this date.

Dated: October 13, 1999



Board Chairman

Appendix B

Advertising Documents

Lottery and Enrollment Policy

CCS Open House

Dear Parents, Students, Faculty and Friends of Campus Community School:

During the month of January we will be recruiting students to become part of CCS. The application period for the 2004-05 school year closes on January 31, 2004. The greatest advertisement we have is the families who have been a part of CCS and know what a great place it is for their students to attend school. We are asking that you encourage friends, family and neighbors who would be positive additions to CCS to attend one of our Open Houses and consider CCS as their choice for a great education. Below are the Open House dates for both the Bradford Street and Pear Street Campuses. We thank you for your help in this endeavor of continuing to make CCS even better.



Campus Community High School Open House - Grades 8-12 January 10, 2004 12:00-3:00pm

Come and visit our new facility and meet the teachers and students of CCHS



Campus Community School (Elementary-Middle) Open Houses - Grades 1-7 January 13, 22 and 28 at 9:00am January 21 at 7:00pm

The Fast Track to Higher Education



Learn about the Wesley College Connection!

Extra-curricular activities that are fun, enriching, and challenging, including:

- ❖ Sports
- ❖ Band and Chorus
- ❖ Science Olympiad
- ❖ Math League
- ❖ Student Government
- ❖ Academic Clubs

Campus Community High School is a tuition-free, public, charter school, offering a full range of academic courses and extra-curricular activities. Small classes and low student-to-teacher ratio, state-of-the-art computer labs, brand new gym, cafeteria, and weight room...it's like going to a private school for free!



**Campus
Community
High School**



Applications for grades
8-12 are now being
accepted
for fall 2004,
**...but Limited Space
is Available!**

"Students can actually take college courses at Wesley as part of their Campus Community High School curriculum."

—Craig Shreckengast,
Administrator

**For information
(302) 736-0403**

www.campuscomm.k12.de.us
350 Pear St. • Dover, DE 19904

If you could create your own school, it would be like this.



Come meet the teachers and the students they teach.

OPEN HOUSE

Saturday, December 6

Noon until 3 pm

Applications are still being accepted for the Fall 2004 school year, but space is limited.

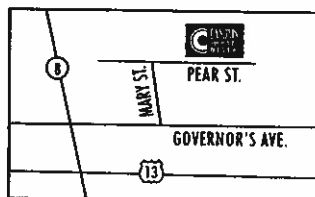


It's like going to a private school for free

- ◆ Tuition-free for all
- ◆ Low student-teacher ratio for greater individualized attention
- ◆ College-level academics
- ◆ All teachers are certified, most have Masters Degrees
- ◆ Full range of interscholastic sports and activities
- ◆ State-of-the-art facilities including new fully equipped gym, weight room and computer labs

For further information call, 302-736-0403,
or visit our website at
www.campuscomm.k12.de.us

350 Pear St. • Dover, DE 19904 • 302.736.0403



DIRECTIONS: From Rt. 13, take Rt. 8 to Governor's Ave. Turn right. Go past Wesley College. Turn left onto Mary Street. Make a right at the intersection of Pear Street. Our school is located 100 feet on the left.

The Fast Track to Higher Education



Learn about the Wesley College Connection!

Extra-curricular activities that are fun, enriching, and challenging, including:

- ❖ Sports
- ❖ Band and Chorus
- ❖ Science Olympiad
- ❖ Math League
- ❖ Student Government
- ❖ Academic Clubs

Campus Community High School is a tuition-free, public, charter school, offering a full range of academic courses and extra-curricular activities. Small classes and low student-to-teacher ratio, state-of-the-art computer labs, brand new gym, cafeteria, and weight room...it's like going to a private school for free!



**Campus
Community
High School**

OPEN HOUSE

Saturday, December 4th,
1-3:00 pm

INFORMATION NIGHT

Thursday, December 9th
7-8:30pm

**Applications for
grades 8-12 are now
being accepted for
fall 2005-06**

**...but Limited Space
is Available!**

"Students can actually take college courses at Wesley as part of their Campus Community High School curriculum."

—Craig Shreckengast,
Administrator

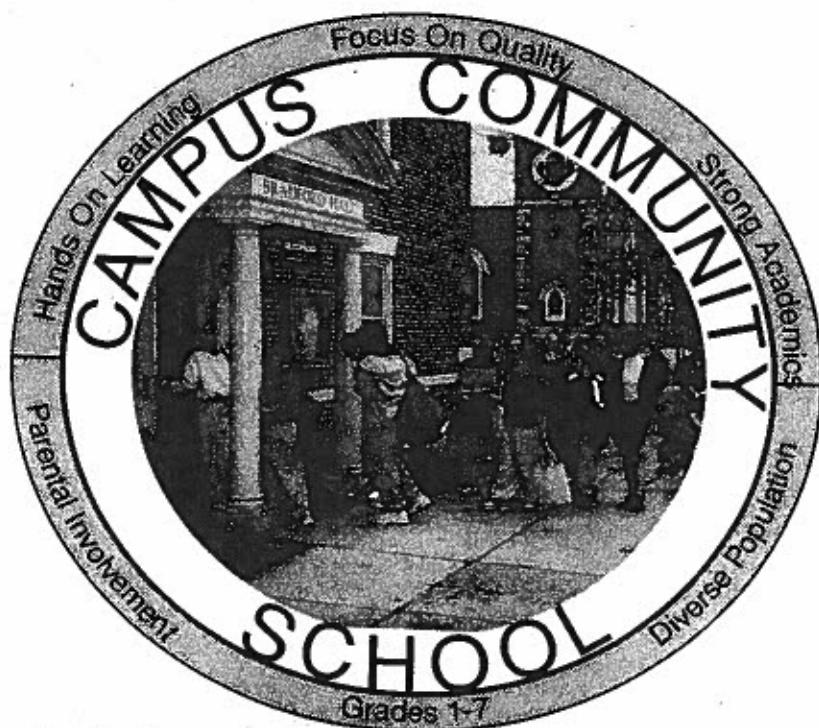
For information (302) 736-0403
www.campuscomm.k12.de.us
350 Pear St. • Dover, DE 19904

Campus Comm. 2x7
ad# 2363582
DSN 11/14 & 11/21

graphics: angi

"A Better Self, A Better World"

**Applications Are
Being Accepted Now**



Applications Accepted Oct. 1, 2004 - Jan. 28, 2005
School Visits: December 9 & 13 - 9:00 am • December 15 - 7:00 pm
A Public, Tuition-Free Charter School

21 North Bradford Street Dover, DE 19904 (302) 736-3300
on the campus of Wesley College

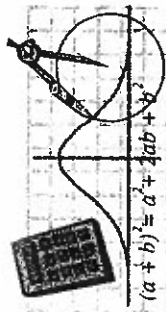
<http://www.campuscomm.k12.de.us>

Design By Taysa Niblett

CCS a success story.....

In June 2000, the Delaware Department of Education's Quality Review Team commended CCS for the school's:

- ♦ "development of the whole child"
- ♦ "individualized approach to learning"
- ♦ "wide ranging parental involvement"
- ♦ "implementation of the School Based Decision Making Team"
- ♦ "hands on, integrated, thematic approach"
- ♦ "small class size, developmental grouping, flexibility, mobility"
- ♦ "efforts to communicate with parents and families"
- ♦ "emphasis placed on special curricula (music, art, foreign language) in the whole educational program"



8th Grade Test Scores

- ♦ Social Studies-Third in Delaware 1999-2000
Second in Delaware 2000-2001
Second in Delaware 2001-2002
- ♦ Science-
First in Delaware 1999-2000
Second in Delaware 2000-2001
Second in Delaware 2001-2002

"Of all the things that have impressed me about CCS, one of the most striking has been the involvement of adults, both teachers and parents, in the students' lives. This is especially important in the upper grades where it gives them a sense of being watched over without being stifled."



CCS Parent



Campus Community High School

21 North Bradford Street
Dover, DE 19904



Campus Community High School

The area's first public school with a private school environment



Apply Now!

**Call 736-3300 for information
Accepting applications for
grades 9-11**

350 Pear Street
Dover, DE 19904
(302) 736-0403
Fax (302) 736-5330
www.campuscomm.k12.de.us

Campus Community School is
also accepting applications for
grades 1-8 (call 736-3300)

PRSRT STD
U. S. Postage paid
Dover DE
Permit #27



Campus Community High School

The area's first public school with
a private school environment

Open House
Monday July 22, 2002 5-7pm
350 Pear Street, Dover DE



Apply Now!
Limited openings grades 9 and 10
Waiting list grades 7 and 8
Call 736-3300 for information

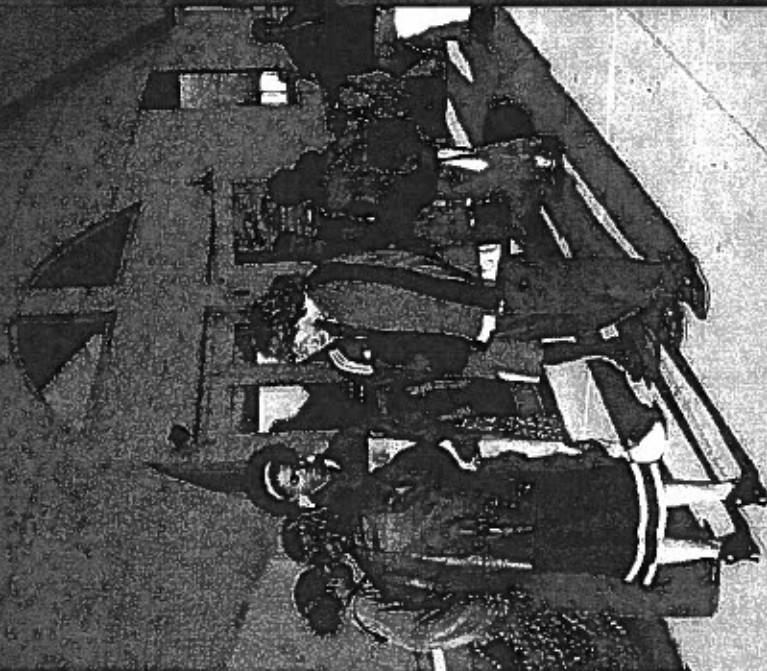
If you
could create
your own school...
it would be
like this.

POST OFFICE: DATED MATERIAL

If you could
create
your own
school...
it would be
like this.

Small classes.
Low student-to-teacher ratio.
More individual attention.
Tuition-free.

Same as private school!





Campus Community High School was designed by parents to create a better learning environment

In the middle 1990s a group of parents wanted to better prepare their children for their education beyond high school. They approached Wesley College for advice on how to design a new school to achieve this goal. In 1998 Campus Community High School opened their doors and a new era of education began.

Campus Community High School is a tuition-free, public charter school, offering a full range of courses and activities in a private school environment. To achieve the objective of creating a better learning situation, CCHS maintains a low student-to-teacher ratio, allowing for smaller classes and more individual, one-on-one personalized attention. All of our teachers are certified and most have Masters degrees. In this challenging atmosphere, your child will develop into a well-rounded, self-directed, critical thinker, prepared for the challenges to come in college.



Our curriculum stresses humanities and sciences in a unified program:

- ◆ World Literature
- ◆ History and Cultures of the Ancient World
- ◆ Integrated Mathematics
- ◆ Integrated Science
- ◆ The Arts
- ◆ Communication Technology
- ◆ Communications
- ◆ The Humanities
- ◆ Problems in Civics
- ◆ Health & Fitness
- ◆ American Studies

Plus a full range of electives

Wesley College continues to play an active role at CCHS.

In their junior and senior years, students will begin to concentrate in a major area of interest in preparation for study at the college level. With the guidance of our faculty, our students have the option of taking college courses through Wesley College or college preparatory courses work at the Campus Community High School itself.



Our full range of extra-curricular activities help mold the mind and body.

Our commitment to fostering a well-rounded student recognizes the importance of extra-curricular activities.

- ◆ Field Hockey
- ◆ Soccer
- ◆ Basketball
- ◆ Track
- ◆ Cross Country
- ◆ Cheerleading
- ◆ Band and Glee
- ◆ Drama Club
- ◆ Art
- ◆ Chess Club
- ◆ Yearbook
- ◆ Student Newspaper
- ◆ Science Olympiad
- ◆ Math League

Campus Community High School: sparking children's imaginations to help light their way for a better tomorrow.

- ◆ Tuition-free to all
- ◆ Low student-to-teacher ratio
- ◆ All teachers are certified; most have Masters Degrees.
- ◆ College-level academics
- ◆ State-of-the-art computer classrooms
- ◆ Clubs and social activities
- ◆ Intramural sports
- ◆ Hands-on learning
- ◆ Parental involvement

Register now for the Fall 2004 Enrollment!



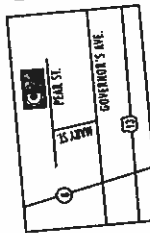
Meet the teachers and the students they teach.

OPEN HOUSE

Come see our facility, with its spacious classrooms, state-of-the-art computer labs, brand new gym and cafeteria, and a full-appointed weight room.

Saturday, December 6
Noon until 3 pm

Applications for the Fall 2004 school year are now being accepted.
Since enrollment is limited, we urge you to act as soon as possible.



DIRECTIONS: From Rt. 12, take Rt. 8 to Governor's Ave. Go past Wesley College. Turn left onto Mary Street. Make a right at the intersection of Pear Street. Our school is located 100 feet on the left.



For further information, call 302-736-0403
or visit our website at
www.campuscomm.k12.de.us

School open Monday through Friday 8:00 am-3:30 pm
350 Pear St. • Dover, DE 19904

LOTTERY POLICY

1. An admissions lottery will be held in early February. The lottery officer (LO), who is a certified public accountant with no relationship to CCS, will assign a number to each family or household who has submitted an application for enrollment at CCS. The LO prints these numbers on individual paper pieces and the LO will put these paper pieces into a container.
2. At the time of the public drawing, the LO will draw the individual paper pieces from the container. The LO will assign the first paper piece drawn with the number "1". This "1" represents the family whose number is on the paper piece. That family will have a ranking of #1 in the lottery process. Each child in the family or household that has applied to CCS will have the same number.
3. The LO will continue to draw the individual paper pieces from the container, assigning the second paper piece drawn with the number "2", the third piece with the number "3" and so on until all of the paper pieces have been drawn and all have been assigned a number. Again, this assigned number represents the family/household ranking in the lottery process.
4. Children will be placed on a list for the grade for which they are applying based on the lottery number drawn.
5. Delaware law allows for teacher and sibling preference in charter school admissions. This means that a child of a teacher or a child who has a sibling enrolled in the school for the year in which the child is seeking admission has preference over a child who does not meet this sibling/teacher's child criteria. The order in which children will be accepted is: full time employees' children, siblings, non-siblings. If a full time, permanent, employee is hired after the lottery his/her child will be placed on the list with preference at the appropriate grade level.
6. Each year the number of vacancies at each grade level varies. There will always be vacancies at first grade. Vacancies at other grades depend on the number of available openings.
7. CCS will fill vacancies as follows: Children of full time permanent employees will be accepted to fill vacancies, based on the order in which the family was picked. If vacancies still remain, then siblings will be accepted in the order in which the family was picked. If vacancies still exist, non-siblings will be accepted in the order in which the family was picked.
8. The number of first grade vacancies is usually known at the time of the lottery. Vacancies at other grade levels occur as parents notify the school their children will not be returning. The grade level and number of vacancies available will be determined by the administration and School Based Decision-Making Team and final decisions made by the Board of Directors.
9. At the end of the second trimester the school will send a notice to parents of their intent to return the following year. A deadline of two weeks after the mailing will be set for return of this notice. The notice will include a legal statement based on state law that signing the intent to return notice means that the student may not withdraw from CCS after return of the notice. Non-return of the notice by the

Target II

Average performance of all students who have attended Campus Community School for at least one year is above the state average at all grade levels. This target was met.

N Count – Students who have attended Campus Community School for at least one full year

Reading

Grade	N Count	CCS Mean	State Mean
3	36	460.67	442.49
5	48	488.88	479.73
8	27	527.30	516.83
10**			

Writing

Grade	N Count	CCS Mean	State Mean
3	38	6.63	5.75
5	48	7.75	7.28
8	27	9.30	8.14
10**			

Math

Grade	N Count	CCS Mean	State Mean
3	38	444.34	434.79
5	49	472.00	468.43
8	27	505.30	493.98
10**			

**First year for grade 10 at this school
For individual students not meeting this target summer school was offered.

IOWA TEST OF BASIC SKILLS RESULTS 2002-2003

Target III

For all student in grades 1-8, the average performance in reading and mathematics on the ITBS at each grade will be at least at the national average. All levels achieved this target except for grade 8 reading.

Grade	Number of Students	Reading	Math
1	36	96	95
2	35	84	96
3	40	91	74
4	23	62	59
5	48	87	60
6	40	86	58
7	98	59	57
8	76	39	50

Target IV

For students enrolled at the school at least one year, the average performance in reading and mathematics on the ITBS at each will be above the national average each year.

Grade	Number of Students at CCS > 1 year	Number of Years Growth (as measure by grade equivalent)	
		Reading	Math
1			
2	31	1	1.3
3	29	1.1	0.5
4	21	1.1	1.5
5	46	1.6	0.8
6	22	1.8	1
7	20	0.3	1.3
8	18	0.7	2.3

All grade levels met this except in grades 3 and 5 for Math and 7 and 8 for Reading. The instructional needs were identified and modifications made to address those within the classroom as well providing summer school for those students.

Grade	Number of Students		
		Reading	Math
1			
2	31	70	76
3	29	76	60
4	21	54	57
5	46	68	54
6	22	77	64
7	20	60	64
8	18	53	66

For each grade, average performance on the Iowa Test of Basic Skills will be above the national average in reading and math each year as measured by the percentile ranks with 50% being the national average. All grade levels met this requirement.

Target IV

For student enrolled at the school at least one year, the average performance on the PSAT or SAT will be above the State average. No students took this test.

2003-2004 DSTP Results

Reading/Writing/Math

Target I

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. Target met except in Grade 5 Reading, Writing and Math, Grade 8 Math and Grade 10 Writing. In four of these the difference between the state mean and the CCS mean was statistically insignificant. In addition the grade 5 testing group contained only 27 students and therefore the average was easily affected by just one outlying score. IIP's were written for students requiring them and summer school was offered.

N Count – Total Student Population

Reading

Grade	N Count	CCS Mean	State Mean
3	31	459.32	446.51
5	27	481.30	482.97
8	105	524.77	518.05
10	42	526.12	519.84

Writing

Grade	N Count	CCS Mean	State Mean
3	34	6.85	6.22
5	27	7.30	7.42
8	108	8.32	8.31
10	44	8.25	8.41

Math

Grade	N Count	CCS Mean	State Mean
3	34	444.50	439.32
5	27	467.56	472.65
8	108	495.39	496.03
10	26	539.39	533.38

Target II

Average performance of all students who have attended Campus Community School for at least one year is above the state average at all grade levels. This target was met in all areas but grade 5 Math. Grade 5 Math was slightly under state average. This testing group also only contains 19 students and is therefore easily affected by even one outlying score. In almost all other areas the CCS mean was well above state average

N Count – Students who have attended Campus Community School for at least one full year

Reading

Grade	N Count	CCS Mean	State Mean
3	31	459.32	446.51
5	19	485.00	482.97
8	74	520.00	518.05
10	37	527.00	519.84

Writing

Grade	N Count	CCS Mean	State Mean
3	34	6.85	6.22
5	19	8.00	7.42
8	75	8.45	8.31
10	37	9.00	8.41

Math

Grade	N Count	CCS Mean	State Mean
3	34	444.50	439.32
5	19	470.36	472.65
8	75	496.00	496.03
10	37	543.00	533.38

For individual students not meeting this target summer school was offered.

IOWA TEST OF BASIC SKILLS RESULTS 2003-2004

Target III

For all students in grades 1-8 , the average performance in reading and mathematics on the ITBS at each grade will be at least at the national average. All levels achieved this target.

Grade	Number of Students	Reading	Math
1	35	74%	69%
2	42	77	71
3	33	63	54
4	38	75	72
5	26	63	52
6	49	64	60
7	58	62	60
8	98	51	57

Target IV

For students enrolled at the school at least one year, the average performance in reading and mathematics on the ITBS at each grade will be above the national average each year. This target was met.

Grade	number of Students	reading	math
1			
2	26	69%	73%
3	31	60	52
4	31	71	68
5	19	58	53
6	33	69	62
7	32	65	59
8	61	56	58

2004-2005 DSTP Results

Reading/Writing/Math

Target I

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. Target met or the average student performance was within the Standard Error of Measurement .

Reading

Grade	State Average	CCS Average
3	445.70	461.05
5	485.33	503.19
8	524.78	543.33
10	518.83	527.24

Math

Grade	State Average	CCS Average
3	441.22	455.50
5	476.14	485.89
8	498.56	497.85
10	530.65	530.63

Writing

Grade	State Average	CCS Average
3	6.92	8.29
5	7.26	8.48
8	7.84	8.31
10	8.30	8.69

Target II

Average performance of students on the DSTP who have attended Campus Community School for at least one year is above the state average. This target was met or the average student performance was within the Standard Error of Measurement.

Reading

Grade	State average	CCS average
3	445.7	506
5	485.3	504
8	524.78	561
10	518.83	551

Math

Grade	State average	CCS average
3	441.22	463
5	476.14	488
8	498.57	519
10	530.64	529

Writing

Grade	State average	CCS average
3	6.92	8
5	7.26	8.3
8	7.84	8.5
10	8.30	8.5

Target III

For all students in grades 1-8 , the average performance in reading and mathematics on the ITBS at each grade will be at least at the national average. This target was met except for 6th grade math where there was a 1% difference.

<u>Grade</u>	<u>Number of Students</u>	<u>Reading</u>	<u>Math</u>
1	38	79%	62%
2	39	80	80
3	41	69	53
4	45	66	72
5	43	75	59
6	33	61	49
7	57	57	54
8	83	58	61

Target IV

For students enrolled at the school at least one year, the average performance in reading and math on the ITBS at each grade level will be above the national average. This target was met except for 6th grade math.

<u>Grade</u>	<u>Number of Students</u>	<u>Reading</u>	<u>Math</u>
1		-----	-----
2.	30	75%	75%
3.	30	65	53
4.	33	63	65
5	35	72	58
6	19	55	45
7	28	61	59
8	41	73	75

Campus Community High School

350 Pear Street Dover, DE 19904

Summary PSAT Scores

2003 PSAT

	Math	Verbal	Writing
Delaware Mean	42.2	41.6	45.0
CCHS 10 th Grade All	42.9	41.4	44.6
CCHS 10 th Grade Students 3+ years	52.8	48.8	52.4

Conclusions-2003

- CCHS students overall were statistically at state average.
- CCHS students who have been a part of the school for 3+ years score well above state averages.

2004 PSAT

	Math	Verbal	Writing
Delaware Mean	42.3	41.8	45.0
CCHS 10 th Grade All	41.0	39.8	43.2
CCHS 10 th Grade Students 3+ years	47.3	43.6	49.3

Conclusions-2004

- CCHS students overall were statistically at/slightly below state average.
- CCHS students who have been a part of the school for 3+ years score well above state averages.

deadline will be considered notice by the parent that the parent will be withdrawing their student(s) at the end of the current school year.

10. If a child is accepted into CCS, and their family is new to CCS, and other children from the same family have also applied, the other children are considered siblings and given preference under the sibling preference policy after the initial vacancies are filled. This means that if a non-sibling is accepted that student's brother(s) and sister(s) become siblings after the initial vacancies have been filled.

Once a child is accepted by CCS, that child will not be replaced by another child, regardless of the lottery ranking.

11. Vacancies will first be filled after the date when parent notices indicating intent to return has passed. This will be in early April. After that, vacancies will be filled as openings become available. Contact to fill vacancies will be done by phone, unless applicant has indicated mail preference. All applicants will be notified by phone when openings arise within two weeks of the beginning of school. It is the applicant's responsibility to keep CCS apprised of any changes in address and/or phone numbers. After reasonable efforts, inability to contact an applicant through information supplied on his/her application will be considered a withdrawal of the application.

**Campus Community School
Enrollment policy**

- Students who have been assigned to or recommended to attend an alternative program and who have not successfully completed that program, with a recommendation to return to a regular education setting, will not be eligible for enrollment.
- When applying for enrollment, students must apply for the grade that they would enter by successfully being promoted to the next grade. The grade placement will be determined by what is indicated on the student's report card or by the student's score on the DSTP. All retentions by a sending school will be honored by CCS. If a student receives a 0 or a 1 on the DSTP CCS will consider that student to be retained and therefore ineligible for enrollment in the grade applied for. Grade placement will be determined on June 30th. It is the parent's obligation to provide the end of year report card or the enrollment application is no longer valid. (Note: students who are required to retake the DSTP or required to attend summer school may be promoted late in the summer by their home school. Due to state requirements on reporting and on the lottery and acceptance procedures of CCS, accepting these students for enrollment could cause problems with under or over enrollment. Students must therefore be considered promoted by June 30th in order to be accepted for enrollment.)
- A student who does not complete a school year due to disciplinary action will not be eligible for enrollment the next year.
- A student is not considered enrolled until all required documentation is received at CCS. This includes all required documentation from the previous school of attendance. Materials must be received at CCS by August 1st or within two weeks after acceptance at CCS. Parents are responsible for insuring that all records are received by CCS.
- If it is discovered that the information provided to CCS is not accurate or is incomplete after August 1st, the student will not be considered enrolled.
- A form will be signed by parents agreeing to the above policy as part of the application process.

Appendix C

Performance Agreement-
Yearly Data School years
2002-03, 2003-04, 2005-05

BELOW IS THE PERFORMANCE REVIEW CONDUCTED BY THE DEPARTMENT OF EDUCATION. THE REPORT WAS COMPLETED AND REPORTED TO THE STATE BOARD OF EDUCATION IN THE SUMMER OF 2005.

Delaware Department of Education

Performance Report on Campus Community School

Introduction:

When this school's charter was modified in January 2001, a condition was placed on the school's charter requiring the Department of Education to conduct a performance evaluation of the school in 2004-05. This condition was restated when the school's charter was renewed in January 2002. In August 2004, the school's board of directors was notified of the general schedule for the evaluation and the areas that would be evaluated. The evaluation of Campus Community School was scheduled to begin in April 2005.

There is no current formal action pending related to this school. The school is not fully in compliance with the teacher certification requirements of the Delaware charter law.

Areas reviewed

Student Achievement

The Delaware charter law states that the school's students must meet or exceed the academic standards set by the State [14 Delaware Code, Section 512 (4)]. DOE Regulation 275 4.2.1.3 states that at a minimum a charter school must agree and certify that average student performance on the DSTP assessments in each content area will meet the average student performance of students in the same grades for each year of test performance.

The school signed a Performance Agreement with the Secretary of Education in April 2002 after its charter was renewed. Specific objectives related to student achievement in that Performance Agreement state:

During the term of this agreement, this school will demonstrate that its students enrolled at the school for at least one year are performing at or above the State average on the Delaware Student Testing Program and are demonstrating at least one year's growth in mathematics and reading on national tests.

Achievement Target I

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

Achievement Target II

For students enrolled at the school at least one year, the average performance for each subject at each grade assessed on the DSTP will be above the State average each year.

Achievement Target III

For all students in grades 1-8, the average performance in reading and mathematics on the ITBS at each grade will be at least at the national average.

Achievement Target IV

For students enrolled at the school at least one year, the average performance in reading and mathematics on the ITBS at each grade will be above the national average each year.

Achievement Target V

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

As reported in the Department's State Summary Report on the Spring 2005 Delaware Student Testing Program, the school's average performance on the DSTP in Reading, Mathematics and Writing was:

READING

Grade 3	445.70	461.05
Grade 5	485.33	503.19
Grade 8	524.78	543.33
Grade 10	518.83	527.24

Grade 3	84.44	92.50
Grade 5	85.17	95.24
Grade 8	78.47	94.25
Grade 10	70.04	84.78

MATHEMATICS

Grade	State Average	State Percentile
Grade 3	441.22	455.50
Grade 5	476.14	485.89
Grade 8	498.56	497.85
Grade 10	530.65	530.63

Grade	State Average	State Percentile
Grade 3	78.85	90.48
Grade 5	76.87	90.91
Grade 8	52.74	50.00
Grade 10	52.03	58.34

WRITING

Grade	State Average	State Percentile
Grade 3	6.92	8.29
Grade 5	7.26	8.48
Grade 8	7.84	8.31
Grade 10	8.30	8.69

Grade	State Average	State Percentile
Grade 3	69.07	100.00
Grade 5	56.12	81.82
Grade 8	75.66	90.91
Grade 10	78.52	93.75

Note: some averages or percentages may be rounded.

Performance on Achievement Target I

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

In 2004-05, the school's students met this requirement or the average student performance was within the Standard Error of Measurement in the majority of subjects and grades.

Performance on Achievement Target II

For student enrolled at the school at east one year, the average performance for each subject at each grade assessed on the DSTP will be above the State average each year.

In 2004-05 the school's students met this requirement or the average student performance was within the Standard Error of Measurement in the majority of subjects and grades.

Performance on Achievement Target III

For all students in grades 1-8, the average performance in reading and mathematics on the ITBS at each grade will be at least at the national average.

In 2003-04 the school's students met this requirement.

Performance on Achievement Target IV

For students enrolled at the school at least one year, the average performance in reading and mathematics on the ITBS at each grade will be above the national average each year.

In 2003-04 the school's students met this requirement.

Performance on Achievement Target V

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

The school reports the average performance of all enrolled students who participated in the Preliminary Scholastic Aptitude Test (PSAT) in 2003 and 2004 were at or near state average on the verbal, mathematics and writing portions of the test. Students who attended the school for three years and who participated in the PSAT in 2003 and 2004 were considerably above state average on the mathematics and writing portions of the test.

School Accountability Rating

This school received a rating of "Commendable" for 2003-04, an indication of the school meeting Adequate Yearly Progress in both reading and mathematics in school year 2003-04. This

rating is based on an established level of performance in reading and mathematics over a two year period.

Enrollment and Attendance

The school met the agreed upon targets in enrollment and attendance in 2003-04.

Administrative and Financial Management

This school operates with staff hired by the Board of Directors and does not have a management agreement with a management company. There are no pending issues related to the school's administrative and financial management.

Data Reporting

The school has consistently reported required data on a timely basis through eSchoolPlus.

Teacher Certification

The Delaware charter law (14 Delaware Code, Section 507) states that the boards of directors of charter schools shall hire certified teachers. With some exceptions 100% of the teachers employed at a charter school are required to be appropriately certified.

The record indicates this school has experienced a number of problems meeting these requirements in each of its first five years of operation.

During school year 2003-04 the school failed to fully meet the teacher certification requirement of the law. Thus far, in school year 2004-05 the school has not fully met the teacher certification requirements of the charter law. As of April 1, 2005 Department records indicate the school has 100% of its elementary teachers appropriately certified and 95% of its secondary teachers appropriately certified. The charter law requires at least 65% of teachers in K-6 appropriately certified and 100% of the teachers at grades 7-12 appropriately certified.

Special Education Requirements

Prior to school year 2004-05, concerns were raised about the number of certified special education teachers employed at the school in relation to the number of enrolled students with Individual Education Plans (IEPs). In addition, an administrative complaint was filed against the school related to services to a student with disabilities. Both issues were addressed prior to 2004-05 and there are no special education issues pending.

Consolidated Application Review

A Consolidated Application Review was completed in February 2005. The review indicates no significant concerns related to the school's performance in meeting the goals and objectives in its most recent Consolidated Application.

Compliance with Other Regulatory and Statutory Requirements

The school recently was required to payback \$8,654 in school meal funds for not serving meals to students that fully meet menu requirements.

Summary of Findings

Overall, there have been few concerns related to the performance of this school. The school has experienced some difficulty in fully meeting the teacher certification requirements of the Delaware charter law, although it has experienced fewer problems than a number of other charter schools.

The performance of the school's students on the DSTP has been above or near the state average in most subjects and grades each year since 2000-01. The school reports that students who attended the school for three years performed considerably above state average on the PSAT in 2003 and 2004.

The school experienced some difficulties in providing sufficient services to students with disabilities prior to 2004-05 but no difficulties have been reported during the current school year.

July 2005

2002-2003 DSTP Results

Reading/Writing/Math

Target I

For all student, the average performance for each subject at each grade assessed on the DSTP will be at least at the State average each year. Target met except in Grade 8 Math and Grade 10 Reading, Writing and Math. These are also the grades in which we took in the most new students. IIP's were written for students requiring them and summer school was offered.

N Count – Total Student Population

Reading

Grade	N Count	CCS Mean	State Mean
3	38	463.18	442.49
5	48	488.88	479.73
8	81	523.49	516.83
10	26	505	514.33

Writing

Grade	N Count	CCS Mean	State Mean
3	40	6.70	5.75
5	48	7.75	7.28
8	81	9.3	8.14
10	26	7.81	8.2

Math

Grade	N Count	CCS Mean	State Mean
3	40	444.34	434.79
5	49	472	468.43
8	82	490.85	493.98
10	26	504.58	524.99

Parent Satisfaction Survey

PARENT SURVEY RESULTS FROM NOVEMBER , 2004 SCALE WAS 1-5		Mean
Providing a safe environment for learning		4.43
Having teachers and staff with high academic expectations for all students		4.47
Having teachers and staff with high behavioral expectations for all students		4.27
Communicating high expectations to students		4.40
Communicating high expectations to parents		4.28
Teaching in a way that encourages students to apply what they learn to everyday life		4.44
Meeting the needs of special education students and students with special needs		4.00
Meeting the needs of academically advanced students		4.30
Having highly qualified/certified teachers in all teaching areas		4.42
Offering classes & activities that students find interesting and challenging		4.29
Creating positive relationships with students as individuals		4.47
Communicating student progress through interims, report cards & conferences		4.45
Developing an atmosphere of trust where parents, teachers & students work together		4.45
Providing opportunities for parents to have an influence in the school		4.35
Having leadership that is accessible, accountable and open to suggestions		4.17
Providing instructional materials that are suitable to the needs of the students		4.07
Providing a school facility that is suitable to the needs of the students		4.17
Overall, how would you rate the success of CCS/CCHS		4.17

Chart represents a 50% response rate.

As the above chart indicates, parents of CCS students are very satisfied with all aspects of Campus Community School. This high level of parent satisfaction has been consistent throughout the school's operating history.

Appendix D

Examples of spreading educational philosophy and methodology

SCHOOL-BASED DECISION-MAKING TEAMS

Increasing Participation and Parental Involvement

by Allen Zipp

Sitting around the table, Judy asks if we need to provide more assistance to struggling students, while Karen asks if we are meeting the needs of higher ability students. Allen shares our annual test results while Craig and Heidi share personal experiences from their classrooms. Lynn raises questions about a survey for the next PTA meeting and Marcia shares information about college students who are serving as tutors. These topics are typical of those discussed at a bimonthly meeting of the School-Based Decision-Making Team (SBDMT) for the Campus Community School (C.C.S.) in Dover, Delaware.

The SBDMT consists of six voting members (two teachers, two parents, an administrator, the lead teacher) and two non-voting members (the PTA president and a representative from Wesley College). Campus Community School is a charter school and part of its mission is to include all members of the school in the decision-making process. The goal is to avoid top-down management. Two important recommendations of **Turning Points 2000** include democratic governance and parental involvement. The SBDMT at Campus Community School involves all members of the educational community in decision making and gives parents a real voice in their middle school.

Parent and Teacher Participation

Parent representatives to the SBDMT are responsible for presenting parent issues, disseminating information at PTA meetings, and responding to questions from other parents. Candidates submit a short resume and explanation of their interest in the position, which are distributed in the April PTA newsletter. At the May meeting, parents have the opportunity to speak before the members vote. Membership on the SBDMT is seen as desirable and there are always a number of candidates.

Teacher representatives have similar responsibilities for representing educational staff. Membership on the SBDMT is viewed as an important responsibility that all should share, and each year there are several candidates. The teacher and parent members serve two, alternating year long terms so that there is continuity on the team.

It is important to include all school constituencies on the SBDMT. Campus Community School collaborates with the Wesley College for professional development for staff and in training college students so a Wesley College professor serves as a non-voting member of the SBDMT as does the president of The PTA.

What is the role of a SBDMT?

The day-to-day running of a school is best handled by a school administrator. A phone call from the state asking budget questions, a serious discipline issue, maintenance concerns, purchasing requests, etc. cannot wait for a meeting. The kinds of decisions a SBDMT addresses are less time specific and more policy oriented. A SBDMT might make decisions involving the development of the school calendar, staffing levels, dress code, use of standardized testing results, etc. These are important matters that affect the whole school community.

Commitment to School-Based Decision-Making

The SBDMT at Campus Community School has the authority to make important decisions. This authority is given not only in the school's charter but also by the school's twelve member Board of Directors. They understand the importance of participation in decision making and thus have delegated a great deal of authority. While C.C.S. is a charter school, this is an approach that can work as well in a public school, if the board of education truly wants to increase parent and teacher participation.

When a SBDMT approach is used, people have to accept a change in roles. No longer is the principal the ultimate authority in all matters. A board of education and administrators must be willing to accept input from teachers and parents. While no single site-based management fits every situation, the following rules and procedures have worked for Campus Community School.

Have an agenda of meaningful items: The agenda must reflect the importance of the SBDMT. It may take time for a team to learn what items to discuss and what items could be dealt with more efficiently in other ways. It is important to keep an agenda of a reasonable length. This means prioritizing. (See sample Agenda)

Respond to all people bringing up issues. If parents, teachers or students think an item is important, they deserve a response. Whenever an item is addressed, it should be decided if a response is needed and who will respond. For example, if a parent questions the use of a particular book, the SBDMT might discuss the matter and select one teacher member to respond to the parent.

Keep people informed: Minutes should be kept and distributed to all concerned parties. This might be included as part of both the school and PTA newsletters.

Make good use of meeting time: Follow the prepared agenda. A consensus model works best, but if no agreement is reached, a majority vote can be used to settle disagreements. It is important that once a decision is made, all members respect and support that decision.

The chairperson's role needs to be inclusive: The administrator at Campus Community School has served in this role. Administrators are generally familiar with all the aspects of a school community and can bring information to assist with decisions. The danger is that a school principal may be seen as directing the decisions. It takes a conscious effort to avoid such problems.

Provide a way for new members join the team: At Campus Community School, teachers and parents serve for alternating two-year terms. This way both teachers and both parents do not leave the team in the same year.

Members of a SBDMT should maintain confidentiality: There may be sensitive issues discussed at these meetings. A list of the responsibilities of SBDMT members is helpful.

Conclusion

At Campus Community School, the SBDMT has oversight of the teacher evaluation process. It monitors the process and receives input on teachers' performance. The team then makes recommendations to the Board. If there are concerns with a teacher's performance, the SBDMT is responsible for setting up and monitoring an intervention team to assist that teacher. This intervention team works with the teacher. They might develop a training plan or locate a mentor to assist the new teacher. Such oversight may be subject to contract negotiation in a public school as the building administrator no longer has the role of sole "evaluator" of all staff.

The School Based Decision-Making Team has been an important factor in providing input for all participants at C.C.S. *Turning Points 2000* recommends a more democratic way of running schools, one which includes parents and the community. A School Based Decision-Making Team is a way to meet this charge.

Sample Agenda for a SBDMT Meeting

1. Parent letter concerning early closing.
2. Parent letter regarding a classroom issue.
3. Photographer for school pictures. Are we set?
4. Volunteerism-how can we reach all parents?
5. Approve an emergency management plan.
6. Training for new staff. Is mentoring enough?
8. Letter from Children's Theatre asking permission for students to be absent to attend a morning rehearsal. How does this fit with our attendance policy?
9. Received information from A Community Foundation on grants for high-risk children.
10. National Geography Bee - do we want to participate?

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- Babbage, Keen J., (1997). *Meetings for School-Based Decision Making*. Lancaster, PA: Technomic Publishing Co. Inc.
- Jackson, Anthony W. & Davis, Gayle A. (2000). *Turning Points 2000: Educating Adolescents in the 21st Century*. New York, NY: Teachers College Press.



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STRATEGIC PLANNING BY CHOICE NOT BY CHANCE

Allen Zipke

The author is the administrator of the Campus Community School in Dover, Delaware

ABSTRACT

Using choice theory for school management purposes has allowed people to work together using an approach which assists them in understanding why certain decisions are made and how they can work together in a cooperative manner. At Campus Community School, we are currently working on a strategic plan, and by teaching and using choice theory with the participants, we have been able to maintain the focus on our philosophy and arrive at strategies to move towards becoming a Quality School. Campus Community School is a successful charter school that opened in 1998.

Choice Theory and Strategic Planning

Strategic planning is a method of establishing a plan that has a focus for using resources to achieve an organization's objectives. The process involves deciding what the mission of the organization is; deciding who will be involved in implementing the plan; deciding what the objectives for the organization are (how will you know you are being successful?); and devising tasks required to implement a program, the person responsible for each task, the time frame for completion of each task, and an analysis of the benefits and costs for a specific action plan. Without a plan an organization may go in many different directions, follow various philosophies, and not use resources efficiently.

Campus Community School has a focus defined in its charter. This is an advantage since the school has one philosophy. All resources in the strategic plan should be directed to following this philosophy (this philosophy is our quality world). The five main tenets of the CCS philosophy are:

Parental involvement

Parental participation is actively encouraged. A parental contract with the school encourages parents to be involved with their child's learning as well as assisting in other ways. Parents are encouraged to visit the school at any time.

A Constructivist teaching approach.

Curriculum is integrated and large overall themes connect the various strands. Textbooks are not used, a wide variety of resources provide information. Curriculum is developed by teachers and individualized so the varied needs of students can be met while covering the same themes. A problem solving approach centers on the development of habits of mind, not just

coverage of material.

Collaboration with Wesley College.

A partnership with an institute of higher learning allows a sharing of facilities, education professors providing curriculum training, consistent staff development, and use of college students to reduce adult to student ratios.

Site Based Management

Parents and teachers are partners in making decisions related to school. A School Based Decision Making Team has representatives from all groups (administrators, Wesley College, parents, teachers) that meet to make management decisions for the school.

A choice theory/lead management approach to working with people.

Concepts promoted by Dr. Glasser are followed. Training in the ideas is provided to all staff. Through use of these approaches, the school can be need fulfilling for students, staff, and parents.

The strategic plan should create a focus for using resources to achieving and maintaining this philosophy.

It is important that people directly involved in Campus Community School have valid input in creating a strategic plan. This includes teachers, administrators, parents, Wesley College staff, and school board members. While everyone has an interest in seeing Campus Community School be successful, not everyone will have the interest in creating a strategic plan. How do the basic needs of belonging, power, freedom, and fun influence a person's participation? A person might be influenced by love for children (belonging), a belief that he/she can influence an organization (power), the idea that CCS is a choice for them (freedom), or a desire to make learning enjoyable (fun). It may be necessary to assist people in a critical group to understand why they should participate. For example, helping people to see how a successful school would create a better place for their children (belonging) would increase their commitment.

How do you successfully create a strategic plan for Campus Community School that meets the philosophy as set out in its charter? William Glasser's chart describing how the brain works can help explain how people behave in relation to partic-

participating in strategic planning. Since only one of the situations, "not now in effective control" or "gaining more effective control", is happening at any one time we want to assist in creating a situation that leads to a positive experience in devising a strategic plan. We want to move people to be in the situation of gaining more effective control.

If Campus Community School has a philosophy which is in the participants' quality world, they will work very hard for that philosophy. Not all people involved in CCS have had educational experiences that match CCS's philosophy. Often they do not have pictures in their quality world of successful school experiences. This is a situation where their perceived world of what is good education does not match the school's philosophy. Peoples' knowledge and values have created their view. We may have to assist participants to see how certain educational approaches can meet their basic needs and become part of their quality world picture. Since people act upon the information that is in their own perceived world, we have to help them learn that there is a different approach to education that is followed at CCS.

When the philosophy of CCS does not match people's quality world picture, they have a scale that is out of balance (in the comparing place on the chart). Since people who are involved with CCS want to correct this imbalance and take more effective control of a situation, they feel frustrated. The stronger the frustration, the bigger the disconnect. For example, a person might believe that reliance on textbooks is the key to learning. CCS does not regularly use textbooks. Frustration occurs in this case. We, educators at CCS, have to help put the scale in balance for this person. The person probably knows that something good is happening at CCS and is willing to trust. The person also knows that the charter specifies a constructivist approach and if his/her child remains at CCS, he/she will have to change his/her viewpoint. How do we use choice theory to convince participants in strategic planning that they can choose and support education strategies that are more effective than those traditionally used?

Since the car (from the chart) is always driven in what is considered to be the best direction to satisfy the needs in question, we have to educate the person to act and perhaps start to think in a certain way. Providing research, test results, and personal experiences can be valuable in affecting change. The rear wheels of the car (feeling and physiology) have to follow where the front wheels go. We (educators) have much more control over the front wheels, acting and thinking, than the rear wheels, feeling and physiology. So if we can convince a person to support a multi text approach and perhaps start or convince the person that learning occurs better without texts, he/she would not worry and have the symptoms that go with being nervous over this approach.

As with any plan in choice theory, a strategic plan should

1. not be complicated
2. be manageable, in time and scope

3. be definite and detailed
4. Make sense. You see the value in doing it.
5. Be what you are going to do.
6. Require a commitment, which develops responsibility.

In developing a strategic plan we ask the same questions that are asked in Reality Therapy. The diagram below shows the questioning used in discussing the philosophical areas.

The arrows go both ways since it is possible to approach a topic starting from more than one point. The arrows also point in varying directions since discussions may also not follow the circle. For example: if we are discussing site management, a person may start from the options available and could then go to any of the other questions.

- Participants discuss this chart prior to beginning the discussion so they learn the approach. Understanding the process allows everyone to see that we still have the same focus even though we may start from different points. Before starting the process the group also learns how using the seven caring habits: caring, listening, supporting, contributing, encouraging, trusting and befriending; will allow everyone to maintain good relationships and work together in a positive fashion.

Below is a draft of the section of the strategic plan regarding School Based Decision Making.

Area of Emphasis

School Based Decision Making

Goal

Maintain a School Based Decision Making Team (SBDMT) comprised of teachers, parents, and administrators that effectively makes decisions regarding school operations and programs.

Strategies

1. Communicate the activities of the SBDMT in a timely manner
2. Hold SBDMT meetings no less than once per month
3. Expedite the approval process of SBDMT minutes and provide staff with the minutes in a timely fashion.
4. Provide teachers, parents, and staff with a form to communicate issues to the SBDMT
5. Provide the school administrator with a list of issues to be addressed by the SBDMT no less than two days prior to the meeting.

6. Communicate the decisions of the SBDMT in a timely manner
7. Provide those who have brought issues to the SBDMT of the decision made or action taken within no more than one week after the meeting.
8. Regularly examine the role of the SBDMT
9. The SBDMT will undertake an annual self evaluation of their role and report their findings, including changes being made, to teachers, parents and school administrators.
10. Annually survey staff and parents of effectiveness of SBDMT

The author may be reached at Campus Community School,
21 North Bradford Street, Dover, Delaware, 19904

International Resource Guide

An International Resource Guide has been established. This guide contains an annotated bibliography of all published articles and dissertations. The resource guide is available upon request at a production/ mailing cost:

Vol. 1 Hard Copy of Resource Guide
(approx. 200 pages) through 1995

U.S. and Canada \$25.00
International..... \$30.00

Vol. 2 Hard Copy of Resource Guide
(approx. 40 pages) 1996 to present

U.S. and Canada \$10.00
International \$15.00

Both Vol. 1&2

U.S. & Canada \$30.00
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The mailing address for the Guide is:

Reality Therapy Resource Guide
650 Laurel Ave. #402
Highland Park, IL 60035
Telephone: 847-681-0290
E-mail: llitwack@aol.com

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March 26th - 28th, 2004

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Friday, March 26th - A Day with Glasser
Registration: 8:00AM
Sessions: 9:00AM - 3:30PM



We invite you to spend a day with William Glasser, MD, author of 20 best selling books including Unhappy Teenagers: A Way for Parents And Teachers to Reach Them, Every Student Can Succeed, and Choice Theory: A New Psychology of Personal Freedom. A personable man who gets involved with audiences through the use of examples, Dr.

Glasser makes the day entertaining as well as informative. The day will include a continental breakfast and lunch, as well as discussions, role playing and an introduction to his new book entitled Warning: Psychiatry Can be Hazardous to Your Mental Health.

About Rehoboth Beach, Delaware
Rehoboth Beach Boardwalk: Explore one mile of shops, restaurants, amusements, bike rentals, and nightlife (www.rehobothtoday.com).

Find Beauty, History, and Culture

- Anna Hazzard Museum (circa 1890's)
- 140 tax-free outlet stores (www.shoprehoboth.com).
- Rehoboth Art League - galleries
- Indian River Life Saving Station Museum
- Delaware Seashore State Park
- Dover Downs Slots
- Golf
- Homestead Mansion (circa 1743)
- Cape May - Lewes Ferry
- Charter Fishing and Dolphin Watching
- Nassau Valley Vineyards & Winery

Save the Date and Share the Fun!!

Saturday, March 27th - Workshops and Presentations
Registration: 8:00AM
Sessions: 9:00AM - 3:00PM

Building Quality Relationships: School, Work & Home

Conference Offerings for March 27

- The Path to a Quality School
- The Competency Based Classroom - Success For All!
- Building Relationships Through Advisory / Class Meetings
- Literature: Connecting with Kids
- Leader or Boss? Approaches to Planning
- Student Led Conferences: Students Accepting Responsibility
- Improving Performance Through Self Evaluation
- Choice Theory through the Arts
- Caring Habits vs Deadly Habits: Talking with your Teen
- Quality Counseling in Schools and Private Practice
- Quality Relationships in the Workplace
- Choice Theory in the Life of a Kid

March 28th - Regional Meetings

Breakfast: 7:45AM - 8:45AM
Meetings: 9:00AM - Noon

MAKE YOUR OWN HOTEL RESERVATIONS
Hotel reservation deadline is March 12, 2004
Atlantic Sands Hotel & Conference Center

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Call the hotel directly and ask for the "William Glasser Institute" discounted conference rate of:
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Conference Registration Form

Check the events you'd like to attend, total your cost and enter the amount below.

- ☐ **Early Registration Special for Day with Dr. Glasser (3-26-04)**
Includes continental breakfast & lunch
Before 3-1-04 \$50.00
After 3-1-04 \$60.00
- ☐ **Day with Dr. Glasser (Friday)**
Includes continental breakfast & lunch
After 3-1-04 \$60.00
- ☐ **Regional Conference (Saturday)**
Includes materials, continental breakfast & lunch
\$40.00
- ☐ **Friday Dinner with Dr. Glasser Friday evening: per person, tax and gratuity included—
not attending Sunday regional meeting**
\$20.00

- ☐ **Sunday breakfast**
Per person, tax and gratuity included—
not attending Sunday regional meeting
\$7.00

- ☐ **Bonus! Sunday regional meeting: For those who support our regions by attending the Sunday business meeting, the NE & SE regions are pleased to offer you a complimentary Friday night dinner with Dr. Glasser and Sunday morning breakfast. Thanks for involving yourself!**
\$00.00

Name _____

Address _____

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Email address _____

Phone (Home) _____ Phone (Work) _____

Method of Payment _____

- ☐ Check (payable to CCS)
☐ Visa (add \$3.00)
☐ MasterCard (add \$3.00)

Subtotal: _____
If paying by credit card, please add \$3.00

Total: _____

Name on Card _____

Credit Card # _____

Exp. date _____

Signature _____

Mail BEFORE February 25th to:

NE/SE Glasser Conference
c/o Allen Zipke
Campus Community School
21 North Bradford Street
Dover, DE 19904

Question? Contact:
Allen Zipke
Phone: 302-736-3300
Fax: 302-736-3390
Email: zipke@ccs.k12.de.us

Note: Registration does not include Hotel Reservations

May 1, 2005

Mr. Allen Zipke
Administrator
Campus Community Elementary School
21 N. Bradford Street
Dover, DE 19904

Dear Allen:


~~The teachers~~ so graciously welcoming us to the wonder that is Campus Community! We had such an incredible visit. We couldn't stop talking during the entire drive back, so inspired were we by, well, EVERYTHING! You all have so much to be proud of. I hope you don't mind if we think of your school as kind of a mentor for our school. I learned so much from you, and I know Betsy Nix (our Board Secretary) and Turi Nilsson (our Director of Instruction) were giddy with excitement from all that they had learned from the teachers and the Wesley folks. We want to soak up as much as we can from you.

I think what was most refreshing about the visit was to see how seriously you all take your jobs. Everyone we met was such a professional, and seemed to have found his or her true calling. You really care. You are actively engaged, passionate, hard-working. You recognize the power you have to make an impact, and you take that responsibility very seriously. You have created a rich, vibrant, demanding environment that seems to both challenge and reward teachers on personal, emotional, and intellectual levels. Congratulations to all of you.

I already have one small favor: can you recommend any particular Glasser trainer? We are definitely going to have some professional development this summer around Choice Theory and Reality Therapy. If you have any suggestions about how to go about this, other than simply doing it through the Glasser website, please let me know. You can e-mail me at brockman@charm.net.

Thank you again for giving us such a warm welcome. You have set the standard. Maybe next year, you can come visit us and tell us what we're doing wrong!

Sincerely,



Erika Brockman
Executive Director.

Why Give Grades?

Six years ago, the founding faculty of Campus Community School, a small charter school in Dover, Delaware, had the opportunity to take a good look at assessment and develop a system that we really felt good about.

As we were discussing how best to gather information on student achievement and how to report the results, we did so as part of a larger vision we hoped to bring to the community we were about to serve.

Campus Community School, which opened to serve 300 students in grades 1-8, was founded on the following mission:

"We believe that all children can learn, but all learners have different needs, experiences, and ways of learning. We believe that children will rise to expectations if effectively engaged in learning tasks that are meaningful to them. We believe excellent teaching is reflected in high levels of student achievement and positive attitudes."

This mission includes quite a host of "must-haves" such as hands-on project-based learning, small student/teacher ratios, fully inclusive classrooms, and teacher-developed curriculum carried out in a social constructivist setting. There are no textbooks, but opportunities for each student to discover more than can be found between the covers of a single book. The ultimate goal is to develop self-directed learners.

While building the curriculum was paramount in our first weeks together, our focus was on how we could develop self-directed learners.

Our group brainstormed a list of characteristics we wanted our students to possess. After much discussion we settled on three categories that seemed to describe the characteristics we were looking for:

- **Persistence:** The ability to work through issues as they arise in the learning process.
- **Reflection:** The ability to connect what a student is learning to other sets of knowledge and then seek new knowledge.
- **Self-Direction:** The ability to learn independently.

We referred to these characteristics as "habits of mind."

Assessing Habits of Mind

How would we measure students' progress in developing these habits of mind? We developed a rubric that defined levels along a continuum. Recognizing the importance of ensuring that students master state and national standards in each subject area, we added a section for content/skill demonstration.

General themes provide overall focus to the curriculum at all grade levels. Teachers use Delaware's content standards as a guide for hands-on activities within those themes. Therefore, teachers guide students to meet high standards of content knowledge, be independent thinkers, and acquire the mental skills that will enable them to be lifelong learners and problem solvers.

Our student assessment is aligned to our social constructivist learning and teaching environment. Teacher assessment is ongoing, embedded in the lessons themselves. Student self-assessment is part of the daily learning, which students share in their learning journals.

Very few "hard grades" in the traditional sense are given in grades 1-8. If students are graded, the grades aren't averaged, but are simply indicators of a student's work at that moment.

Student work is kept in working portfolios; students keep specific pieces to highlight their culmination of learning in showcase portfolios, which they share at student-led conferences.

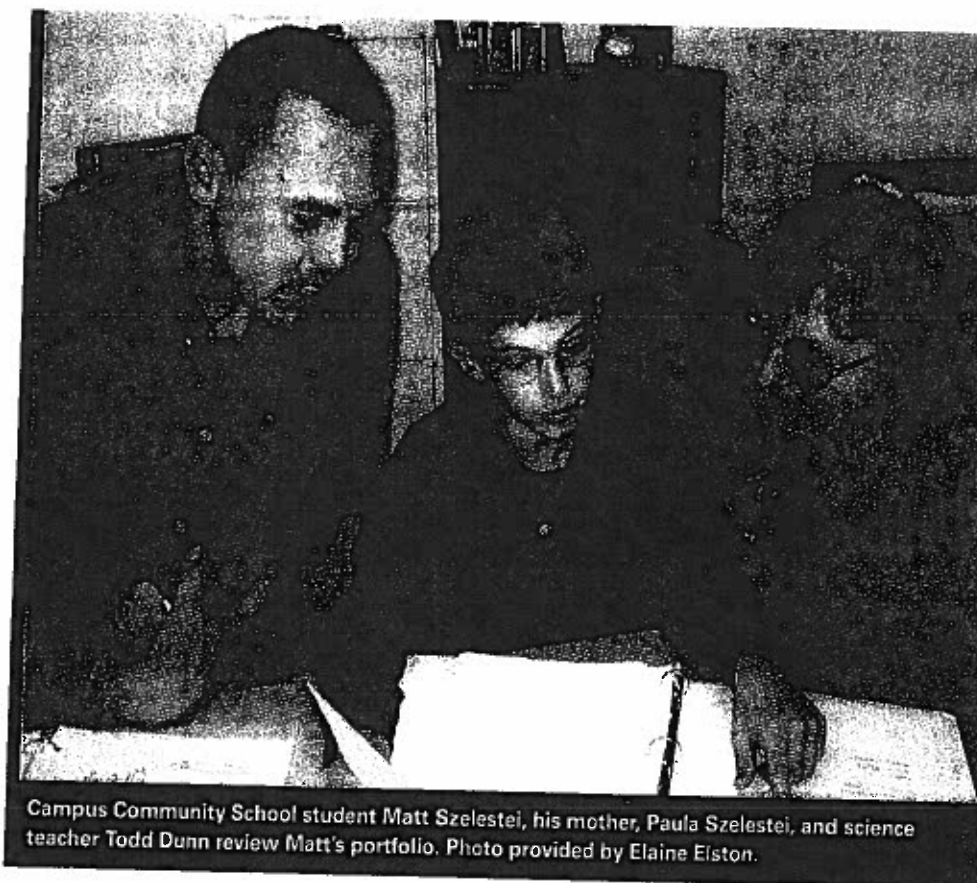
The Hard Evidence

As we developed this assessment system, one of the biggest questions was how to provide feedback to parents about their child's progress—something they could hang on the refrigerator.

We considered ourselves to be somewhat progressive, but knew that parents would not likely buy into this very different approach to learning and assessment. We compromised and its repercussions still linger.

We decided to fashion our well-developed rubric into a report card of sorts. We call our report card a "student profile," as it is intended to be a snapshot of the student's learning at that moment. The definitions at each level of persistence, reflection, and self-direction are clear, and we believed at that time that circling the best descriptor of the student's work would be effective.

Unfortunately, the physical layout of the report made it impossible to report a variety of subject area work. So, we kept



Campus Community School student Matt Szelestei, his mother, Paula Szelestei, and science teacher Todd Dunn review Matt's portfolio. Photo provided by Elaine Eiston.

support students in their own self-directed learning at whatever level they are, while continuing to urge them to higher levels.

Over the years, many of our parents have come to support our use of the student profiles as an indicator of the work their child has demonstrated and not as an end-all, final "grade."

As can be expected, families who begin their learning at

the early grades at Campus Community School embrace these ideas almost

"It's not about the grades, it's about the learning and the evidence of learning."

the headings, but simply identified each rubric square with a number—a big mistake on our part. Many parents and students immediately translated those numbers into "4" = an "A", a "3" = a "B" and so on. In hindsight we should have found some way to leave those numbers out... people can't average a set of words.

The Big Picture

In the big picture, our students' work is assessed by their teachers and by themselves. They keep their work as evidence of their learning and they share it with their parents at student-led conferences. We continue to stress the need for quality work and

immediately; families who enter our school after having been part of a very traditional grading system or who value letter grades seem to struggle more with this approach.

Our brief history has taught us to be persistent in overcoming any negative feedback about the student profiles. We believe in what we're reporting and the way in which we're reporting so we continue to educate these families about our charter goals. Viewed as they were intended, the profiles give students a much clearer picture of where they are academically and can help them set better learning goals.

If a student transfers to a school that uses the traditional

Campus Community School 2003-2004 UPPERS

Name: _____ Teacher: _____ Grade: _____

	0	1	2	3	4	5
Persistence	Never attempts	Attempts but gives up quickly	Attempts but stops at first issue	Attempts and works through some issues	Works through most issues	Does not give up until all issues are resolved
Reflection	Never uses past knowledge	Rarely uses past knowledge	Occasionally uses past knowledge to form new understanding	Frequently uses past knowledge to form new understanding	Consistently uses past knowledge	Independently makes connections to past knowledge
Self-Direction	Refuses direction	Needs constant individual attention	Needs frequent reminders to stay on task	Needs occasional reminders to stay on task	Works independently	Initiates further responsibilities
Concepts and Skills	Demonstrates no understanding	Demonstrates limited understanding	Demonstrates understanding of some concepts	Demonstrates understanding of most concepts	Demonstrates complete understanding of all concepts	

Classes	Math			Language Arts			Social Studies			Science			Spanish		
	1st	2nd	3rd	1st	2nd	3rd	1st	2nd	3rd	1st	2nd	3rd	1st	2nd	3rd
Persistence															
Reflection															
Self-Direction															
Concepts/Skills															

Specials	Music			Physical Education			Computers			Art		
	1st	2nd	3rd	1st	2nd	3rd	1st	2nd	3rd	1st	2nd	3rd
Persistence												
Reflection												
Self-Direction												
Concepts/Skills												

Assigned to Grade _____ for the School Year 20__ - 20__

Teacher Signature: _____

grading system, most schools look at the rubric score like a grade. We send a student's portfolio with them to their new school and our hopes are that the new school looks at it and considers their work, but we suspect they view the student profile as the report card and don't spend much time with the portfolio.

Always Reflecting, Always Growing

We continue to be self-reflective, learning from what we've already accomplished and seeking more ways to achieve our mission. And, we have most certainly been self-directed, as other schools in our area are not yet considering these types of student-based assessments. We couldn't follow if we wanted to—there's no one to follow!

Our students are responding well to our alternative grading system. Our test scores have been consistently well above the state average, and our eighth graders were ranked first in science and second in social studies recently.

As our school continues to grow and we add new grade levels (we have grades 1–11 now, with plans to add a 12th grade next year), we have had more opportunities to reflect on what we've done, ask ourselves how to adapt to any new needs we may have, and determine how can we maintain our original mission: teach children to be self-

directed learners.

The high school has adopted a percentage grade in place of the concepts rubric, but they also report the habits of mind. We want our students to have the benefits of scholarships, which are often based on GPAs, so for that purpose alone we have adopted the percentage grade at the high school level.

Our students are able to assess their own work in a competent and honest manner, which is amazing. My own child, the one I raised my voice to during dinner, tells me exactly how she can improve her work, what she will redo, or what part of her work was exceptional. Our students know that the lines of communication are open, that their opinion about their work is as important, if not more important than the opinion of the teachers, and that they are part of a learning environment that truly supports them and wants them to continue to learn.

It's not about the grades, it's about the learning and the evidence of learning. Choice to teach in this environment: A+ (that's a 5 on the rubric!). ■

Elaine Elston is the lead teacher at Campus Community High School in Dover, DE, and a member of the founding faculty of Campus Community School, the first charter school in Dover.

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Janet Allen

February 24, 2004

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Janet Allen

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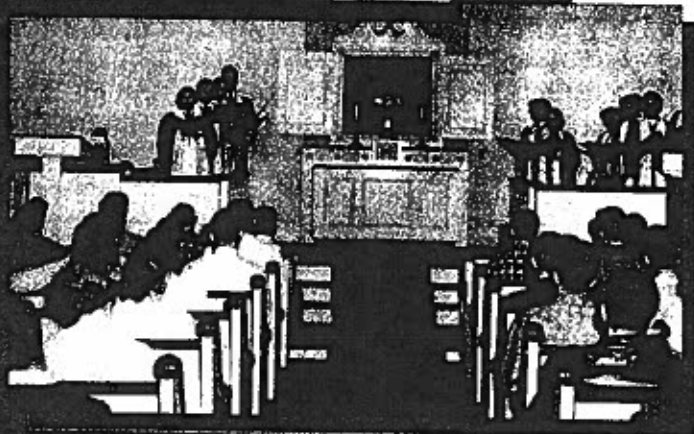
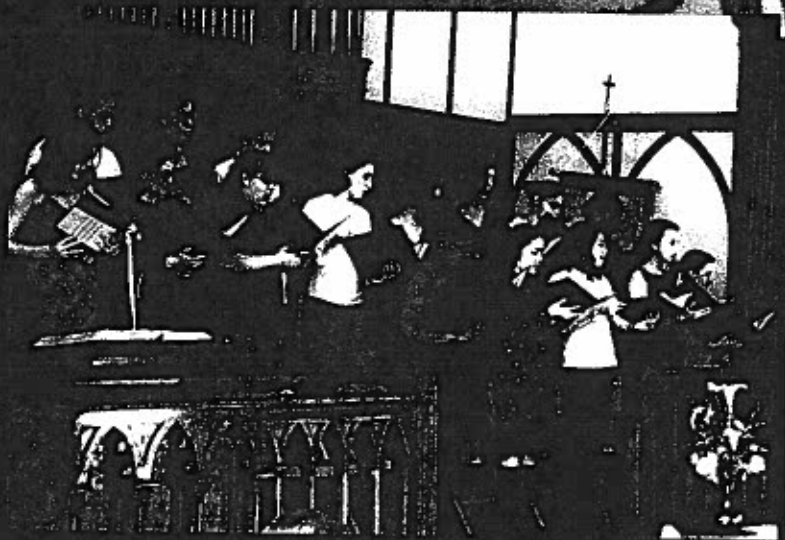
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Volume XXXI, No. 3
Spring 2004



Wesley TODAY

www.wesley.edu

Campus School

Public charter schools are a piece of education reform whose time has come, and our Campus Community School (CCS) at Wesley College – reaching a record enrollment of 580 this fall with the addition of the 11th grade – is a local example of the success many are experiencing in this age of accountability and community-based learning.

CCS is a joyful place where a general atmosphere of welcome prevails,” said Director Allen Zipke, who has been affiliated with the school since before its inception.

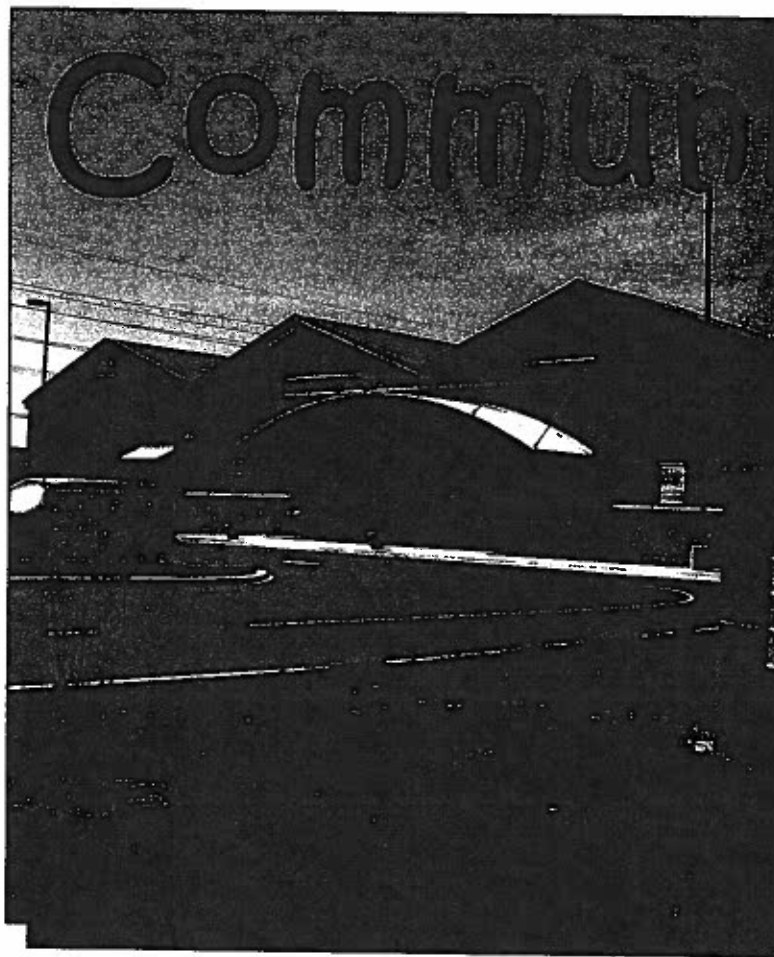
Founded in 1998 as a public, tuition-free charter school on the campus of Wesley College, Campus Community School continues to thrive.

Wesley-affiliated Charter school establishes a record for success

Campus Community is more than measuring up to the standards of “No Child Left Behind,” while serving a disproportionate number of minority, economically disadvantaged and special needs students.

“It’s a win-win,” Zipke emphasized in describing the school’s location. “Our students definitely benefit from being in a college atmosphere, and the active participation of Wesley edu-

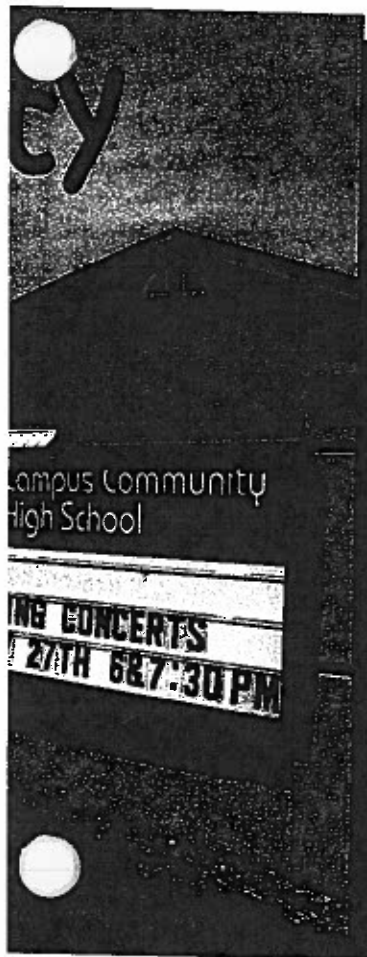
Benefiting from the active involvement of Wesley education professors and majors, its students consistently perform at high levels on state tests. Recent data from the Delaware Department of Education show that



cation faculty, education majors and work study students significantly enhances CCS.” Many school faculty, for example, take graduate education courses at Wesley and benefit from training by education department faculty. CCS students also use Wesley’s library (in which the school has its own section), swimming pool, gym, playing fields and cafeteria, the Wesley Boys and Girls Club, as well as other facilities. Conversely, junior education majors at Wesley spend a semester at CCS before student teaching, and graduate students in education work directly with students in paid internships, gaining valuable professional experience.

“The Wesley College partnership with CCS provides a model which demonstrates the positive things that are possible when colleges and universities engage in true collaboration with elementary and secondary schools. When we recognize that education is learner-centered, occurring on a continuum rather than in discrete segments, we increase the effectiveness of education offered by both partners,” said Dr. Bette S. Coplan, executive vice president at Wesley.

“Our sixth- and eighth-graders scored among the best in the state in science and social studies testing last fall,” Zipke



said, and, he added, "they continue to reach similarly high levels in other subjects as well.

"CCS students aren't threatened by the Delaware State Test Programs (DSTP), because we naturally cover the test material in the course of our curriculum," he said. "They also benefit from smaller class sizes, none larger than 24 students, compared with more than 30 in some more traditional public schools."

But the school has received other significant recognition, as well, including the Quality Award from the Glasser Institute in Chatsworth, CA, a tax-exempt foundation for training in the behavioral and educational sciences,

and several citations from the Delaware Education Department for parental involvement. "Our parent volunteers logged more than 5,000 hours last year — everything from assisting in the classroom, helping with office tasks including copying and even planting flowers in front of the school," he said. Parents are encouraged to drop by and visit classrooms any time without a scheduled appointment, and many do.

Selected by lottery each year, with preference given to siblings of currently enrolled students, new CCS students thrive in the individualized atmosphere that emphasizes integrated learning rather than a textbook approach. In fact, standardized tests are not used at all, Zipke said. Rather, students and teachers work together to research the subject, using both paper print and online resources as well as hands-on methods. This non-traditional approach motivates both teachers and learners, he believes.

Like our teachers may work harder than those in traditional schools because they need to develop their own curriculum. I think they are often happier because the lack of a

standardized text empowers them to make more decisions, providing more ownership of the educational process," he added.

Marie Hartigan of Dover, mother of Bridget, 9, a third-grader at CCS and Kevin, 6, a first-grader, confirms that "there is a real sense of partnership at CCS. There is such a welcoming atmosphere. . . the students are quite comfortable with visitors in the classroom. I have never felt that I am distracting a child by being in a class; in fact, there have been times when a child (not my own) has wanted to share something they have discovered or ask for help."

Marie, who with her husband, Matt, has been involved with the School in many ways, said they decided to send two of her three children (a second son, Neil, who is wait-listed at CCS, attends a local traditional public school) because they liked its student-centered philosophy, hands-on learning and low student to teacher ratio, among other factors.

"So far, we are seeing the benefits of our decision. The integration of the students' subjects reinforces what is studied, and it also teaches the students that there are many connections in their world," Hartigan said.

She added that her daughter Bridget just participated in an "Ancient Marketplace," a culminating event at the end of a trimester showcasing what students have learned. "A couple of days prior to the event, Bridget was telling her brothers how excited she was — she said that the Marketplace Day was like a reward for all their hard work.

"I thought that was wonderful, because even though this particular day was fun, the students were presenting their projects to all the other grades at our school (including high school), as well as visiting family and friends.

"We love the student-led conferences," Marie Hartigan continued. "This format teaches the student that he or she is accountable for the work produced. They learn to critique themselves, and set goals for improvement. . . Our children, even at their young age, are saying things like, 'This is what I did, and this is why I did well.' There is no sense of 'The teacher gave me this or that grade.'"

One advantage of such an integrated approach is that it provides greater continuity, as opposed to a unit approach to learning. Instead of studying the Civil War as an isolated

continued on page 8

Wesley/charter school relationship benefits both institutions

continued from page 7

event, for example, CCS students research and discuss it in the context of other historic conflicts. This method best mimics the way human beings learn naturally throughout the course of their lives. "After all, we very seldom learn anything as a separate entity," Zipke points out.

The integrated, hands-on approach also makes learning more rewarding and helps it "stick" better, he believes. When studying ancient Egyptian civilization, for example, the combined second/third-grade class wore period costumes, prepared appropriate foods and presented music and art from that era. Their parents and fellow students from other classes were invited to join them and ask

questions. "Sharing knowledge is an important part of our curriculum," Zipke said. "We always learn better when we can explain it to others."

Emphasis at CCS is on individual empowerment and academic success through meaningful academic work, and students are expected to continually demonstrate and be accountable for growth in three areas: knowledge in disciplines that meets or exceeds national and state standards; skills of critical thinking and reflection, technological literacy, communication and research; and personal qualities of a strong work ethic, tolerance of ambiguity, persistence and self-directed learning.

Student learning is linked to two communities: outside the school, a higher education community, to expose students to the expectation of continuing on to college, and the community at large, where students apply what they have learned to design and implement community-based projects. Graduation requirements meet or exceed those of other public high schools.

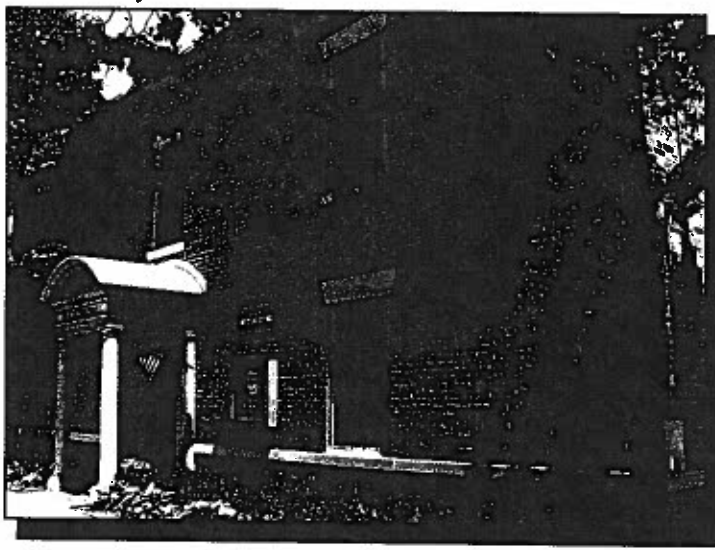
"Ours is a collaborative community of learners where all students are valued as active participants in meaningful learning," Zipke added. "They have the opportunity to become not only successful students but also complex thinkers, skilled information processors and consumers,

effective communicators and producers, self-disciplined learners, collaborative workers and responsible citizens."

About a quarter of CCS juniors take college credit courses at Wesley, and the curriculum is aimed at the college-bound.

"While it's clear that the school is mutually beneficial to both the College and to Dover/Kent County residents, it also helps our stu-

dents to develop a sense of community and the concept of lifelong service to others. Perhaps most importantly, parents of enrolled students report high satisfaction with the education that their children are receiving," said Wesley President Scott D. Miller.



Campus Community School's elementary school is located in Bradford Hall.

"Our children, even at their young age, are saying things like, 'This is what I did, and this is why I did well.' There is no sense of 'The teacher gave me this or that grade.'"

— Marie Hartigan, parent

While charter schools are in their early years and still enroll a small percentage — just 7 percent of Delaware's 181,000 elementary and secondary education pupils — and early assessment mea-

sures are inconclusive, early test results are promising and represent the beginnings of successful future trends.

As Campus Community School reaches its enrollment objectives with a projected 600 students and the addition of 12th grade next year, rewarding times in terms of outcomes are expected.

"It will be exciting to see some of our original 300 first-through-eighth-graders move on to what we are sure will be great success in college, in their chosen professions and in their future lives," Zipke concluded.

National Middle School Association



CONFERENCE & EXHIBIT

Middle Level Minds on our

ATLANTA, GEORGIA
NOVEMBER 6-8, 2003

PROGRAM BOOK



CELEBRATING 30 YEARS!

RETIRED SESSIONS 11:30 AM - 12:45 PAM

MIDDLE SCHOOL TEACHERS IN RESIDENCE: A WINNING PROFESSIONAL DEVELOPMENT PARTNERSHIP

Igniter: Mary Bess Williams, Susan A. Yolanda Simon

Location: Georgia World Congress Center
Room: C303

A school teacher and a university educator will share the numerous ways of a teacher-in-residence program. Teacher-in-residence became an integral part of the teacher preparation program, a model from area schools, a mentor to teachers and professors alike, and a key player in the restructure of the middle grades education program. The team will record ways others may be able to take advantage of such partnerships.

Audience: Principals, Teachers, University/College Educators
Level: Awareness
Method: Lecture



THE SPINNERS: BALANCING INTEGRATED CURRICULUM IN A RIGIDLY DRIVEN ENVIRONMENT

Igniter: Gina Towler

Location: Georgia World Congress Center
Room: C304

Is it finding it difficult to be creative and high-stakes curriculum environment? Is it to you and your students? Share with us and discuss the joys and pains of creating an integrated curriculum model in a high-stakes testing environment. Topics include: designing integrated units; practicing democratic classroom; and measuring the success of the curriculum.

Audience: All
Level: Awareness
Method: Hands-On



3326



INVOLVE ALL STUDENTS IN QUALITY LEARNING

Allen Zipke, Heidi Greene, Cheryl McKee

Location: Georgia World Congress Center
Room: C305

Develop a curriculum approach that promotes success on state testing. Learn how to develop a constructivist curriculum with unifying themes, integration of subjects, and a focus on project-based learning. Learn the planning approach that facilitates such curriculum development, learn how to devise themes which unite activities in all subject areas, examine a rubric that compliments a project-based curriculum. Participate in mini curriculum development and take home valuable handouts.

Audience: All
Level: Awareness
Method: Hands-On



3330



INTEGRATING YOUNG ADOLESCENT VOICE INTO SCHOOL REFORM EFFORTS

Mark Storz, Karen Nestor

Location: Atlanta Marriott Marquis
Room: EXH01

A research project involving interviews with over 100 urban middle school students examining students' views on the types of teachers and pedagogical practices that they perceive to be most beneficial to their success in school will be presented. Using Readers Theatre, participants will "listen" to the students' voices as they speak about developmentally responsive middle school practices. The implications of the students' experiences and how these might be used in school reform efforts will also be discussed.

Audience: Administrators, Pre-Service Teachers, Principals, Team Leaders, University/College Educators
Level: Awareness
Method: Lecture



3331



WHO STOLE CHRISTMAS FROM CLINTON MASSIE MIDDLE SCHOOL?

Cindy Running, Sheila Fankhauser, Mike Adams

Location: Atlanta Marriott Marquis
Room: EXH02

This high-interest interdisciplinary unit encourages student problem solving and higher order thinking. Using fingerprinting, chromatography, scale drawings and more, participants will embark on a crime-solving extravaganza designed to teach students how to use scientific reasoning to solve problems. This unit includes strong reading, writing, math and social studies components that foster an integrated approach to learning. Look out, "C.S.I.," here we come.

Audience: Pre-Service Teachers, Teachers, Team Leaders
Level: Awareness
Method: Hands-On

3333



A RECIPE FOR COOKIN' UP STUDENT LED CONFERENCES

Glenda Glenn

Location: Atlanta Marriott Marquis
Room: EXH04

You'll leave this session with all the ingredients for a successful student led conference within the first quarter of your school year. Take one cup of student goal setting, a dash of metacognitive reflection, generous portions of diagnostic grade profiles, blend with vine-ripened student work samples, and toss with teacher and student reflection. Serve with a pinch of student pride and present to parents. Join us for a no-fail recipe for successful student led conferences.

Audience: All
Level: Awareness
Method: Hands-On





Educational Professions Department
101 Braddock Road
Frostburg, Maryland 21532-1099
(301) 687-4294
FAX NUMBER (301)687-7032

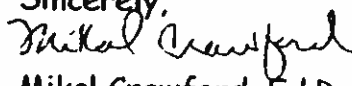
April 29, 2005

Mr. Alan Zipke
Campus Community School
21 North Bradford Street
Dover, DE 19904

Dear Alan:

On behalf of the students and staff who visited your school last week, I want to thank you for extended your hospitality and your time to help us better understand the working of a Glasser Quality School. The students are continuing to talk about what they saw and how your school has a different "feel" to it than the schools in which they are currently working. As future school counselors, I believe it is important for them to understand how schools can work to support the needs of the student and the larger school community without having to resort to punishment and coercion. I was especially struck by the fact that your faculty looks forward to coming to work! That may seem like an odd thing to say, but I have been in many schools during the past six years as an internship supervisor, and I have not seen a lot of teachers who were glad they were there. I had the sense that your faculty genuinely like what they are doing, and like working with each other. The children reap the benefits of such a situation.

Please thank your staff for their time and energy in explaining what they do to our students and for welcoming us into their space. It was a wonderful experience for all of us, and I would like to bring another group of students down in the future. I wish you a smooth sail to the end of the school year, and a very pleasant summer.

Sincerely,

Mikal Crawford, Ed.D.
Program Coordinator
School Counseling

WESLEY COLLEGE
120 NORTH STATE STREET
DOVER, DELAWARE 19901-3875



W E S L E Y
DELAWARE'S OLDEST PRIVATE COLLEGE
Founded 1873

April 18, 2005

Mr. Allen Zipke, Administrator
Campus Community School
21 North Bradford St.
Dover, DE 19904

Dear Mr. Zipke:

I have spent class this week at Wesley College debriefing the visits my students made to your school the week of April 4, 2005. Their experiences were uniformly positive. Your teachers were friendly and inviting and our prospective educators found your kids to be very well behaved and welcoming. One of my young ladies even said to the class "I cannot stop telling all my friends how great this was!"

Please convey to your staff and your students how appreciative we are of their efforts in making these visits such a rewarding activity for our education majors.

Sincerely,

A handwritten signature in cursive script, appearing to read "John Walters".

John Walters
Adjunct Instructor
Education Department

WESLEY COLLEGE
120 NORTH STATE STREET
DOVER, DELAWARE 19901-3875



W E S L E Y
DELAWARE'S OLDEST PRIVATE COLLEGE
Founded 1873

February 8, 2005

Mr. Allen Zipke
Campus Community School
21 North Bradford Street
Dover, DE 19904

Dear Allen,

My students and I have just finished reviewing their visit to your school. They all expressed how much they enjoyed their experiences. They were impressed by the cleanliness of your building, the excellent behavior of the students, and the friendly and welcoming attitude displayed by the teachers.

On behalf of the Education Department of Wesley College, please convey to your teachers our appreciation for their efforts in making our students' first classroom visitations as prospective educators such a positive activity.

Sincerely,

A handwritten signature in cursive script that reads "Jamie Whitman-Smithe".

Jamie Whitman-Smithe, Ph.D.
Assistant Professor of Education



STATE OF DELAWARE
DEPARTMENT OF STATE
DIVISION OF HISTORICAL AND CULTURAL AFFAIRS
DELAWARE STATE MUSEUMS
102 SOUTH STATE STREET
DOVER, DELAWARE 19901

TELEPHONE: (302) 739-5316

FAX: (302) 739-6712

March 29, 2005

Mr. Allen Zipke, administrator
Campus Community School
21 N. Bladen St.
Dover, DE 19904

Dear Mr. Zipke:

Thank you for opening your doors on Thursday, March 10 for a glimpse at the fabulous quilt work created by your 1st grade students.

After your students came to see Delaware State Museums' *Stitches of Art and Comfort: Delaware Quilts, 1740 - 2002* exhibit, Historic Interpreter Kay Hardie and I were delighted to meet with your teachers and students at Campus Community School.

Our staff has always been extremely impressed with your students' behavior and extensive knowledge while visiting our museum sites. We can now extend that compliment to your classrooms.

I would like to commend your teachers for their exceptional effort in incorporating State Standards into their museum visits as well as their classroom activities. We were pleased that Ms. Lisa Burnham and Ms. Patti Sandy were able to host our visit at Campus Community School and allow your students to serve as interpreters for their own artwork.

It is a pleasure to be a part of a collaborate effort and to see the results of teamwork shown by Campus Community teachers and the Dover Sites of Delaware State Museums.

Sincerely,

Beverly J. Laing
Dover Sites Supervisor
Delaware State Museums

Campus charter school a success

By Scott D. Miller

Public charter schools are a piece of education reform whose time has come, and the Campus Community School at Wesley College — reaching a record enrollment of 580 last fall with the addition of the 11th grade — is a local example of the success many are experiencing in this age of accountability and community-based learning. In August 2004, the school will officially come of age as the 12th grade is added.

Founded in 1998 as a public, tuition-free charter school on the campus of Wesley College, the school continues to thrive. Benefiting from the active involvement of Wesley education professors and majors, its students consistently perform at high levels on state tests. Recent data from the Delaware Department of Education show that the Campus Community School is more than measuring up to the standards of "No Child Left Behind," while serving a good number of minority, economically disadvantaged and special needs students.

About a quarter of CCS juniors are enrolled in college credit courses at Wesley, and the curriculum is aimed at the college-bound. Graduation requirements meet or exceed those of other public high schools.

Some critics of charter schools believe that they siphon important support from other public schools, and on the other hand they decry the fact that not all students who apply can be accepted. While it's true that CCS has a waiting list for grades 1-8, there are still spaces available for the high school.

Based on the experience at

Guest Opinion

"Some critics of charter schools believe that they siphon important support from other public schools."

— Dr. Scott D. Miller



Wesley, for many students and their parents, public charter schools are a win-win. Students definitely benefit from being in a college atmosphere, and the active participation of Wesley education faculty, education majors and work-study students significantly enhances CCS.

CCS students also benefit from smaller class sizes, none larger than 24 students, compared with more than 30 in some more traditional public schools. Parents tell us that they especially appreciate not only the accessibility to teachers and the classroom, but also the accountability that students learn from actively working to set and evaluate their own educational goals.

In addition to performing well in the Delaware Student Testing Program, the school has received other significant recognition, including the Quality Award from the Glasser Institute in Chatsworth, Calif., and several citations from the Delaware Education Department for parental involvement.

Parent volunteers logged more than 5,000 hours last year — everything from assisting in the classroom, helping with office tasks including copying and even planting flowers in front of the school.

This method best mimics the way human beings learn naturally throughout the course of their lives.

While it is clear that the school is mutually beneficial to both the college and to Dover and Kent County residents, it also helps students to develop a sense of community and the concept of lifelong service to others. However, most importantly, parents of enrolled students report high satisfaction with the education their children are receiving.

The debate over education reform, including home schooling, tuition vouchers for private schools and public charter schools seems certain to continue unabated in the near future. It is important to realize that no "one size fits all" education will benefit every student.

But public charter schools, like CCS, show early promise. While charter schools are in their early years, the 13 in Delaware still enroll a small percentage — just 7 percent of the state's 181,000 elementary and secondary education pupils. Even though early assessment measures are inconclusive, test results to date indicate the beginnings of successful future trends.

As CCS reaches its enrollment objectives with a projected 600 and the addition of 12th grade next year, rewarding times in terms of outcomes are expected. It will be exciting to see some of the original 300 1-8th graders move on to what we are sure will be great success in college, in their chosen professions and in their future lives.

EDITOR'S NOTE: Dr. Scott D. Miller is president of Wesley College in Dover. The Campus Community School is on the Wesley campus.

Parents are encouraged to drop by and visit classrooms at any time without a scheduled appointment, and many do so.

Selected by lottery each year, with preference given to siblings of currently enrolled students, new CCS students thrive in an individualized atmosphere that emphasizes integrated learning rather than experiencing a primarily textbook approach. Standardized tests are not used at all. Rather, students and teachers work together to research a subject, using both other print and online resources as well as hands-on methods.

This nontraditional approach motivates both teachers and learners, although the teachers may work harder than those in traditional schools because they need to develop their own curriculum and the lack of a standardized text empowers them to make more decisions. This gives the participants more ownership of the educational process.

One advantage of such an integrated approach is that it provides greater continuity, as opposed to a unit approach to learning. Instead of studying the Civil War as an isolated event, for example, CCS students research and discuss it in the context of other historic conflicts.



zipke@ccs.k12.de.us

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Main Mail**

Message 1 of 149



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FROM: "Doug Herlensky" <dherlensky@nmsa.org> | [Save Address](#)
DATE: Fri, 4 Mar 2005 14:28:53 -0500
TO: <zipke@ccs.k12.de.us>
SUBJECT: NMSA Session Status Notification

Allen Zipke:

Re: NMSA Session Status Notification**Event: 32nd Annual Conference & Exhibit****Date: November 3-5, 2005****Location: Philadelphia, PA****Control Number: 3799****Name: Teacher Empowerment in a High Stakes Testing Environment: What teachers can do to own their curriculum and achieve success for all students.****Session Length: 6-Hour (All-Day) Pre-Conference Session**

Congratulations! The above session has been **ACCEPTED** for NMSA's 32nd Annual Conference & Exhibit. I will send the official notification to you via the US Mail, but I need to get confirmation from you as soon as possible. Please reply to this email and let me know if you are still planning to come to present this session as soon as possible so we can move forward with our marketing publication.

Thank you and congratulations,

Douglas Herlensky
National Middle School Association


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FROM: "Jerry Gagnon" | [Save Address](#)
DATE: Tue, 22 Feb 2005 12:25:53 -0500
TO: <zipke@ccs.k12.de.us>
SUBJECT: Quality school information

Dear Mr. Zipke:

I found your email address on the William Glasser Institute website for Quality Schools. My name is Jerry Gagnon. Currently I am an intern for a program Project: S.O.D.A It stands for Status Offender Diversion Alternatives. We work with youth at risk. I am a nontraditional student at Finlandia University. I have seven children of my own and understand the frustration of being a parent and finding creative ways to deal with children from birth to independence. For my senior project I am researching the questions that plague parents, education professionals and the juvenile justice system: Why do kids fall through the cracks in the system and end up in the courts? What type of intervention is most effective? How can we divert them from the downward spiral to the justice system?


I believe in Glasser's approach to problems and wonder if you could take the time to answer a few questions for me.

- 1.. What were the factors that made you seek out an alternate way of teaching?
- 2.. What types of problems were you hoping to eliminate?
- 3.. What are some of the obvious changes you have seen as a result of becoming a Quality School?
- 4.. How have the students reacted to this change?
- 5.. Have you done an analysis to determine the success of this program? And could you share this information with me?

I realize that this may take some time for you to respond, but I would greatly appreciate any information you could pass on to me.

Jerry Gagnon
PO Box 225
Atlantic Mine, MI 40095
jerrygagnon@miuplink.com
Fax 906-482-4401

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Join us on May 18th for
our BIGGS reception
from 4:30pm-6:30pm.



Campus Community Art at the Biggs Museum!

Exhibit will
open from
May 18th
to
May 27th!

Students in 6th and 7th grades participated in a docent program that trained them to be tour guides for younger students. The artwork being shown was created by students at CCS after their experience at the Biggs Museum.

For questions or museum hours
please contact the Biggs
Museum at

biggs@delaware.net,
call 302-674-2111

Middle Ground

Volume 7 • Number 3 • February 2004

20143 5/31/04
ALLEN ZIPKE
CAMPUS COMMUNITY SCHOOL
21 N BRADFORD ST
DOVER DE 19904-3101

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COLUMBUS, OH

Effective Assessment for
Informed Instruction

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Spotlight on Science

National Middle School Association

Beyond Report

Assessing Students on What

T

his morning I was five minutes late to church and I messed up twice on the last hymn: C- (It would have been a C, but I lost points because I was late.)

I pulled up to the gas station, too far from the pump. The hose wouldn't reach. I gave up and went home: F

Tonight at dinner, I disrupted the meal by raising my voice to my teenage daughter: C

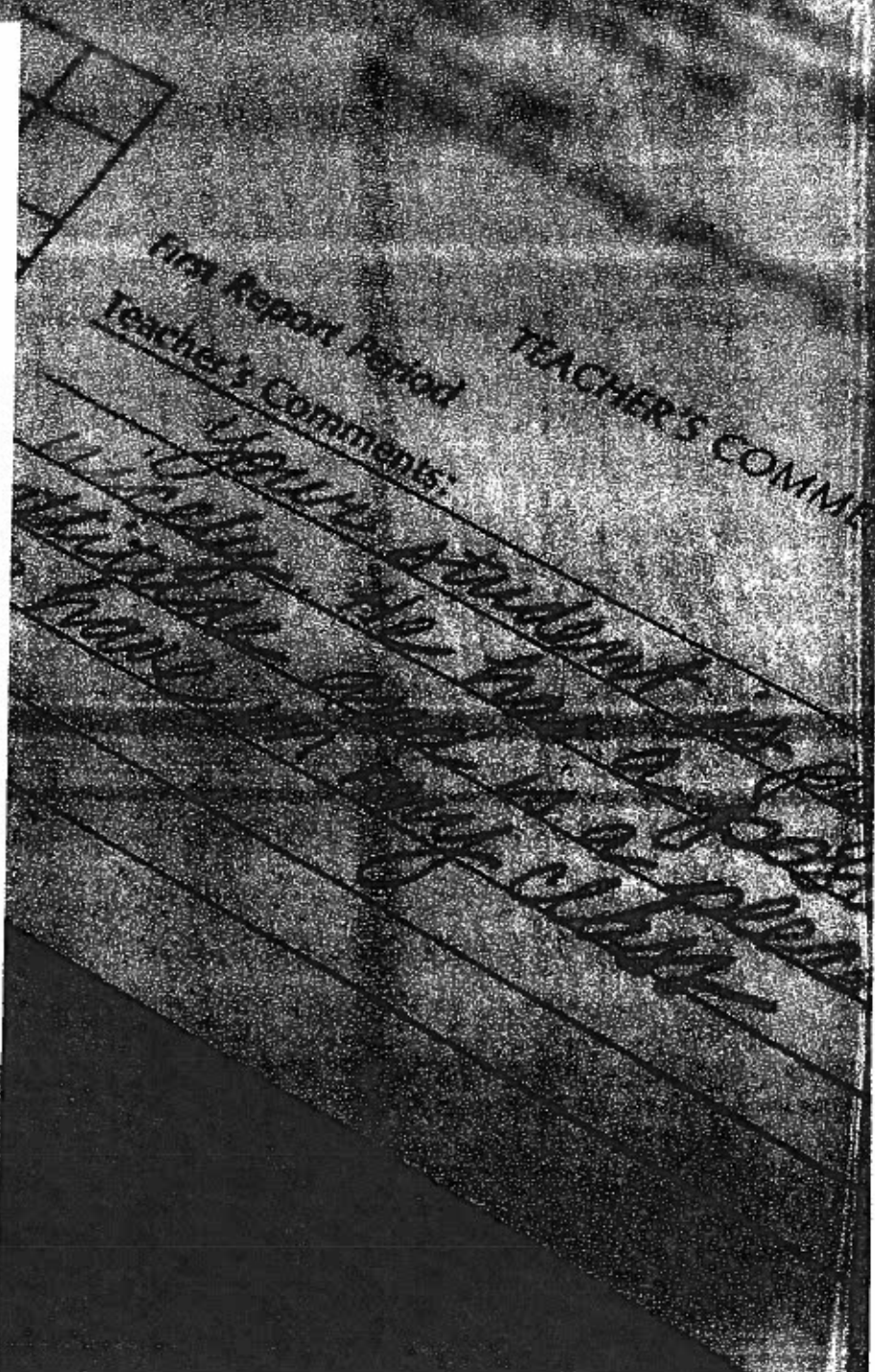
Grade for the day: D

Tomorrow is another day. I'll try again.

Can you imagine? How ridiculous, how depressing, how time consuming to note and evaluate everything that I have to do in a day.

But isn't this exactly what we do to our students? Did anyone ask me how I felt about the things I accomplished or couldn't accomplish today? What I did well, or what I was working on? Could I use help or have another shot at doing something?

Thank goodness there's no permanent record of my daily activities. If so, I would have given up years ago.





Iwanuma City Office

6-20, Sakura 1-chome, Iwanuma-City,
Miyagi, 989-2480
Japan

March 16th, 2005

The Honorable Aallen Zipke
Principal
Campus Community School
21 North Bradford Street
Dover, DE 19904 USA

Dear Principal Zipke:

It is a pleasure for me to write to you this letter of friendship. I would like to express to you my deepest gratitude for accepting our students from the City of Iwanuma in Miyagi Prefecture.

The members of this group are ten junior high school students and two leaders. They are planning to stay for twelve days, from March 16th to 27th, and engage in exchanges with the citizens of Dover. I believe that they will have a pleasant time in Dover. The students of the program have been training to prepare for their visit to Dover since last August. I humbly ask that you give them your support.

I think it is very significant to deepen the ties between our cities through this visit. And from this time forth, I hope that the relationship between the City of Dover and the City of Iwanuma will develop more and more. Again I would like to ask your favor in giving our program your help and support.

Please do come to our city soon. I'm looking forward to seeing you.

Sincerely,

井口 経明

Tsuneaki Iguchi
Mayor, City of Iwanuma



Delaware



Department
of Education

DEPARTMENT OF EDUCATION

THE TOWNSEND BUILDING
P.O. BOX 1402
DOVER, DELAWARE 19903-1402
DOE WEBSITE: <http://www.doe.state.de.us>

Valerie A. Woodruff
Secretary of Education
Voice: (302) 739-4601
FAX: (302) 739-4654

April 27, 2005

Mr. Allen Zipke
School Administrator
Campus Community School
21 North Bradford Street
Dover, DE 19904

Dear Mr. Zipke:

I would like to congratulate you on an outstanding Parent Involvement Portfolio. Your school has been selected as one of the finalists in your category.

The Parent Involvement Commission would like to invite one representative from your school to the Annual School Improvement Recognition Banquet on **Thursday, May 12, 2005** as our guest. Please R.S.V.P. by calling Ruth Uhey, my assistant at 739-2767.

If additional representatives of your school wish to attend, it will be \$18.00 per person. Further information about the banquet is attached.

Sincerely,

Mercedes Ferrari, Education Specialist
School Improvement

cc: Ronald L. Houston

Enclosure: Recognition Banquet Tentative Agenda



zipke@ccs.k12.de.us

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FROM: Stcfreeman@aol.com | [Save Address](#)
DATE: Sat, 8 Jan 2005 17:02:02 EST
TO: <zipke@ccs.k12.de.us>
SUBJECT: Quality Schools

Hi! My name is Stacey Freeman and I am currently a fifth grade teacher in Cobb County Georgia. I am also currently earning my MS in Quality Schools. I am learning about "Choice Theory" and "Quality Schools". I am convinced that this is the type of environment that I would love to teach in. I found that your school was declared a "Quality School". How does your application process work? Do you foresee any openings for the next school year?

Thank you for your time,
Stacey Freeman
770-445-0117


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FROM: SueBeachSide@aol.com | [Save Address](#)
DATE: Mon, 14 Mar 2005 14:04:12 EST
TO: <buschj@hartford-schools.org>
SUBJECT: William Glasser's Quality Schools

Hello, my name is Linda Berrie and I have taught K-4 for 26 years. I am now pursuing a Master's degree in Special Ed at Wilmington College. For one of my classes, I need to present and show how to implement the Quality School model. I understand your school has earned that honor and I was hoping you could share with me how that looks. I also realize that this is a very busy time of year and will understand if you do not have time to personally respond. Perhaps a member of your staff or your Spec. Ed. person could answer some questions. Thank you for your time and consideration.

Linda Berrie
Broadkill Beach
Milton, DE

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FROM: "Karlene Dianne MacKey" <kdms@waikato.ac.nz> | [Save Address](#)

DATE: Mon, 9 May 2005 21:37:37 +1200

TO: <tess@brevard.k12.fl.us>, <avdl@aol.com>,
<gatorbate78@cs.com>, <pbarbieri@juno.com>,
<firstqualityhs@aol.com>, <mcfallelementary@tk.k12.mi.us>,
<annkane@admin.bvssd.k12.co.us>,
<longajah@nbed.nb.ca>, <wellen1@earthlink.net>,
<kcollett@ldaschool.com>, <StrongM@brevard.k12.fl.us>,
<theald@mtnboces.k12.co.us>, <spear89@eq.edu.au>,
<zipke@ccs.k12.de.us>, <buschi@hartford-schools.org>,
<mentleyk@grandtraverseacademy.com>

SUBJECT: Choice Theory

Kia Ora

My name is Karlene Mackey and I am a third year student of teacher training at the University of Waikato based in Hamilton, New Zealand. I have been asked to select a theorist and examine one of their theories. In this case I have decided to learn more about Dr William Glasser's 'Choice Theory' as I find it very motivating. I am also excited to see that your school has been declared a 'quality school' and so i was hoping that as 'working proof' of Dr Glasser's Choice Theory, could you please comment on the strengths and weaknesses of this theory in your school or in the theory.

I can appreciate that you may be very busy, so making your comments brief would be fine with me, I just want you to know that i will value any information on what you wish to share with me. I very much look forward to your response.

Naku Na
Karlene[Summary](#) | [Prev](#) | [Next](#)[Reply](#) | [Reply All](#) | [Forward](#) | [Delete](#)

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FROM: "Elizabeth Joan Luoni" | [Save Address](#)

DATE: Wed, 11 May 2005 10:08:22 +1200

TO: <gatorbate78@cs.com>,
<pbarbieri@juno.com>, <firstqualityhs@aol.com>,
<mcfallelementary@tk.k12.mi.us>,
<annkane@admin.bvssd.k12.co.us>,
<longajah@nbed.nb.ca>, <wellen1@earthlink.net>,
<kcollet@ldaschool.com>, <StrongM@brevard.k12.fl.us>,
<theald@mtnboces.k12.co.us>, <spear89@eq.edu.au>,
<zipke@ccs.k12.de.us>, <buschj@hartford-schools.org>,
<mentleyk@grandtraverseacademy.com>

SUBJECT: Quality School.

Hello,

My name is Liz Luoni and I am studying to become a secondary teacher in New Zealand. I am currently doing a group paper assignment on a theorist and my group's is William Glasser. I was wondering if you could answer this question for me, please.

What do you think is the essence of a Quality School?

Thankyou for your time,
Regards,
Liz Luoni

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MRS. HERMANCIE'S SECOND/THIRD GRADE CLASS
CAMPUS COMMUNITY SCHOOL

DOVER, DELAWARE

JEFF EPSTEIN (+ SHERRIE TIG.)
28 DOGWOOD COURT
MAPLE SHADE, NJ 08052

DECEMBER 6, 2004, MONDAY

DEAR GIRLS + BOYS IN MRS. HERMANCIE'S CLASS,

I HAD SUCH A GOOD TIME OBSERVING YOU IN OCTOBER! I WANTED TO THANK YOU FOR LETTING ME INTO YOUR CLASS FOR TWO WHOLE DAYS, + FOR SHARING YOUR WORK + OPINIONS, + ^{FOR} ALL OF YOUR PLEASANT DISPOSITIONS (DICTIONARY! :)). I LEARNED A LOT FROM YOU: I LEARNED WHAT ANCIENT GREEKS + ROMANS WORE, WHAT JEWELRY THEY WORE, WHAT GODS THE GREEKS WORSHIPPED (THE UGLY BOY GOD MARRIED THE PRETTIEST GIRL GOD, RIGHT? REMINDS ME OF ME + SHERRIE :)), THE SEVEN CARING HABITS, THE SEVEN DEADLY HABITS, SOME OTHER STUFF ABOUT CHOICE THEORY (I THINK YOU SAID IT MEANS YOU DON'T FIGHT), + ALL ABOUT STUDENT-LED PARENT CONFERENCES + "MY BEST WORK" PORTFOLIOS. HOW DID THOSE MEETINGS GO, BY THE WAY? I'M SURE YOU ALL DID GREAT, + YOUR PARENTS WERE IMPRESSED.

I GUESS YOU KNOW YOUR SCHOOL IS SPECIAL BECAUSE YOU USE DR. GLASSER'S CHOICE THEORY. YOUR SCHOOL IS CALLED A "GLASSER QUALITY SCHOOL", ONLY ONE OF FOURTEEN IN THE WHOLE WORLD. WELL, I WROTE A BIG REPORT ON THIS TOPIC, AND VISITING YOU WAS MY FAVORITE PART OF DOING THE RESEARCH. MY PROFESSOR IS MARKING MY REPORT AS WE SPEAK... I HOPE SHE LIKES IT. MAYBE I'LL SEND IT DOWN TO YOU AFTER I GET IT BACK, MAYBE MISS HERMANCIE OR YOUR PARENTS OR MR. ZIPKIE WILL BE INTERESTED IN READING IT. I THINK IT'S PRETTY GOOD, IF I DO SAY SO MYSELF. TRUTHFULLY, THE ONLY PROBLEM I HAD WITH IT WAS THAT I HAD SO MUCH I WANTED TO SAY, IT WAS HARD TO KNOW WHAT TO CUT SO THAT IT WAS ~~NOT~~ LONGER THAN MY TEACHER WOULD ALLOW. IF MY TEACHER LIKES IT, I'M GOING TO SEND IT TO DR. GLASSER, + MAYBE HE'LL PUT IT ON HIS WEBSITE. THAT'D BE SO EXCITING.

YOU ARE LUCKY TO HAVE MRS. HERMANCIE AS YOUR TEACHER. SHE SEEMS LIKE A WONDERFUL TEACHER TO HAVE. YOU SECOND GRADERS ARE LUCKY, 'CAUSE YOU GET TO HAVE HER AGAIN, FOR ANOTHER WHOLE YEAR. LUCKY DOGS. MRS. HERMANCIE WAS NICE TO ME, BECAUSE SHE SHARED SO MANY THINGS ABOUT YOU ALL, YOUR SCHOOL, + CHOICE THEORY. SHE WANTED TO MAKE SURE I UNDERSTOOD EVERYTHING, + WAS HELPFUL. I EVEN REFERENCED HER IN MY REPORT. WHEN YOU GET IT, YOU'LL SEE "HERMANCIE" WRITTEN RIGHT IN IT.

ALL OF THE OTHER SECOND-THIRD TEACHERS SEEM GREAT, TOO. I ENJOYED EATING LUNCH

Appendix E

Employee Handbook

CAMPUS COMMUNITY SCHOOL

EMPLOYEE HANDBOOK

2005-2006

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A. INTRODUCTION

Welcome to the Campus Community School (hereafter referred to as CCS)! We are very pleased to have you as an employee of CCS. This Handbook was prepared to help make you aware of important information about CCS as well as our responsibilities to you and your responsibilities to the CCS. Please understand the purpose of this Handbook is to guide employees in their work. None of the listed procedures, policies, or benefits is to be construed as a contract of employment or a promise or guarantee of benefits or policies. As CCS considers it appropriate, changes or exceptions may be made to the provisions of this Handbook at any time, with or without prior notice. Although there may be variations in the interpretation and application of these provisions in individual circumstances, the Board of Directors of CCS remains the final authority as to the proper interpretation and application of the provisions in this Handbook. The School may make changes or deviations from its provisions as it deems appropriate.

This Handbook is not intended to contradict or supersede any provision which has been agreed upon between the School and its teachers as contained in the Professional Education Employment Contract. If you have any questions about the policies, procedures, or benefits that are outlined in the Handbook, please consult with the school administrator.

B. PHILOSOPHY AND MISSION

"We believe that all children can learn, but all learners have different needs, experiences, and ways of learning. We believe that children will rise to expectations if effectively engaged in learning tasks that are meaningful to them. We believe excellent teaching is reflected in high levels of student achievement and positive attitudes." ---Charter

Based on these beliefs, CCS seeks to provide excellent teaching to children in grades one through twelve by focused attention to every student's development of knowledge, skills, and sense of self.

CCS is a charter school, a tuition-free public school open to any Delaware student. It is free of many state and district rules, thus able to provide innovative programs. CCS is accountable for student achievement based upon state and national curricula standards. CCS strives to improve student learning, to encourage the use of effective teaching models, and to provide parents and students with improved measures of school performance.

C. MISSION STATEMENT

To create and maintain an environment for learning that allows each student to maximize his or her potential in developing habits of mind, acquiring knowledge and skills, and demonstrating individual and social responsibility through the use of a social constructivist model.

D. SCHOOL GOVERNANCE

An independent Board of Directors whose members serve set terms and come from the community-at-large governs the Campus Community School. Governance of the school is based upon a philosophy of respect for self and others, and self-accountability.

A School Based Decision-Making Team (SBDMT) is composed of five teachers, (including two Lead Teachers), four parents, and 2 School Administrators. Two advisors (PTA President and a Wesley College representative) advise the Team. The SBDMT determines, with Board approval, the curricula, and the academic and operating policies of the school.

E. PERSONNEL POLICIES AND PRACTICES

1. The Employment Relationship

The employment of the teachers and the School Administrator of CCS is governed by the terms of the Professional Education Employee Contract signed by the employee and the President of the Board of Directors. This Contract is valid for one school year, unless otherwise set forth in the Contract.

All other employees of CCS are employed "at will." This means the employment relationship will last as long as both the employee and CCS choose to continue the relationship without limitation on either party. While reasonable notice is expected, the employee may terminate the relationship at any time, for any reason, with two weeks' notice. CCS retains the similar right. Nothing said or written now or in the future should be interpreted to the contrary. Additionally, no Board member, employee, or representative of CCS has the authority to enter into any agreement for employment for any specified period of time or to make any agreement, which is contrary to this provision.

2. Equal Employment Opportunity Policy

CCS provides employment opportunity to all employees and applicants regardless of a person's race, marital status, genetic information, age, religion, sex, national origin, veteran status, disability, sexual orientation, or any legally protected status. This policy applies to all conditions of employment including, but not limited to, recruitment, selection, placement, transfer, promotion, training, compensation, benefits, discipline, and termination. All decisions regarding conditions of employment are based on the individual's overall qualifications and his/her ability to meet the requirements of the position.

Employees with disabilities shall be provided with reasonable accommodation, as required by the American Disabilities Act.

3. Sexual Harassment Policy and Complaint Procedure

For purposes of this policy, the term "sexual harassment" includes any unwelcome sexual attention, sexual advances, requests for sexual favors, and other verbal, visual or physical conduct of a sexual nature or other offensive behavior directed toward an employee based upon his/her gender when:

- a. submission to or rejection of such conduct by an individual is used as a basis or factor in decisions affecting the terms or conditions of employment of any individual; or
- b. such conduct has the purpose or effect of unreasonably interfering with an individual's work performance; or
- c. such conduct creates an intimidating, hostile, or offensive work environment.

Examples of sexual harassment in violation of this policy include, but are not limited to: threatening adverse employment actions if sexual favors are not granted; unwanted and unnecessary physical contact; promising preferential treatment in return for sexual favors; excessively offensive remarks, graphic or suggestive comments about an individual's body, appearance of dress, use of sexually explicit or offensive language; the display in the workplace of sexually suggestive objects or pictures which create an intimidating or hostile work environment; and other unwelcome and unwanted conduct of a sexual nature, such as leering, name calling and sexual innuendoes.

Enforcement of the Policy:

- a. Complaint Procedure - While CCS encourages individuals who are being harassed to firmly and promptly notify the offender that his/her behavior is unwelcome, CCS also recognizes that power

and status disparities between an alleged harasser and a target may make such confrontation extremely difficult. In the event that such informal, direct communication between individuals is either ineffective or too difficult, the employee should promptly report the incident, either verbally or in writing to the School Administrator. All allegations of harassment will be investigated in as thorough, prompt, and confidential a manner as is reasonably possible. All investigation will be done with due regard to the privacy of all parties involved consistent with a thorough and appropriate investigation. Should the School Administrator be the focus of the complaint, the employee should report the incident directly to the Board President.

- b. Resolution of Complaint - Upon completing the investigation of the harassment complaint, CCS will communicate its findings and intended action to the complainant and alleged harasser. If CCS determines that an employee is guilty of harassing another individual, appropriate disciplinary action will be taken, commensurate with CCS's judgement as to the seriousness of a particular offense, up to and including termination of employment.
- c. Retaliation is Absolutely Prohibited - Retaliation in any form against a complainant who exercises in good faith the right to make a complaint under this policy is strictly prohibited, and will itself constitute a basis for appropriate disciplinary action.

4. Employee Conduct

By accepting employment with CCS, each employee has a responsibility to the School and to fellow employees to adhere to certain rules of behavior and conduct. CCS expects each person to act in a mature and responsible manner at all times. However, to avoid any possible confusion, some examples of more obvious unacceptable activities are noted below. Occurrences of any of the following activities, as well as violations of any School rule or policy, may be subject to disciplinary action. This list is not all-inclusive and, notwithstanding the list, all employees (other than teachers hired pursuant to the Professional Education Employee Contract) remain employed "at will."

- a. Unsatisfactory job performance.
- b. Insubordination including, but not limited to, refusal or deliberate failure to follow school policies, rules or regulations.
- c. Excessive absenteeism or tardiness.
- d. Deliberate damage to the school's property or to the property of others located on the school's premises.
- e. Personal misconduct of a serious nature including, but not limited to, fighting, gambling on the school's premises, and immoral or indecent conduct.
- f. Possession, concealment, sale, transfer, use of or being under the influence of alcoholic beverages or illegal drugs on CCS premises.
- g. Theft and/or removal of any school property or the property of other individuals without authorization.
- h. Dishonesty or deliberate misrepresentation of facts.
- i. Conviction for violation of any law constituting a felony including, but not limited to, theft, assault, and drug-related offenses.
- j. Demonstrating

5. Disciplinary Actions

CCS has established a discipline and discharge policy to deal effectively and uniformly with employees who engage in unacceptable behavior. Unacceptable behavior may be dealt with in the following manner:

- a. A verbal warning from the SBDMT - As representative of the SBDMT the School Administrator will discuss the rule infraction with you and the future course of action should the violation happen again.
- b. A written warning from the SBDMT - A written warning is a more formal notice to you that continued infractions would not be acceptable to school officials. It will include the reasons for the SBDMT's dissatisfaction, any supporting evidence, and the consequences of continued inappropriate behavior.
- c. A suspension without pay, subject to the Board's approval.
- d. Termination, subject to the Board's approval.

6. Grievance Procedure

- a. A grievance is defined as a claim by an employee that there has been a violation, misinterpretation, misapplication, or improper application of any provisions of the personnel policies or practices. Any grievance should first be presented to the School Based Decision Making Team (SBDMT) for possible resolution. If the issue is not satisfactorily resolved, the employee should place the grievance in writing and submit it to the School's Board of Directors via the School Board President.
- b. All grievances should be processed as quickly as possible. The number of days indicated at each level will be considered a maximum, and efforts will be made at each level to expedite the process. The specified time limits may be extended by mutual agreement.
 - (1) Once the grievance has been submitted to the SBDMT, a response will be given to the employee within ten (10) business days.
 - (2) If dissatisfied with the SBDMT's response, the employee may, within five (5) business days, submit a written appeal to the School's Board of Directors. The Board will provide a written response within fifteen (15) days.

7. Attendance

CCS's successful operation depends on the regular attendance of each employee. Teachers have an important job that fits into a planned daily routine. Unnecessary and unexcused absences affect students' learning and the way fellow employees are able to do their jobs. It is important to place a high priority on regular daily attendance.

All requests for leave must be requested in advance and approved by your supervisor. Leave requests will be approved or disapproved based on the school's operating requirements and requests from other school employees. Requests for leave should be made as soon as plans are known or a minimum of two weeks in advance.

8. Hours

Teachers should be in school at least fifteen (15) minutes prior to the start of the school day. Teachers are required to work on campus at least five (5) paid hours beyond the student school day each week for the purposes of team planning, meetings, etc. These hours are considered flex hours and may be used when most beneficial.

If, due to an emergency, an employee is unable to be at work by the starting time he/she must notify the appropriate supervisor prior to the starting time so appropriate coverage can be provided.

Professional responsibilities exist for teachers outside of the normal school day. These activities include parent-teacher conferences, open house, back-to-school nights, committee meetings, etc

If a teacher or other staff member leaves the building during school hours, he/she should sign out and in again in the office..

If a teacher is unable to attend a school meeting or training he/she should notify the school administrator in advance.

9. Solicitation Policy

CCS prohibits the solicitation and distribution of materials on its premises by non-employees. Employees may not solicit for private or commercial fundraising unrelated to CCS activities during school hours. Such activities by employees are appropriate only during non-teaching times.

10. Confidential Information

While you are an employee of CCS, you will have occasion to deal with information which is confidential. The confidentiality of information should be respected by not discussing it except with appropriate people. If there are doubts as to the confidentiality of any information ask your administrator for guidance.

11. Salary notification

Annually, all full time employees will be provided a salary notice describing salary information, including supplemental tasks and payments. An employee shall report any error or suspected error in writing to the Human Resources Dept. within 10 days of the salary notice.

12. Personnel Records

Keeping a personnel file up to date is important with regard to pay, payroll deductions, and other matters. It is the employee's responsibility to review their paycheck for accuracy. If there is a change in the following, please notify the administrative assistant: name, home address, home telephone number, number of dependents, marital status, and insurance, or retirement beneficiary. Coverage or benefits that an employee and his/her family may receive under CCS's benefits package will be impacted if the information in the personnel file is incorrect.

An employee may inspect his/her own personnel file accompanied by the School Administrator.

13. Self Development

It is important that all teachers are familiar with, and follow, the specific philosophies and approaches as stated in the charter. One of Campus Community School's goals, according to its charter, is to continually engage teachers in activities that encourage their professional growth. Staff is expected to participate in professional development activities to meet this goal. First year teachers will have different needs from teachers who have experienced working at Campus Community and varying professional development activities will be required.

14. Employee Evaluation

During the spring of each year a Board personnel committee will make decisions regarding the offering of contracts to teachers for the following year. The Board decisions will be based upon recommendations made as a result of the employee evaluation process.

Should an employee consider leaving CCS, CCS urges the employee to discuss the situation with the SBDMT. This is an important decision for both the employee and the School. The discussion of the situation may enable the employee to consider some important factors in reaching an ultimate decision.

If a teacher decides to resign his/her position, such resignation is governed by the terms of the Professional Education Employment Contract. If a non-teacher employee decides to resign, CCS requests that at least two weeks' notice be given. This will allow CCS time to find a replacement.

Upon resigning, an employee will be required to return all materials, keys, or any other item(s) that is the property of CCS.

F. EMPLOYEE BENEFITS

1. Insurance Benefits

CCS participates in the health plans offered by the State of Delaware as well as their own dental and long-term disability plans. The total premium costs of these plans are paid for by CCS. Materials describing the plans can be obtained from the Administrative Assistant.

2. Sick Leave

Ten-month employees who work 30 or more hours per week shall be allowed ten (10) days of sick/personal leave per year with pay. Twelve-month full-time employees will receive twelve (12) sick/personal days per year with pay. Eleven-month full-time employees will receive eleven (11) sick personal days per year with pay. Part-time teachers shall be allowed ten (10) proportional days of sick/personal leave per year with pay; i.e. half-time teachers receive ten half days per year. State employees who have accumulated sick leave from previous employment with the State will have that sick leave transferred and accepted by CCS. Employees will have their hourly rate deducted for each hour of absence exceeding their accumulated sick leave. Absences for a fraction of an hour shall be charged by the quarter i.e. 15 minutes = 0.25 hour. If employee leaves prior to end of the fiscal year, sick leave will be prorated. Any unused but unearned sick leave must be paid back to CCS.

An employee at his/her option may also use sick leave to provide full regular pay during periods when he/she is paid less than full pay under worker's compensation provisions. Such leave shall be charged in proportion to the difference between worker's compensation pay and full pay. Employees cannot take sick leave with pay in excess of the hours actually accrued. At retirement, an employee will be paid for up to ninety (90) accumulated days at half their daily rate of pay.

3. Maternity Leave

A pregnant employee may continue to work, providing she can perform her regular duties, or until her physician certifies she is temporarily disabled and can no longer perform her duties.

The employee may request to use accrued sick leave or annual leave for all absences related to maternity leave.

4. Bereavement Leave

In addition to sick leave, ten- and twelve-month full time employees (30 hours/week) shall be granted bereavement leave with pay upon the death of a member of his/her immediate family. The CCS Board may approve such leave for other employees upon request. A full-time employee shall be granted three (3) days. For employees employed less than full time, the exact number of eligible hours shall be determined on a pro-rata basis. Under exceptional circumstances the employee may be granted, upon written request to the Board, use of this leave on non-consecutive days and/or for the death of a person not specified in the definition of immediate family.

Immediate family is defined to include spouse, significant other, grandparent, brother, sister, son-in-law, daughter-in-law, parent-in-law, grandson, granddaughter, step-parent, parent, son or daughter of the employee's spouse or significant other, and any minor child for whom the employee has assumed and carries out parental responsibilities. Significant other is defined as a person with whom the employee's life is interdependent and with whom the employee maintains a committed relationship and with whom the employee shares a mutual residence.

Ten-month and twelve-month full time employees shall be granted leave with pay during any single work day to attend the funeral of the following near-relatives: nephew, niece, aunt, uncle, brother-in-law, sister-in-law, grandparent-in-law, or any other relative or friend living in the employee's household. For employees employed less than full time, the exact number of hours for which the employee is eligible to be paid shall be determined on a pro-rata basis.

Bereavement leave may be used without pay by other employees, if approved by the School Administrator.

5. Jury Duty

Full-time employees who are required to report to serve on a jury shall be excused with pay but shall return to work immediately after being released from jury duty. The CCS Board may approve compensation for other personnel upon written request.

An employee appearing under subpoena to testify before a court, legislative committee, or judicial or quasi-judicial body shall be excused with pay, unless the employee is one of the parties in the proceeding, in which case the employee may be excused without pay. Twelve-month employees may take annual leave.

6. Military Leave

Leave shall be granted without pay or benefits to employee who is called or recalled to military service. The time necessary for persons called into temporary active duty of any unit of the US Reserves shall be granted provided such obligations cannot be fulfilled in days when school is not in session. In such cases, reimbursement will occur at a rate to cover the pay loss as a result of such organized reserve duty up to the difference between their regular salary that would have been paid and

their reserve pay received for up to a maximum of two weeks during the school year. CCS will follow Federal Law regarding reinstating a veteran to his/her former or similar position.

7. Leave of Absence

A request for a leave of absence without pay must be approved by the CCS Board. An employee returning from leave of absence of less than three months shall be returned to the position formerly held. An employee returning from a leave of absence greater than three months may be returned to any position for which his/her certified and/or qualified. In the latter case if no such position is available, the contract may be terminated by the employer. If the job position of an employee on leave without pay is abolished, the employee shall be returned to any position for which he/she is certified and/or qualified. If no such position is available the contract may be terminated by the employer.

8. Absence

No employee shall be absent without authorization by the School Administrator. Emergency conditions should be brought to the attention of the School Administrator as soon as possible. Any absence that is not in compliance with the rules governing authorized leaves shall be considered an absence without leave and is cause for disciplinary action, which may include, but not be limited to, pro-rata deduction of pay. School Administrator leaves must be approved by Board President.

An employee who is absent from work without a valid leave of absence for three consecutive working days may be deemed to have abandoned his/her position and to have resigned from CCS.

9. Family and Medical Leave Act (FMLA) Leave

An FMLA eligible employee may request or an appointing authority may designate, up to 12 weeks of job protected leave within a FMLA 12-month eligibility period for any of the following reasons:

- a. To care for the employee's child after birth, or placement with the employee of a child for adoption or foster care.
- b. To care for the employee's spouse, son or daughter, or parent, who has a serious health condition.
- c. For a serious health condition (including illness or injury) that makes the employee unable to perform the employee's job.

FMLA leave shall not be charged to an employee for time missed from work as a result of illness or injury covered by worker's compensation, unless requested by the employee. Under certain circumstances, FMLA leave may be taken on an intermittent basis rather than all at once, or the employee may work a part-time schedule. The following rules shall govern intermittent or part-time leave:

- a. Where leave is taken because of a birth of an employee's child or placement with the employee of a child for adoption or foster care, an employee may take leave intermittently or on a reduced leave schedule only if the CCS Board agrees.
- b. Where FMLA leave is taken to care for a sick family member (employee's spouse, child or parent) or for an employee's own serious health condition, leave may be taken intermittently or on reduced leave schedule when medically necessary.
- c. In order to accommodate intermittent leave or part-time schedule, the School Administrator has a right to alter an existing job or transfer an employee to an alternative position with equivalent pay and benefits.

An employee ordinarily must provide 30 days advance notice when the leave is foreseeable. The CCS Board may require medical certification to support a request for leave because of a serious health condition, and may require second or third opinions (at the Board's expense). The CCS Board may deny the taking of the leave if the advanced notice and medical certification requirements are not met.

An employee shall use available accrued annual leave and/or accrued sick leave while on a FMLA leave with the exception of one work week of annual leave and one work week of sick leave, which the employee may elect to retain for use upon return to work. Usage of accrued annual leave and accrued sick leave shall only be in accordance with rules described in this Handbook.

An employee on FMLA is also entitled to have pre-existing health insurance benefits (including the State of Delaware's share of the monthly cost) maintained while on FMLA Leave. If an employee was paying all or a part of the premium payments prior to leave, the employee would continue to pay that amount during the leave period. Failure to make such contribution within 30 days of the due date will result in termination of coverage. In the event the employee does not return to work for at least 30 calendar days upon expiration of an FMLA leave or any extension of leave approved by CCS Board, the CCS Board shall recover the contributions for any period of unpaid leave only if the employee does not return to work for the following reasons:

- a. The serious health condition of the employee or the employee's spouse, son, daughter or parent, or
- b. Another reason beyond the employee's control.

The FMLA eligibility period means the 12-month period measured forward from the date an employee first takes FMLA leave. The next FMLA 12-month eligibility period would begin the first time FMLA leave is taken after completion of any previous 12-month period. (An employee eligible for leave is entitled up to 12 workweeks of leave during any 12-month period. The FMLA 12-month eligibility period is used to determine the 12-month period in which the 12 weeks of FMLA leave entitlement occurs).

10. Annual Leave/Vacation

Unless otherwise negotiated, full-time state employees (twelve-month) will receive ten (10) vacation days per year for the first five years of employment, fifteen (15) days for 6-15 years, and twenty days for 15 years and over. Annual credit for year round employees carried into a new fiscal year may not exceed 42 days. Payment for unused annual leave will occur at separation. If employee leaves prior to the end of the fiscal year, annual leave must be prorated. Any used but unearned annual leave must be paid back to CCS.

If a year round employee resigns or is terminated for any reason including dismissal, or dies with annual leave credit, the employee, or in case of his/her death, his/her estate shall be paid in cash for any unused annual leave.

If a year round employee is ill or injured while on approved annual leave, the period of such illness or injury shall be charged to the employee's accumulated sick leave if it is documented to the satisfaction of the CCS Board.

11. Pension

Employees who qualify for the pension plan receive pension benefits determined by the State's pension plan.

12. - Tuition Reimbursement Policy

Campus Community School has a specific philosophy regarding the development and implementation of curriculum. It is important that all teachers are trained in the philosophy of constructivism and how to create and implement curriculum based on constructivism. Teachers are strongly encouraged to enroll in a graduate degree program at Wesley College and to take courses at Wesley College that might impact the use of the constructivist philosophy at Campus Community School. Teachers new to CCS are required to take two specified curriculum courses at Wesley as part of their training.

Employees will receive tuition reimbursement not to exceed of the tuition cost of educational courses up to six (6) credits per fiscal year using the cost of a graduate credit at the University of Delaware as a maximum (based on a Delaware resident). Reimbursement must be consistent with the following guidelines:

- a. Only teachers and 12-month employees are eligible.
- b. The course(s) must be related to the teacher's assignment or the employee's position.
- c. Prior approval, in writing, must be granted by the School Administrator.
- d. A copy of the final grade report must accompany the request for reimbursement, and the employee must receive at least a grade of B. The grade report must be submitted within two months of the completion of the course.
- e. Books, parking, fees, and/or transportation are not reimbursable.
- f. Employee must remain employed at CCS for four (4) months after completion of the course. If employee voluntarily leaves CCS prior to the 4-month period, he/she will owe CCS the full amount of the tuition reimbursement.
- g. Each year the Board of Directors will designate the amount of money to be used for course reimbursement. One half of the amount will be disbursed in January for Summer and Fall semester courses, the other half would be disbursed in June for Spring semester. Disbursement would be pro-rated based on the amount of requests. Required courses for new teachers will be paid in full by CCS.

13. Blood Bank

CCS supports the Blood Bank in its mission to provide the community with a safe, adequate blood supply by our enlistment as a Group Sponsor. As a group, CCS employees are able to participate as members of the Blood Bank's blood assurance plan at reduced rates and with no waiting period. Membership will cover the employee, his/her spouse, and all legal tax dependents with unlimited blood replacement anywhere in the United States.

14. Work Related Injuries

Employees who experience a work related injury or illness must report the incident to their school Administrator immediately. An accident form must be completed by the employee within three days and filed with the Risk Management for the State of De. Accident report forms are available from the Business Manager.

G. OTHER INFORMATION

1. Homeroom Procedures

- a. Homeroom teachers are to be in their homeroom at least 15 minutes prior to students entering. Teachers should check their mailboxes daily before going to homeroom to pick up attendance sheets, notices, etc.
- b. Homeroom teachers should monitor students entering their classrooms. Students who arrive after 8 a.m. are to be marked tardy and are **not** be admitted without a pass from the office.
- c. School attendance records are very important and accuracy is critical. The record is a legal document and could be used in legal proceedings. Homeroom teachers have the responsibility of seeing that the report is accurate. Attendance must be entered into Pentamation each morning and a signed copy (verifying its accuracy) must be sent to the office prior to 8:30.
- d. The monthly lunch menu should be posted in each classroom. The lunch count is to be taken each day and sent to the office with the attendance.
- e. The Pledge of Allegiance should be done each day.
- f. Students should be checked for dress code violations during homeroom. Indicate in the proper place on the lunch count form any violations. Minor infractions (such as shirt untucked, hat, etc.) should be corrected before the student leaves the room.

2. Classroom Care

Teachers should work with their students to maintain a clean classroom. At the end of the day chairs should be set on tables and materials picked up from the floor.

Students work and appropriately decorating the classroom is important. Painting walls or changing the structure of the classroom must receive administrative approval.

3. Fire Safety

Each teacher is responsible for knowing and informing their students of proper fire drill procedures. Each teacher is responsible for posting the fire exit route near the door exiting his/her classroom.

Fire regulations govern storage of materials in classrooms and proper display of decorations. It is each teacher's responsibility to follow proper fire regulations. Included in the regulations are :

- a. Maintaining access to exits.
- b. Maintaining a two foot space between the ceiling and any storage.
- c. Maintaining breaks in decorations/displays in classrooms.

4. Substitutes

Should an employee not be reporting to school, he/she is responsible for calling a substitute from the approved list. The employee should notify the school of his/her absence and who will be substituting. A leave form must be completed regarding the absence and submitted to the office secretary. When absent, a teacher is responsible for making sure that plans are available for the substitute.

5. Holidays

A calendar will be approved and distributed by the Board of Directors each year.

6. Student Injuries

Anytime a student is injured he/she should be brought to the nurse in the office. If the injury is serious, the nurse will ask for information so an accident report can be filled out.

7. Audio-Visual Equipment

Everyone is responsible for seeing that audio-visual equipment is properly cared for and properly maintained. Teachers are responsible for proper use and should oversee any use by students. If any equipment is not functioning correctly, please notify the office so that repairs can be made.

Audio-Visual equipment is expensive and some equipment is large. Students should not move equipment for safety and damage reasons.

8. Classroom Assistants

CCS encourages parents to assist in the school. CCS also hires students from Wesley College to assist in the classrooms.

It is the supervising teacher's responsibility to see that other people working in classrooms are instructed as to their duties and to see that they follow school procedures and policies.

9. Emergency Closing or Late Openings

The School Administrator, or his/her official designee, will determine when CCS must be closed due to bad weather or other emergency circumstances. In the morning, the announcement of a school delay or closing will be made on selected radio and television stations.

Morning delays will be two hours. When this occurs staff should report at least 30 minutes prior to the opening of school to assist with students arriving early.

Secretarial/Clerical Employees: When schools are closed to students a day or two due to weather conditions, secretarial/clerical staff are not expected to come in. If school is closed for several days because of inclement weather, a decision may be made to have offices open at certain times. When that occurs, secretarial and/or clerical staff will be expected to work. If staff chooses not to work due to weather conditions, he/she will be permitted to use vacation time. If staff choose not to work and not to use vacation time, the employee will not be paid for hours not worked.

10. Field Trips

Field trips extend learning beyond the classroom. Students should not be held back from attending a field trip unless it is determined that a student would not be able to exhibit appropriate behavior on the trip. If a student(s) is not participating in a field trip, he/she is expected to attend school and the teacher should make arrangements as to supervision.

The procedure for arranging a field trip is as follows:

- a. The organizing teacher should fill out a field trip request form and submit it to the School Administrator. Costs and method of payment should be discussed with the School Administrator. Prior to approval no commitments should be made and no notice should go out to parents/students.

- b. The organizing teacher will arrange bus transportation and make all other arrangements, including appropriate supervision.
- c. Chaperones should receive specific information as to their responsibilities.
- d. Permission slips can be obtained from the school office. They are to be collected and retained by the sponsoring teacher at least two days in advance of the trip. A portion of the permission form has health/medicine information. If students require medicine to be given on the trip, the form should be given to the nurse ahead of time so the medicine can be arranged.
- e. On the trip, the teacher is responsible for seeing that medicine is given at the correct times.
- f. Costs for students unable to pay for funding for the trip will be paid by the school.
- g. A small amount (5%-10%) may be added to the total expenses to provide for unexpected financial shortfalls of the trip.
- h. If school vans are to be used for a trip, all drivers must sign an "Authorized Driver Designation Application" form prior to driving to provide insurance coverage. Drivers must have a valid driver's license. The teacher is responsible for seeing that this occurs.

11. Grants and Funding

All grant writing and fund raising initiatives are encouraged. All such efforts should be discussed with the School Administrator so such efforts can be coordinated.

12. Purchasing Procedures

All requests for purchases must be submitted to your school Administrator for pre-approval. No purchases, charges, or commitments to buy goods or services for the district can be made without prior approval by an Administrator. The district will not reimburse employees or assume responsibility for purchases made without authorization. Employees are not permitted to purchase supplies or equipment for personal use through the business office.

13. Teacher Days

Teachers work days when students are not present. These days are for training purposes. The additional required days will be indicated on the yearly calendar.

14. Student Progress Reporting

Formal reports will occur three times a year. At the end of the first and second reporting periods there will be an in-depth teacher/parent/student conference. If a child is having any academic, behavior, or social difficulties, the teacher should contact the parent.

15. Parent Communication

It is important to maintain effective, frequent communication with parents. This can be done through newsletters, phone calls, informal contacts before and after school, etc. Communication should include the events in the classroom and the achievements of the individual child.

At the beginning of units it is important to inform parents about the objectives of the unit, what will be required of students during the unit, time frames for assignments, and any other information that will assist parents in know what is occurring in the classroom.

16. Public Relations

It is very important for everyone to consider public relations and to be supportive of each other and of school programs. Discussion of changes or difficulties should occur among appropriate people. When there are special events occurring in the classroom or team, teachers should find a way to share them with parents and/or community.

17. Money Collection

No collection of funds may be made by staff members for any purpose without specific permission of the Administrator.

Staff should never leave money unattended or unsecured. Money collected must be promptly turned in to the school secretary using the appropriate form.

18. No Smoking Policy

Campus Community School recognizes that all uses of tobacco in school buildings present a health and safety hazard which can have serious consequences for the smoker/tobacco user and nonsmoker as well. To promote the health and safety of all students and staff and to promote the cleanliness of all facilities, CCS bans the use of all tobacco products in the school building and on all school vehicles by all persons at all times. CCS employees and contracted employees shall not use tobacco products while working with students in any location.

Smoking and tobacco usage means all use of tobacco including cigars, cigarettes, pipes, and smokeless tobacco.

Employees who violate this policy will be subject to disciplinary action, including possible immediate termination.

19. Personal Telephone Calls

CCS recognizes that there may be times when personal calls must be made or received during business hours. Such calls must be held to a minimum and not a disruption of operations, disruption of services, or disruption to other employees.

When a long-distance call results in a charge, the call must be billed to the caller's home phone number or charges reimbursed to the district.

21. Electronic Media Use –

All electronic media systems including voice mail, e-mail, the Internet, fax machines, hardware, software, local area networks, files, and all information composed, transmitted, accessed, received or stored in these systems are the property of CCS. The systems are to be used for conducting CCS business and the use of this equipment for personal commercial purposes or for personal financial or other gain is strictly prohibited. These systems are not to be used for soliciting outside business ventures or soliciting for non-CCS related purposes. Employees may be permitted to use electronic media systems limited incidental personal use, provided such limited use does not consume a significant amount of computing resources, does not interfere with the performance of the user's job responsibilities, does not interfere with other employee's work, or does not interfere with the computing activity of other users.

CCS may exercise its right to review, audit, intercept, access and disclose all matters on its systems at any time, with or without employee notice, during or after working hours. Employees should have no expectation of privacy in connection with the use of these systems. Use of the Internet and e-mail system by employees is a privilege, not a right. This privilege may be revoked and discipline, up to and including termination, may be imposed at any time for illegal, unauthorized, inappropriate conduct associated with use of e-mail or Internet access.

Employees should never use another employee's password to access a file or retrieve any stored communication unless authorized to do so.

21. Workshops and Seminars

Employees who wish to attend a workshop or seminar that will enhance their knowledge and understanding of their job should request consideration for approval. Approvals will be granted on the basis of funds budgeted to cover related expenses and relevancy of the topic to work responsibilities. Employees need to complete a Workshop Registration Form.

After returning from the workshop or seminar, a State of Delaware Personal Expenditure form and all allowable receipts for personal reimbursements of expenses should be submitted to the Business Manager.

2005-2006 EMPLOYEE HANDBOOK RECEIPT

I hereby acknowledge receipt of my personal copy of the Campus Community School Employee Handbook. I agree to read the handbook and abide by the standard, policies, and procedures defined or referenced in this document.

The information in this handbook is subject to change. I understand that changes in district policy may supersede, modify or eliminate the information summarized in the booklet. As the district provides updated policy information, I accept responsibility for reading and abiding by the changes. I understand that no modification to contractual relationships or alternations of at-will relationships are intended by this handbook. I also realize that this handbook is not a contract and does not create a contract. I understand that I have an obligation to inform the Central Office of any changes in personal information such as telephone number, address, etc. I also accept responsibility for contacting an Administrator if I have any questions, concerns, or need further explanation.

Signature

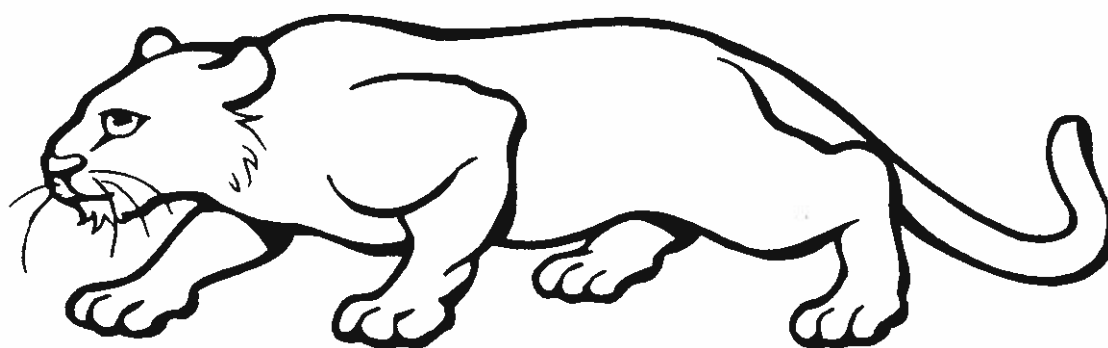
Date

PRINTED NAME: _____

Appendix F

Student Handbook

CAMPUS COMMUNITY SCHOOL



Handbook 2005-2006

Bradford Street Campus
(Grades 1-7)
21 N. Bradford Street
Dover, DE 19904
(302) 736-3300
(302) 736-3390 fax

Pear Street Campus
(Grades 8-12)
350 Pear Street
Dover, DE 19904
(302) 736-0403
(302) 736-5330 fax

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Introduction

The Campus Community School is a public charter school that opened in September 1998 with 300 students in grades 1-8. In 2002 our high school opened and an additional 300 students were added. CCS is granted its charter by the Delaware Department of Education. This charter focuses on the use of a constructivist teaching philosophy, required parental involvement, the use of William Glasser's "Choice Theory" in dealing with student behavior, and collaboration with Wesley College. The focus on project-based, hands-on learning and student responsibility has created a highly positive learning environment where students are expected to work toward their potential.

Campus Community High School focuses on a college preparatory environment. CCHS Students are challenged to use higher levels of critical thinking, problem solving and student responsibility in preparing for college. The opportunity to take college coursework as juniors and seniors is also a key part of the CCHS program.

Mission and Philosophy

Mission Statement

To create and maintain an environment for learning that allows each student to maximize his or her potential in developing habits of mind, acquiring knowledge and skills, and demonstrating individual and social responsibility through the use of a social constructivist model.

Vision Statement

To provide excellence in educational outcomes for Campus Community School students in a collaborative community of learners

Equal Opportunity

Each student is encouraged to develop individual educational goals. The school will provide every student with equal educational opportunities regardless of race, color, creed, sex, national origin, religion, age, economic status, or disability. No student will be excluded on such basis from participating in or having access to any course offerings, student athletics, counseling services, extracurricular activities, or other school resources.

CCS Staff 2005-2006

Staff members can be emailed using the following address:

Last name@ccs.k12.de.us

Administrative

Allen Zipke
Craig Shreckengast
Shelly Baker

Administrator
Deputy Administrator
Business Manager

Office

Olga Pepper
Paula Szelestei

Secretary/Clerical - Pear St.
Secretary/Clerical - Pear St.

Susan Hayes
Brenda Zeiters

Bradford Street Faculty

Lisa Burnham
Patti Sandy
Carie DeBaca
Trish Hermance
Anne Ochs
Laura Leach
Charmaine Herrera
Kim Koenig
Shana Noll
Lindsay Osika
Tom Zolper
Elizabeth Eldridge
Sandra Alegre
Catherine Bivins
Alexis Vasko

Pear Street Faculty

Heidi Greene
Lois Cromwell
Jackie Onwu
Edward Lopez
Todd Dunn
Bob Bennett
Erica Snyder
Cheryl McKee
Kathy Doyle
Tina Longo
Rhonda Baker
Marte Ramirez

Specialists

Jennifer Boland
Robin Dean
Diane Neutzling
Eileen Guerke
Michelle Huxel
Valerie Harwood
Alexander Luciani
Lisa McMasters
Sarah Husemann

Special Services

Jan Jordan
Annie Miller
Diane Zimmerman
Stephanie Fletcher
Amy Cavallucci
Chris Stang
Kathy Long
Stacey Clark

Secretary/Clerical - Bradford St.
Secretary/Clerical - Bradford St.

1st Grade Teacher
1st Grade Teacher
2-3 Teacher
2-3 Teacher
2-3 Teacher
2-3 Teacher
4-5 Teacher
4-5 Teacher
4-5 Teacher
4-5 Teacher
Language Arts
Math
Spanish
Science
Social Studies

Language Arts
Math
Social Studies
Spanish
Science
Social Studies
Language Arts
Math
Social Studies
Spanish
Science
Language Arts

Art
Art
Music
Physical Education/Health/Athletic Director
Physical Education/Health
Computer/Technology
Computer Technology
Computer Technology
Physical Education/Health

Nurse
Nurse
Special Education
Reading/Special education
Special Education
Speech
Special Education
High School Guidance Counselor

CAMPUS COMMUNITY SCHOOL 2005-2006 SCHOOL CALENDAR

AUGUST					SEPTEMBER					OCTOBER				
Teacher 8 Student 5					Teacher 20 Student 20					Teacher 21 Student 20				
1	2	3	4	5				1	2	3	4	5	6	7
8	9	10	11	12	5	6	7	8	9	10	11	12	13	14
15	16	17	18	19	12	13	14	15	16	17	18	19	20	21
22	23	24	25	26	19	20	21	22	23	24	25	26	27	28
29	30	31			26	27	28	29	30	31				
NOVEMBER					DECEMBER					JANUARY				
Teacher 16 Student 15					Teacher 16 Student 16					Teacher 20 Student 20				
	1	2	3	4				1	2	2	3	4	5	6
7	8	9	10	11	5	6	7	8	9	9	10	11	12	13
14	15	16	17	18	12	13	14	15	16	16	17	18	19	20
21	22	23	24	25	19	20	21	22	23	23	24	25	26	27
28	29	30			26	27	28	29	30	30	31			
FEBRUARY					MARCH					APRIL				
Teacher 20 Student 18					Teacher 23 Student 21					Teacher 14 Student 14				
		1	2	3			1	2	3					
6	7	8	9	10	13	14	15	16	17	3	4	5	6	7
13	14	15	16	17	20	21	22	23	24	10	11	12	13	14
21	22	23	24		27	28	29	30	31	17	18	19	20	21
27	28									24	25	26	27	28
MAY					JUNE									
Teacher 22 Student 22					Teacher 10 Student 7									
1	2	3	4	5				1	2					
8	9	10	11	12	5	6	7	8	9					
15	16	17	18	19	12	13	14	15	16					
22	23	24	25	26	19	20	21	22	23					
29	30	31			26	27	28	29	30					

Vertical Shading Inservice Days- No School for Students

Dark Gray Shading Holiday, No School

August 22-24 (Mon Wed)
August 25 (Thur)
Sept 2 – Sept 5 (Fri-Mon)
Oct. 7 (Friday)
Nov. 10 (Thursday)
November 11 (Fri)
Nov. 21-25 (Mon-Fri)
Dec. 23-Jan 2 (Fri - Mon)
Jan 16 (Mon)

Inservice Days
First Student Day
No School
Inservice Day
Conferences
Veterans Day
Thanksgiving Break
Winter Break
Martin Luther King Day

Feb 17 (Fri)
Feb 20 (Mon)
March 6-7 (Mon-Tue)
Apr 14-Apr 21 (Fri-Fri)
May 29 (Mon)
June 2 (Fri)
June 9 (Fri)
June 10 (Sat)
June 12-14 (Mon-Wed)

Inservice Day
Inservice Day
Inserv/Parent Conf
Spring Break
Memorial Day
Last Senior Day
Last Student Day
Graduation
Inservice Days

State Testing Schedule

Grades 4 & 6 Science 10/17 & 10/18
Grades 4 & 6 – Social Studies 10/20 & 10/21
DSTP – 3/15, 3/16, 3/20, 3/21, 3/23 & 3/24
Grades 8 & 11 Science 5/23
Grades 8 & 11 Social Studies 5/24

End of 1st Trimester – 11/9
End of 2nd Trimester – 2/24
1st Trimester Interims sent home 10/3 & 10/4
2nd Trimester Interims sent home 1/17 & 1/18
3rd Trimester Interims sent home 4/12 & 4/13

October 4th – Rosh Hashanah – Students in session – No test or athletic events
October 13th – Yom Kippur – Students in session – No test or athletic events

Parent Involvement

CCS believes that student achievement is directly linked to parental involvement, and therefore expects such involvement in school educational planning and daily operations. Parental involvement may take place either in the classroom (as a volunteer), as a member of the School Based Decision-Making Team or during extracurricular activities. CCS also expects direct personal involvement at home. Parents with disabilities will be afforded an equal opportunity to participate in the services, programs, and activities of the school.

Parent involvement is part of our charter with the state. Parents are expected to report each year their volunteer hours.

Parent Teacher Association

The CCS Parent Teacher Association meets monthly to provide information to parents on school programs or relevant educational topics. Meetings start at 6:30p.m. and end at 7:30p.m. These meetings are held in the Campus Community High School cafeteria. All parents are encouraged to attend since this is a valuable way to receive information about CCS.

Parent Volunteers

CCS's state charter and the success of CCS require a high level of parent participation at the school. All parents are expected to volunteer in some way during the year. Below is a list of some of the activities in which parents can participate to meet their volunteer responsibilities.

- Supervision of students at lunch, recess, etc.
- Tutoring
- After School Club Sponsorships
- Editing the monthly newsletter
- Fundraising
- Classroom help
- Guest Speaking
- Book Fair coordination
- Office helper
- Building and/or playground maintenance

School Governance

CCS is governed by an independent Board of Directors. Members are elected and serve specific terms.

**CAMPUS COMMUNITY SCHOOL
BOARD OF DIRECTORS**

Joseph Cantalupo
President
152 Wintergreen Way
Magnolia, DE 19962
(302) 698-1486

Geneva Goldsboro
104 Gardengate Rd.
Camden, DE 19934
(302)-697-6502

Matthew Hartigan
70 N. Fairfield Drive
Dover, DE 19901
(302)-698-1717

Lisa McMasters
312 Quail Run
Camden-Wyoming, DE 19934
(302) 677-1817

Frederick Tolbert
Vice-President
35 Karen Place
Dover, DE 19901
(302) 678-3194

Sandy Alegre
1331 Hollerin Hills Rd.
Camden-Wyoming, DE
(302) 492-0249

Cheryl McKee
21 Waterwheel Circle
Dover, DE 19901
(302) 697-7662

School Based Decision Making Team

Description:

A School Based Decision Making Team composed of two teachers, the lead teacher from each campus, four parents, the school administrators, and two advisors (PTA President and a Wesley College representative) will determine, with Board approval, the curricula and the academic and operating policies of the school.

The voting members are:

Allen Zipke		School Administrator
Craig Shreckengast		School Administrator
Bob Bennett		Lead Teacher
Patti Sandy		Lead Teacher
Trish Hermance		Teacher Representative
Heidi Greene		Teacher Representative
Carolyn Lyon	424-1967	Parent Representative
Chris Stang	698-1848	Parent Representative
Andrew Lloyd	734-0552	Parent Representative

Non-voting advisory members are:

Mary Beth Shepherd	698-3644	PTA Officer
Marcia Lawton		Wesley College

Teacher representatives are elected by the teachers in June of each year and serve for two-year terms, alternating each year. Therefore, every June one teacher is replaced by a newly elected teacher. The lead teacher is elected on a yearly basis in June.

CCS parents elect parent representatives during the May PTA meeting. Parents serve two-year terms, alternating each year. Terms begin June 1. The parent whose term is complete is required to serve until July 1.

Operations

School Office	Bradford Campus (302) 736-3300 Pear St. Campus (302) 736-0403
Office Hours	7:30 a.m. to 3:30 p.m.
Pupil Day	Grades 1-7 8:00 a.m. to 2:45 p.m. Grades 8-11 8:00 a.m. to 3:00 p.m.
Office Email Address	office@ccs.k12.de.us

Emergency School Openings and Closings

If it is necessary to open late or close early, the announcement will be made on:

AM 1410, FM 97.7, FM 92.9 and/or Local TV Stations

Closing or delay information can also be found on the state website at:

<http://phoenix.state.de.us/schoolclosing>

Parents should have plans in place as early as possible for late openings, early closings, and snow days.

Emergency Treatment/Data Card

An Emergency Data Card will be given to parents at the beginning of school. Parents must complete this card and return it to the student's teacher or the office immediately. The school must be notified if any of the emergency information changes during the school year.

Release of Student

In order to ensure students' safety, the office maintains a list of individuals who are authorized to obtain the release of students in attendance at the school. No student may be released to any individual who is not the parent or guardian of the student unless the individual's name appears on the list. Parents or guardians may submit a list of the individuals authorized to obtain the release of their children from school.

Certified copies of any court orders or divorce decrees which restrict a parent's ability to seek the release of a child shall be maintained in the office. It is the obligation of the custodial parent to provide this information. If the person seeking release of a child shows an out-of-state custody order, he/she must report to the School Administrator.

Anyone seeking the release of a student from school must report to the office and show satisfactory identification. In the case of an early dismissal, reasons should be submitted in writing and the students must be signed out in the office. In the event of an emergency, the School Administrator may release a student to some individual not appearing on the approved list **ONLY** if the parent has contacted the School Administrator and he has approved the release.

Visitors

Parents are encouraged to visit teachers and other support staff by appointment, in order to discuss any problems or concerns the parent may have regarding the student, whether or not school related.

Parents, non-affiliated people, and groups wishing to visit and/or observe classroom activities are welcome. Please contact the School Administrator and/or the classroom teacher prior to the visit.

Visitors must report to the main office, sign in and be issued a visitor's badge, which must be displayed at all times. The badge must be returned to the office, and the visitor must sign out at the conclusion of the visit.

Arrival at School

Bradford St. Campus

Students may arrive no earlier than 7:25 a.m. and wait on the playground until 7:45 a.m. The playground is monitored from 7:25 a.m. until 7:45 a.m. At 7:45 a.m. students will be allowed to enter the building. Students should arrive at school no later than 7:55.

Students arriving after 8:00 a.m. are tardy and must report to the office before going to the classroom.

Students must have a pass from the office to enter the classroom when they are tardy.

Pear St. Campus

Students may arrive no earlier than 7:25 a.m. and wait in the lobby/designated classroom until 7:45 a.m. At 7:45 a.m. students will be allowed to move to their first class/homeroom. Students are expected to be in homeroom no later than 7:55a.m.

Students arriving after 8:00 a.m. are tardy and must report to the office before going to the classroom.

Students must have a pass from the office to enter the classroom when they are tardy.

Dismissal

Bradford St. Campus

Grades 1-7

Van riders and walkers will be dismissed at 2:40. Van riders will go to the vans parked in the parking lot and the vans will leave. Students being picked up and carpool riders will be dismissed at 2:45. Carpool riders will wait in the main hallway until they are called. Students being picked up will be escorted to the playground until picked up by parents. Supervision will be provided until 3pm. All students must be picked up by 3

p.m. In order for a student to change his/her normal after school routine, written permission is required. These changes may include such things as going home with a friend, being picked up by someone different or going home rather than to daycare. Parents should send a note stating the change and the date (s) on which this is to occur. Students may not ride any other van/bus than the one to which they are assigned.

Pear St. Campus Grades 8-12

All students will be dismissed at 3:00p.m. Students being picked up and carpool riders will meet their rides in the main parking lot. Supervision will be provided until 3:25 p.m. All students must be picked up by 3:25 p.m. unless participating in after school activities. In order for a student to change his/her normal van/bus riding routine, written permission/notification is required. Parents should send a note stating the change and the date (s) on which this is to occur. Students may not ride any other van than the one to which they are assigned.

Attendance

Attendance and being on time to school is important! 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. It is the responsibility of each parent/guardian to ensure their child attends school regularly. Attendance taken at the beginning of each day is permanently recorded. Some absences and tardies may be unavoidable; however, parents are encouraged to schedule vacations and appointments for non-school time.

A school official, usually the school nurse will make a phone call to the student's home after the third consecutive tardy and/or absence. The school official will inquire about reasons for absence or tardy AND encourage the parent to contact the school to arrange to make up missed work.

Many of the procedures for absences and tardies are the same for all grades. However the enforcement procedures differ for grades 1-8 and for grades 9-12. You are encouraged to become familiar with the procedures and information below.

PROCEDURE FOR GRADES 1-8

ABSENCE

- 5 absences- a courtesy notice will be sent to the parent/guardian.
- 10 absences- a representative from the School Based Decision Making Team will contact the parent/guardian to discuss the reason for the absences and to arrive at a plan to help eliminate future absences.

- 15 absences-the matter will be referred to the Campus Community Board of Directors. A report will be given to the Board regarding the absences. Reasons for the absences will be considered. A meeting may be set up with the Board of Directors and the parent/guardian for the parent/guardian and the student to present their case. The need for disciplinary action will be considered. Possible actions may include but are not limited to:
 1. Referral to truancy court.
 2. Disenrollment for the following year.
 3. Mandatory attendance at supplementary after school or weekend programs.

TARDY

A student is considered tardy if he/she is not physically in his/her classroom/homeroom at 8 am.

- 5 tardies- a courtesy notice will be sent to the parent/guardian.
- 10 tardies- a representative from the School Based Decision Making Team will contact the parent/guardian to discuss the reason for the absences and to arrive at a plan to help eliminate future absences.
- 15 tardies-the matter will be referred to the Campus Community Board of Directors. A report will be given to the Board regarding the absences. Reasons for the absences will be considered. A meeting may be set up with the Board of Directors and the parent/guardian for the parent/guardian and the student to present their case. The need for disciplinary action will be considered. Possible actions may include but are not limited to:
 1. Referral to truancy court (four tardies will equal one absence for truancy consideration).
 2. Disenrollment for the following year.
 3. Mandatory attendance at supplementary after school or weekend programs.

PROCEDURES FOR GRADES 9-12

The constructivist nature of learning at CCHS is based on long-term projects, cooperative learning, investigation, and inductive concept development. Success depends in large measure on students' prompt and regular attendance in all classes.

Any student absent from school or from any class for more than 15 days over the course of a school year will be denied credit for the course or courses missed.

Students with 15 or more absences in a year, either excused or unexcused, may appeal for credit to an appeals committee. IF A STUDENT FAILS TO APPEAL FOR CREDIT THAT STUDENT WILL NOT RECEIVE CREDIT FOR ANY COURSES TAKEN DURING THAT YEAR. The appeals committee will review extenuating circumstances warranting consideration of an appeal. Students wishing to file an appeal must secure an appeal form from the school office and have it completed and returned to the school office within ten days following the last day of the school year.

Student's parents/guardians will be notified if the school intends to deny credit on the basis of insufficient attendance. The family may appeal to the school administrator within two weeks of the credit denial notification. If the family is dissatisfied with the decision of the administrator or his/her designee the family may make a subsequent appeal to the Board.

Campus Community High School will initiate a warning letter to families when a child has missed five days of school.

Campus Community High School will initiate a letter to families when a child has missed ten days of school. This letter will inform parents/guardians of a possible denial of credit and a reminder of the appeals process.

All students who reach the level of denial of credit will be referred to the school board for consideration of additional action. The CCS Board reserves the right to impose any of the following for excessive absence:

1. Referral to truancy court.
2. Expulsion.
3. Disenrollment for the following school year.
4. Mandatory attendance of supplementary after school or weekend programs to make up missed work.

In reviewing appeals the administration and board will consider the reasons for absence, taking in to account the state identified reasons for acceptable absence listed below.

Title 14 Section 122, Paragraph II of the State of Delaware Code identifies the following reasons as acceptable for excused absences:

1. Illness of the student. The school may request doctor's validation for absences over three consecutive days or for any single day once a student has accumulated 5 absences due to illness.
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.
5. Observance of a religious holiday.
6. Remedial health treatment that must be scheduled during school time.
7. Suspension.
8. Pregnancy.

UNEXCUSED ABSENCES

Any absence that is not consistent with the excused absences listed above. Any undocumented absence.

EXCUSES

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 presented upon the day

of return of the student. If a note is not presented 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. 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. of which are on official letterhead with student's name, date/time of appointment, and signature of on-sight official.

The school policy of accepting 15 absences or tardies is based on total number of absences or tardies. Whether they are excused or unexcused.

Only 5 parent letters stating reasons for absences and 5 parent letters stating reasons for tardies will be accepted when considering appeals. The parent letters must be related to the list of excused absences above. All other reasons for absences and/or tardies must be from an official documented official (i.e. doctor, lawyer, court officer, etc.)

TARDY AND EARLY DISMISSAL

- If a student arrives at school in the first 60 minutes of the school day they will receive one tardy.
- If a student enters school after 9:00 am but before noon they will be charged for half day of absence. If a student enters school after noon they will be charged 1 day of absence.
- If a student has an early dismissal they will receive an equivalent of one tardy.
- If a student misses more than three hours of the school day he/she will be charged with a full day absence.
- Upon reaching 4 tardies to school the student will be charged for one unexcused absence for legal purposes. For each subsequent 4 tardies a student will be charged an additional day of unexcused absence.

PROCEDURES FOR EARLY DISMISSAL

1. Students will be excused from school early for medical appointments, legal appointments, job interviews, and/or appointments for counseling. All other reasons for early dismissal from school will be considered unexcused.
2. A student must present a note to the school office prior to getting dismissed early from school. The note must contain a reason for dismissal, date, time, parent signature, and a telephone number where a parent may be contacted the day of the dismissal. In cases where the student has an appointment, the student is required to bring a note back from the appointment confirming that it was kept. Students will not be released to individuals other than parents unless indicated in the note for release. Parents must come into the office to sign out student when a student does not have a prior parent note that has been approved by the school office.
3. Telephone calls will only be accepted in case of an emergency.
4. Students will not be called to the office for dismissal until the parent/guardian arrives.

PROCEDURES FOR LATE ARRIVALS

1. Students are required to sign in at the school office immediately upon arriving tardy at school. Students are to present a note signed by a parent to be excused for being late. The note must contain a reason for being tardy, date, time, parent signature. In cases where the student had an appointment, the student should bring a note from the appointment.
2. Students are considered excused for being tardy to school for sickness, medical appointments, legal appointments, or appointments for counseling.

Transportation Rules and Behavior

All school rules and regulations are in effect while riding transportation provided by CCS. Behavior is expected to be at its best. Inappropriate behavior may lead to loss of riding privileges. Please be a positive role model of Campus Community School.

Student safety during school-based transportation is critical to CCS and requires student responsibility. It is important that:

1. Students are at the van/bus stop before the van/bus arrives.
2. Students are properly dressed for the weather.
3. Students are monitored at the van/bus stop while waiting.
4. Students wait until the van/bus has come to a complete stop before approaching the curb.

On each van/bus, each student should:

1. Be seated immediately and remain seated at all times.
2. Help keep the van/bus clean. No objects are to be thrown in or out of the van/bus.
3. Obey the driver at all times.
4. Wear a seat belt.
5. Keep windows closed unless opened by the driver or with his/her permission.
6. Keep all body parts from extending out the window.
7. Refrain from yelling or making loud noises.
8. Not consume food, gum, or drinks.
9. Understand that projects, musical instruments, etc. will be transported if the object safely fits in the van/bus. Check with the driver ahead of time to avoid difficulties.

Students violating these rules of safety and courtesy will be reported to the School Administrator by the van/bus driver. All concerns regarding the vans/busses should be addressed to the School Administrator.

Student Rights and Responsibilities

Students will have all the rights afforded them by federal and state constitutions, statutes, and regulations. The school reminds students that certain responsibilities accompany these rights.

It shall be the right of each student:

1. To have a safe, healthy, orderly, and courteous school environment.
2. To take part in all school activities on an equal basis regardless of race, sex, religion, national origin, or disability.
3. To attend school and participate in school programs unless suspended from instruction and participating for legally sufficient cause as determined in accordance with due process of law.
4. To have school rules and conditions available for review and when necessary, explained by the school.
5. To be suspended from instruction only after his/her rights pursuant to education law and school rules have been observed.
6. In disciplinary matters, to have the opportunity to present his/her version of the facts and circumstances leading to imposition of disciplinary sanctions to the professional staff member imposing such sanctions.
7. To express opinions verbally as long as this expression does not interfere with the rights of others or disrupt normal school operations.

It shall be the responsibility of each student:

1. To be familiar with and abide by all school policies, rules, and regulations pertaining to student conduct.
2. To work to the best of his/her ability in academic and extracurricular pursuits and strive toward the highest level of achievement possible.
3. When participating in or attending school sponsored extracurricular events, to behave as a representative of the school and hold him/her to the highest standards of conduct, demeanor, and sportsmanship, and accept personnel.
4. To seek help solving problems that might lead to disciplinary procedures.
5. To be in regular, on time, attendance at school and in class.
6. To contribute to an orderly learning centered environment, and to show due respect for other persons and property.
7. To make constructive contributions to the school, and to report fairly the circumstances on school related issues.

Sexual Harassment of Students

Sexual harassment is unacceptable. It occurs when the student perceives behavior as unwelcome, such as inappropriate touching, verbal comments, sexual name calling, spreading sexual rumors, pictures, etc.

Students believing that they have been subjected to sexual harassment, whether by any individual on school property or at school activities, should report the alleged misconduct immediately to a teacher or the School Administrator. Appropriate corrective action up to and including discharge of an employee or suspension/expulsion of a student may be taken.

In the absence of a victim's complaint, the school, upon learning of or having reason to suspect the occurrence of any sexual harassment, will promptly begin an investigation.

Racial Harassment of Students

Racial harassment of students consists of different treatment on the basis of race (also color and national origin). CCS prohibits discrimination on the basis of race, color, and/or national origin. Any student who believes that he/she has been subjected to racial harassment should report the alleged misconduct immediately to a teacher or the School Administrator. Appropriate corrective action up to and including discharge of an employee or suspension/expulsion of a student may be taken.

In the absence of a victim's complaint, the school, upon learning of or having reason to suspect the occurrence of any racial harassment, will promptly begin an investigation.

COMPUTER USE POLICY FOR STUDENTS

Campus Community School provides students with access to the CCS network, which includes the Internet for educational purposes. Those purposes include preparing students for success in life and work by providing them with electronic access to a wide range of information and the technological tools, which may be required in the work place.

Students may not use the CCS system for unacceptable purposes. Such unacceptable purposes include, but are not limited to, the following:

1. Personal Safety

Students will not post personal contact information about themselves or other people.

2. Illegal Activities

Students will not attempt to gain unauthorized access to the CCS system or to any other computer system through the CCS system, or go beyond their authorized access. This includes attempting to log on through another person's account or access another person's files. These actions are illegal.

Students will not make deliberate attempts to disrupt the computer system performance or destroy data by spreading computer viruses or by any other means.

3. System Security

Students are responsible for the use of their individual accounts (when assigned) and should take all reasonable precautions to prevent others from being able to use their accounts. Under no conditions should a user provide their password to another person, and no user should remain logged on to a workstation when not in a position to supervise the use of that workstation.

Students will immediately notify their teacher(s) if they have identified a possible security problem.

4. Inappropriate Language

Students will not use obscene, profane, lewd, vulgar, rude, inflammatory, threatening, or disrespectful language.

Students will not post information that, if acted upon, could cause damage or a danger of disruption to the educational process.

Students will not engage in personal attacks including, but not limited to, prejudicial or discriminatory attacks.

5. Plagiarism and Copyright Infringement

Students will not plagiarize electronic works. Plagiarism is defined as taking the ideas or works of others and presenting them as if they were original to the user.

Students will respect the rights of copyright owners. Copyright infringement occurs when an individual inappropriately reproduces a work, or portions of a work, including electronic media. If a work contains language that specifies acceptable use of that work, the user should follow the expressed requirements. If the user is unsure whether or not they can use a work, they should request permission from the copyright owner.

6. Inappropriate Access to Material

Students will not use the CCS system to access material that is profane or obscene (pornography), that advocates illegal acts, or that advocates violence or discrimination towards other people (hate literature).

If students inadvertently access such information, they should immediately disclose the inadvertent access to their teacher(s) in order to protect themselves against allegations that they intentionally violated this Acceptable Use Policy.

Violations of this Acceptable Use Policy may result in the loss of access to the CCS system, disciplinary action in accordance with the CCS Student Rights and Responsibilities regulations, and possible legal action.

Care of School Property

Students are expected to show respect and care for school property. Damage to property should be reported to the office or an appropriate teacher. Students who willfully destroy, damage, or deface school property shall be subject to disciplinary action, and they may be prosecuted to the fullest extent possible under the law. If a student damages school property, such student and his/her parents or guardian shall pay the school the value of the damaged property to the limit of the law. In addition, if a student loses any item belonging to the school, such student and his/her parents or guardian shall pay the school the value of the lost item.

CCS Dress Code Policy Grades 1-7

All students attending Campus Community School shall be required to follow the board-approved dress code. All students must arrive and leave school in dress code (The only exception being students who change for athletics or other after school activities requiring non dress code apparel). A student who violates the dress code will initially be given a written notice of the violation to take home. In the event of recurring violations a parent or guardian will be called and the student may be asked to return home and change clothes before returning to school. If three violations occur the parent/guardian will be referred to the CCS Board.

Shirts

- Polo (pullover shirt with long or short sleeves and two or three buttons). Turtle necks or mock turtlenecks. Shirts must be of a length that they could be tucked in and stay tucked yet not so long as to be sloppy in appearance. No midriff or underwear may show.
- Solid white, red or navy made of a cotton or cotton blend fabric. (No stripes, ruffles, etc. on collars. No front pocket.) No logos or monograms except the CCS dolphin logo.
- Girls have additional choice of solid white blouses (no stripes, ruffles, etc. on collars). No oxford shirts for boys.
- Any shirt worn underneath must not show at the sleeve or waist.

Pants/Shorts

- Length of shorts should be to be knee to mid-thigh.
- Solid navy or khaki.
- Pants should be clean and well tailored.
- Straight leg, no cuff.
- Zipper front or elastic waistband.
- May have two side seam pockets (no cargo pants).
- No logos on front or sides (small manufacturer's name label on back pocket is acceptable).
- No leggings.
- No corduroy.
- Girls may wear Capri length pants that meet all other requirements.

- Must be worn at waist and if loose must be worn with a belt.

Skorts, Jumpers, Skirts (Girls only)

- Identical to those in Land's End school catalog (available from the school office).
- Solid navy or khaki made of cotton or cotton blend fabric.
- Length should be knee to mid-thigh.
- No logos on front or sides (small manufacturer's name on back pocket is acceptable).
- No corduroy.

Sweaters

- Cardigan or pullover style with long sleeves.
- Crew neck or v-neck.
- Solid navy or red in color
- No logos or monograms.
- Cable knit or plain.
- Approved school shirt must be worn underneath.

Footwear

- * Flip flops may not be worn for safety reasons.

Clarifications:

- Key chains and other items may not hang out of the pocket.
- Jackets, coats, sweatshirts or hoodies may not be worn during the school day unless the student is outside for an organized activity. These items must be placed in a locker until the end of the day.
- No heavy chain or leather collars.
- Sunglasses and hats may not be worn during school hours and must be stored in lockers. Hats, caps, bandanas, hairnets and do-rags may not be worn inside the building.
- Visible body piercings will be limited to the ear.
- Hair color should be of a natural hair color.

CCHS Dress Code Policy Grades 8-12

The CCHS dress code requires students dress in a manner that promotes an attitude of success and professionalism in the classroom. This code was written with the intent of creating an environment where the primary focus is upon education. All situations cannot be anticipated. The CCHS administration reserves the right to enforce the *dress code philosophy* as needed to be consistent with the intent of this policy. All students must arrive and leave school in dress code (The only exception being students who change for athletics or other after school activities requiring non dress code apparel).

Boys:

Pants/Shorts

- Khakis, dress slacks or corduroys that are clean and well tailored (not overly long or baggy). No restriction on color.
- Pants must be worn at waist at all times. If pants are loose a belt is expected.

Shirts

- Must have a collar. (button down, dress, scoopneck, turtleneck, polo), Henley shirts, and dress mock turtlenecks are also acceptable. No midriff or underwear may show.
- Vests over approved shirt are acceptable.
- Small logos limited to the pocket area on the front will be acceptable. All other logos or printing on shirts is unacceptable.
- Shirts must be of a length that they could be tucked in and stay tucked yet not so long as to be sloppy in appearance. No midriff or underwear may show even when reaching or bending.
- Any shirt worn underneath must not show at the sleeve or waist.

Girls:

Pants/Shorts/Capris/Skirts or Skorts

- Khaki, dress slacks, corduroy or loose fitting knit (not sweatshirt material) that are clean and well tailored and may not be tight fitting. Fleece pants and animal print pants are not allowed.
- Pants must be worn at waist at all times. If pants are loose a belt is expected.
- Dresses, shorts, skirts or skorts may not be tight fitting. Dresses, skirts, skorts and shorts may not be shorter than four inches above the top of the knee, nor have slits that end four inches above the top of the knee.

Shirts or blouses

- Must have a collar. (button down, dress, scoopneck, turtleneck, polo), Henley shirts, and dress mock turtlenecks are also acceptable.
- Shirts and blouses must be of a length that they could be tucked in and stay tucked yet not so long as to be sloppy in appearance. No midriff or underwear may show even when reaching or bending.
- Sweater sets, and short sleeve sweaters may be worn but must be of a length that no midriff or underwear may show even when reaching or bending.
- Vests may be worn over an approved shirt.
- Sleeveless shirts must come to the edge of the shoulder. Shirts must have a full back and may not be cut so low in front that cleavage is visible. Undergarments and straps must not show.
- Small logos limited to the pocket area on the front will be acceptable. All other logos or printing on shirts is unacceptable.

- Any shirt worn underneath must not show at the sleeve or waist.

Clarifications:

- No jeans, denim material, or jean look alikes including outerwear may be worn.
- No camouflage or military fatigues permitted.
- No vinyl, velour, fleece or leather clothing may be worn in the building.
- Key chains and other items may not hang out of the pocket.
- Sweaters are acceptable and encouraged during cool weather.
- Jackets, coats, sweatshirts or hoodies may not be worn during the school day unless the student is outside for an organized activity. These items must be placed in a locker until the end of the day.
- No heavy chain or leather collars.
- Sunglasses and hats may not be worn during school hours and must be stored in lockers. Hats, caps, bandanas, hairnets and do-rags may not be worn inside the building.
- No T-shirts or shirts (including sweatshirts) made of athletic material will be permitted.
- Visible body piercings will be limited to the ear.
- Hair color should be of a natural hair color.
- Grooming (applying makeup, brushing hair, polishing nails, etc.) during class is not acceptable.
- Shirts that give the appearance of a second shirt showing at the sleeve or waist are unacceptable.

Dress Code Noncompliance

If a student attends school and is out of compliance with the dress code he/she will be required to change before going to class. After each incidence of noncompliance the following will take place:

1. courtesy notice sent home
2. courtesy notice sent home, phone notification
3. formal notice(mailed)
4. final notice mailed, phone notification
5. Student will be required to wear Khaki pants and/or shorts and white polo shirt until the end of the following trimester.

Electronic Devices

- Cellular telephones are not to be used on school grounds during the school day. (8:00am-3:00pm) Any phone which is on or is used during the school day will be confiscated and returned only to a parent.
- CD players, MP3 players, Ipods, etc. may not be used during the school day (8:00am-3:00pm) and will be confiscated and returned only to a parent.
- Beepers are not allowed on school grounds and will be confiscated and returned only to a parent.
- Radios, electronic toys, virtual pets and similar devices are not permitted to be used during the school day.
- CCS and its staff reserve the right to change policy as conditions warrant. CCS is not responsible for personal belongings.

Other School Activities

Field Trips

Field Trips are an integral part of CCS's curricula, and students are expected to participate. A permission slip for each trip asking permission for the child will be sent home for a parent/guardian's signature. It must be *signed and returned to the school before the field trip. A verbal agreement is unacceptable.* If the student is not on time for the field trip, he/she will not be allowed to attend. If a student is unable to afford the cost of the field trip the school will pay the cost. A parent or student should inform the teacher or administrator.

Adult chaperones are always needed and are a way for parents to be involved in the child's education as per their contract. Because chaperones have supervisory responsibilities and due to insurance regulations, younger siblings are not permitted on field trips.

Fire Drills

Fire drills will be conducted in order to instruct students and staff in exiting the school building in an emergency in the shortest possible time and without confusion or panic. Fire drills shall include instruction on fire drill exits and fire alarm boxes, as well as fire drill procedures.

Students are expected to cooperate with staff members during fire drills, and to leave the building in a quiet and orderly manner. The exit route is posted in each room. Students must stay with their teacher. Distracting behavior will be subject to disciplinary actions and may merit a penalty.

Photographs

The school will provide an opportunity for school photographs to be taken and made available for purchase.

Telephone

The school telephone in the office will be made available for emergency use only. Please make arrangements for after school activities prior to coming to school.

Selling

No student may sell products or fund raise in school except for the school store.

Solicitation Policy

No solicitation for private or commercial fundraising is allowed on school grounds.

After School Participation

A student must be in attendance at CCS by 9:30 a.m. in order to be eligible to participate in after school activities.

Student Records

The procedures for the confidentiality of student records shall be consistent with federal statutes, including the Family Educational Rights and Privacy Act of 1974

(FERPA) and its implementing restrictions and state law.

A parents/guardian of a student less than 18 years of age, or a student 18 or older, has the right to inspect and review any and all official records, files, and data directly related to their children or themselves, including all material that is incorporated into each student's cumulative record folder and intended for school use or to be available to parties outside the school or school system and specifically including, but not necessarily limited to identifying data, academic work completed, level of achievement (grades, standardized achievement test scores), attendance data, scores on standardized intelligence, aptitude, and psychological tests, interest inventory results, health data, family background information, teacher or counselor ratings and observations, and verified reports of serious or recurrent behavior patterns.

A parent/guardian of a student less than 18 years of age or a student 18 or older shall make a request for access to that student's records, in writing, to the School Administrator. Upon receipt of such request, arrangements shall be made to provide access to such records within a reasonable period of time, but in any case, not more than 45 days after the request has been received.

If information contained in the student's record is believed to be inaccurate or misleading, the parent or eligible student should write the School Administrator, clearly identify the part of the record he/she wants changed, and specify why it is inaccurate or misleading.

Student records, and any material contained therein, which is personally identifiable and confidential, may not be released or made available to persons other than parents or the student without the written consent of such parents or students. There are a number of exceptions to this rule, such as other school employees and officials, and certain state and federal officials, who have a legitimate educational need for access to such records in the course of their employment.

From time to time, CCS may release for publication certain information about students who participate in school activities or receive honors or awards, or distinguish themselves as school citizens. Students may also be identified and included in photographs or videotape taken for publication. This will be done without first obtaining parental consent unless the school is notified in writing that such information should not be released. Such notice should be received by the School Administrator no later than 15 days after the first day of school.

Health

Delaware state law requires a physical examination and immunizations for all elementary school pupils. New students must be in compliance upon entrance.

The state of Delaware has the following requirements for all students enrolling in public or private schools at any age or level:

- 5 doses of DPT or DT; unless fourth dose was received after the fourth birthday
- 4 doses of Oral Polio, unless third does was received after the fourth birthday
- 2 does of measles, mumps rubella (MMR)

- Manitou tuberculin skin test - PPD
- Varicella or written disease history
- Hepatitis B

Hepatitis B vaccine is a three shot series that is now required for all students

All parents or legal guardians of school enterers shall present a certificate specifying the month, day and year that the immunizations were administered by the physician or public health agency.

All pupils upon entrance to the Delaware school system shall have had a physical examination by a licensed medical person.

If the student fails to complete the above series of requirements according to the Division of Public Health's recommended schedule, the parent/legal guardian will be notified - the child will be excluded. Parents must notify the school if the student is absent because of a communicable disease. Children should not return to school unless free of fever or illness for 24 hours.

Medications:

The State Board of Education policy requires a note for the administration of medications by the school nurse. Only a school nurse is permitted to administer any medications given during school hours. Medication prescribed by a physician must be sent in the original container with the proper labeling as well as a note from the parent stating the time of the last dose and the time for the dose to be administered at school.

The school nurse may administer non-prescription medications with permission from the parent. Any non-Prescription medication sent to school must be in the original container. The medication must be accompanied by a note requesting the medication be given. It should include name of medication, time dosage and purpose for administration.

Children may not carry any prescription or non-prescription medication with them during school hours.

State Board Policy permits teachers, administrators, and paraprofessionals employed by students' local school district to assist a student with medication on a field trip. Please fill out appropriate field trip forms and discuss any special situation with the school nurse.

Physical Education:

Each student capable of taking physical education must participate. Anyone recovering from a serious illness, operation or accident may be excused if he/she presents a certificate from a physician. Notes from parents or guardians will be honored for one class only. Excuses should be given to the nurse.

Lunch Procedure

Free and reduced price lunches are available for students of parents meeting certain income requirements. Forms are distributed prior to the start of school and may be picked up anytime in the school office. If you are eligible for free meals through Health & Social Services or are currently receiving food stamps it is necessary to complete an application, and students are automatically eligible for free/reduced lunch. You may return a completed application in a sealed envelope to the administrator.

Bradford St. Campus

Students eat in the Wesley College Dining Hall between 10:45 a.m. and 11:30 a.m., prior to lunch for Wesley College students. All students eat in the cafeteria. A hot lunch is available for purchase at a cost of \$1.90. Students not purchasing a hot lunch may bring their own lunch and purchase milk separately at a cost of \$0.35. A ticket system is used to purchase hot lunch. Students walk to the Wesley Dining Hall to eat so they should dress appropriately when inclement weather is forecast.

To purchase hot lunches a student should bring in cash or a check, made out to Campus Community School, and give it to his/her teacher in the morning. The office will then record the amount in the student's lunch account. Teachers will hold the students' lunch tickets and distribute them at lunchtime. Students should purchase no less than five lunches at a time (\$9.50) since there is a great deal of paperwork associated with creating and tracking tickets. A lunch program envelope will be sent home with a student when his/her lunch account no longer carries a balance.

There may be days when we are in session and a hot lunch will not be served. Students will be notified in advance.

Balances due for outstanding account balances must be paid by the last day of school.

Pear St. Campus

Students will be served in the cafeteria. Lunch is available for purchase at a cost of \$2.00. Students not purchasing a lunch may bring their own lunch and purchase milk separately at a cost of \$0.35.

To purchase lunches a student should bring in a check, made out to Campus Community School, and give it to his/her teacher in the morning. Students should purchase no less than five lunches at a time (\$10.00). When the student has only one or two lunches left in his/her account the teacher will give the student a lunch envelope as a reminder that they need to add money to their account.

There may be days when we are in session and a lunch will not be served. Students will be notified in advance.

Balances due for outstanding account balances must be paid by the last day of school.

Discipline Policy

Congruent with the social constructivist model, CCS's discipline policy will draw heavily upon Glasser's Reality Therapy model of classroom management, which promotes students taking responsibility for their own actions. This model makes provisions for involving teachers, parents, and education faculty with students who have difficulty accepting responsibility for their actions. The school will use time-outs and contracts to help students identify plans to improve student behavior. Appropriate behavior is expected at CCS. Students may not interfere with other student's right to learn.

This approach advocates the use of class meetings to solve problems that arise in the classroom and to discuss issues of student concerns, and to provide the teacher with diagnostic information.

It is anticipated that teachers at CCS will encourage students to take responsibility for their own learning and to solve problems that arise between students and in classrooms during regular class meetings. These meetings are congruent with the social constructivist model and shared decision-making.

When implementing school regulations and following discipline policies, school grounds will be considered to be the same as Wesley College grounds and the Pear St. campus. All discipline policies will be in effect while students are on field trips or at any CCS sponsored activity on or off of campus.

Discipline Procedure

Based on this philosophy, consequences are opportunities to problem solve and are not punitive in nature. The opportunity exists at any point in Levels 1 and 2 of this series of steps for a solution to be implemented and the issues resolved or for the student to return to a lower step for additional opportunities to resolve the problem.

(The list of examples below is not all-inclusive. It is impossible to foresee all possible disciplinary situations. CCS reserves the right to use other disciplinary measures when appropriate.)

Level 1: Items handled within the individual classroom. (Minor disruptions or inappropriate behaviors)

Examples

- classroom disruption
- minor disrespect
- horseplay

Step1: Student is asked, "What are you doing? What should you be doing? How can you fix it?"

Step 2: Student is removed to an appropriate space in order to consider options to solve the problem. Teacher and student conference together to formulate a plan.

Step 3: Repeat Step 2 and parents will be involved.

Level 2: Items handled with resources from outside the classroom.
(Severe or repetitive disruptions or behavior)

Examples

- severe classroom disruption or disrespect
- profanity/abusive language
- skipping class
- cheating
- inappropriate physical contact
- out of assigned area
- defiance of school authority
- unsafe driving
- repetitive issues from level 1

Step 1: The student is sent to the office or planning room for a "cool off" time. The student then conferences with the teacher and/or administrator to discuss the appropriate action to be taken. Student may be suspended or other appropriate consequences enforced.

Step 2: Parent is informed of incident and appropriate consequences. Student, parents and administrator meet to form problem solving plan.

Level 3: Items handled with appropriate resources from outside the school.
(Repetitive or severe disruptions or severely inappropriate behavior)

Examples

- fighting/disorderly conduct
- assault
- leaving school property
- smoking/possession of tobacco
- extortion
- false alarm/bomb threat
- offensive touching
- sexual harassment/sexual contact
- stealing
- vandalism
- terroristic threatening
- bullying
- hate crimes
- possession or production of pornography
- repetitive issues from level 2

Step 1: Student is removed from the classroom. The administrator will investigate situation, notify parents, and appropriate agencies. Student may be suspended by administrator.

Step 2: The case is reviewed by the School Based Decision-Making Team and may be referred to the Board.

Involvement in repeated disruptive behavior, serious physical confrontations, or behaviors on the zero tolerance will result in referral of a student to the School Board Decision Making Team and Board of Directors for consideration of expulsion from CCS.

Infractions outside of school that may constitute a threat to the safety of the student population may result in the suspension of a student from school.

Zero Tolerance List:

(These infractions will result in immediate suspension from school and referral to the CCS school board for an expulsion hearing.)

1. Possession and/or consumption of alcohol on school property, the Wesley campus, or at any school sponsored functions.
2. Possession, consumption of, or intent to sell or distribute controlled substances (drugs), drug paraphernalia, or look alike substances on school property, the Wesley campus, or at any school sponsored functions.
3. Possession of a weapon (guns, knives, BB guns, box cutters, razor blades, etc.).
4. Arson.

CCS reserves the right to require and or conduct drug screening of any student suspected of being under the influence of a controlled substance.

Assumption of Possession

CCS presumes a student possesses, and therefore is responsible for all items found in a student's locker, book bag, purse, etc. Regularly check the content of your locker and limit access to others. Lockers are considered public property belonging to CCS. The school administration reserves the right to search at any time without reasonable suspicion.

Admission to Campus Community School

The parent(s) of all new students desiring to be admitted to Campus Community School must fill out an application and be part of the lottery process held each year. This includes siblings of students attending CCS.

Applications are available from Oct. 1- Jan 31st. A lottery is held in February and students are accepted based on their lottery numbers to fill any open positions. Preference is given to siblings of students at Campus Community School. A waiting list is established for students not initially accepted in case positions open at a later time. Once admitted to CCS students do not have to go through the lottery process each year.

Summer School

Summer school is held each summer to provide support for students needing assistance in reading and math. Students are admitted to summer school in several ways: 1) students who are recommended for retention 2) students who scored low on the state testing, 3) teacher recommendation. It is expected that students attending summer school because they were recommended for retention or scored low on state testing will attend. The teacher/student ratio is very low in summer school and students benefit a great deal academically. Summer school starts a week after school ends and lasts until state testing occurs. An attendance policy for summer school permits 2 days of absence. After 2 days of absence summer school services will no longer be available to that student. If you think your child will be attending summer school please plan vacations/camp/ etc. so he/she can attend.

Asbestos Notification

In accordance with Environmental Protection Agency (EPA) regulations, the buildings at the Bradford Street campus and Pear Street campus have been inspected for friable (easily crumbled) materials which contain asbestos. Asbestos is a naturally occurring fibrous material with excellent insulation and fire retardant properties. Friable asbestos-containing materials may cause health problems.

Accordingly, in 1986, the EPA mandated through the Asbestos Hazard Emergency Response Act (AHERA) that all private and public schools must conduct asbestos inspections to determine if their facilities contain asbestos, conduct training, and develop management plans. Further, AHERA requires that all parents, guardians, and employees be notified of the existence of asbestos in our buildings.

All school buildings at the Campus Community School have been inspected for asbestos-containing materials. During the inspection, it was determined that the buildings do contain asbestos-containing materials in several areas. While the presence of these asbestos-containing materials does not represent a hazardous situation at this time, the potential for damage requires that steps are taken to reduce the possibility for future exposure. Periodic inspections are done and a management plan is followed.

The Campus Community School office located at 21 North Bradford Street, Dover, has on file completed reports of inspections and management plans. Additionally, a copy

can be found at each school location (please contact individual school administrative offices for further details). Documents are available for inspection by representatives of federal and state government officials, parents, school staff, vendors, and contractors by appointment.

For asbestos related questions, please contact Mr. Allen Zipke, Asbestos Designated Person, at the Bradford Street office (736-3300).

Sex Offender Notification

HB 485 places the responsibility of notification with law enforcement authorities. If CCS receives notification from authorities these notices will be kept in a binder in the school office. Parents are welcome to check this information at any time.

Driving Privileges

Driving and parking an automobile at CCHS is considered a privilege and therefore requires that students act responsibly at all times. Students driving a motor vehicle to school must register their vehicle and be issued a parking permit by the school office. Student parking is limited. All student drivers will be required to park in the south parking lot. In addition, the following conditions will be enforced at all times:

- Students will be issued parking permits with priority going to seniors and then juniors. A permit is specific to a car and is not transferable.
- All student drivers must have a valid driver's license in their possession at all times and proof on file of proper insurance coverage on the automobile being driven.
- All automobiles must have a CCHS parking permit prominently displayed.
- Students are not to loiter in their cars or in the parking lot.
- Students who wish to go to their cars during the school day must receive a pass from the office.
- The school is not responsible for theft of or damage to, automobiles or materials contained in cars on school property.
- Automobiles parked on school property without a permit are subject to being towed at the owner's expense.
- The CCHS administration reserves the right to search automobiles on school property at any time.
- Students are expected to obey all traffic laws, speed limits, and signs while driving on campus.
- There will be a \$10 yearly fee for each parking permit per academic year or any portion of an academic year.

Students who drive to CCHS without permission or violate this policy in any way will be subject to disciplinary action including loss of driving privileges for the school year.

Appendix G

Campus Community School Strategic Plan

CAMPUS COMMUNITY SCHOOL

STRATEGIC PLAN

Campus Community High School
350 Pear Street
Dover, DE 19904
302-736-0403
Fax 302-736-5330

Campus Community School
21 North Bradford St.
Dover, DE 19904
302-736-3300
Fax 302-736-3390

Introduction

Vision Statement

To provide excellence in educational outcomes for CCS students in a collaborative community of learners.

Mission Statement

To create and maintain an environment for learning that allows each student to maximize his or her potential in developing habits of mind, acquiring knowledge and skills, and demonstrating individual and social responsibility through the use of a social constructivist model..

Stakeholders

Boys and Girls Club

City of Dover

Parents and Caregivers

Delaware Department of Education

Students

Teachers and Staff

Wesley College

Area of Emphasis

The Partnership between the Campus Community School, Wesley College, and the Boys and Girls Club

Goal

Continually build on the partnership between Wesley College, CCS, and the Wesley Boys and Girls Club.

Strategies and Actions

1. Delineate roles and responsibilities of all partners in the partnership between Wesley Education Faculty, Wesley students and CCS, in areas such as Curriculum Development, Professional Development, Teacher Evaluation, Wesley Student Placement.
 - Develop and implement a more substantive feedback process to improve the management and oversight of the Wesley students who are completing practica in the school
 2. Develop agreement with Wesley College for CCS student's participation in college classes.
-

Area of Emphasis

Parental and Caregiver Involvement

Goal

To have informed parents and caregivers who support the mission of CCS and are actively involved in its operation.

Strategies and Actions

1. Continually inform parents and caregivers about the school and its programs, policies, and activities

- Create and maintain a parent resource section in the CCS library;
- Create and make available video taped demonstrations of the teaching approaches used at CCS;
- Develop and maintain a school calendar that highlights school and classroom events on the school website;
- Distribute periodic newsletter (PTA, School and Classroom);
- Encourage the use of e-mail among parents and caregivers and teachers;
- Hold an open house early in the school year;
- Hold workshops on topics such as Glasser's Theory and constructivist teaching; and,
- Regularly maintain the school website and promote its use;
- Create a homework hotline

2. Actively involve parents in school related activities

- Create a speaker bureau that is comprised of parents and caregivers;
 - Create short and long term volunteer opportunities;
 - Educate teachers on how best to use volunteers;
 - Encourage participation in the classrooms;
 - Establish a single point of contact for volunteer opportunities;
 - Provide information on how parents and caregivers can help at home;
 - Provide information on the various volunteer opportunities;
 - Recognize volunteers for their efforts;
 - Share examples of how parents and caregivers have helped in unexpected ways; and,
 - Sponsor periodic open sessions to listen to concerns and solicit ideas for the school.
 - Survey parents as to how to improve parent participation
-

Area of Emphasis

Curriculum

Goal

Maintain a curriculum that meets or exceeds the Delaware State Standards, and continues to be based on a social constructivist model of teaching.

Strategies and Actions

1. Create an integrated curriculum that incorporates a logical progression of content, incorporates the Delaware State Standards, the big ideas of the National Standards and the interdisciplinary school wide themes, and is based on a social constructivist model of teaching
 - Create an action plan that defines how specialty teachers will develop their own scope and sequence, and how they will more fully integrate into the work of the classroom;
 - Create a curriculum handbook that describes the curriculum, including scope and sequence across 1-12
 - Develop content summaries for cross-curricular themes
 - Identify "big ideas" within each discipline and develop content summaries
 - Develop topical content summaries within each discipline that exemplify cross-Curricular themes and "big ideas".
 - Develop a procedural knowledge framework for grades 1-12
 - Compile exemplary lessons that address all three levels of curriculum and include procedural knowledge
 - Designate a master teacher for each content area and develop a job description that includes added compensation;
 - Complete Strand One of Module One training and begin Strand Two.
 2. Require the demonstration of habits of mind of all students regardless of academic ability
 - Continue to ensure that all students are being challenged and helped academically;
 - Continue to make new technologies available to students; and,
 - Continue to promote habits of mind as a characteristic rather than as a level of achievement.
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Area of Emphasis

Meeting the Individual Needs of Students

Goal

Provide effective social constructivist instruction that meets the needs of all students based on an inclusive model of education.

Strategies and Actions

1. Use methods that support instruction across the various levels of student need
 - Continue after school tutoring and summer school programs to serve as a means of providing extra assistance as well as enrichment programs
 - Continue to communicate individual student needs to parents and caregivers;
 - Continue to utilize community resources, parents, Wesley College, and peers to support teachers and students.
 - Facilitate sharing of successful classroom practices.
 2. Refine the delivery of special services to all students identified or not.
 - Separate the IST process from the prereferral process.
 - Broaden the use of formative assessment devices within classrooms.
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Area of Emphasis

Extracurricular Program

Goal

Create and maintain an extracurricular program that enhances the core educational program at CCS by offering the widest range of athletic and non-athletic activities possible.

Strategies and Actions

1. Create a three year plan for extracurricular program offerings

- Determine student interest through periodic surveys;
 - Determine the needs of the Bradford Street and Pear Street campuses;
 - Establish guidelines for participation, transportation, locations, fees, and coach and/or advisor compensation;
 - Identify and apply for grants and other outside sources of funding that can be used to support the expansion and maintenance of the extracurricular program; and,
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Area of Emphasis

Teacher Evaluation

Goal

Maintain a well-balanced evaluation system for teachers, paraprofessionals, administrators, Wesley College advisors, and Wesley College students that addresses accountability for improving abilities.

Strategies and Actions

1. Review and implement a well-balanced evaluation system that models the components of self-direction, self-reflection, persistence, and content knowledge
 - Create benchmarks for movement through levels of Staff Development Framework developed by Wesley Colleges and tie to state salary system for extra responsibility.
 - Analyze the PDP process and create a workable and logical timeline.
 - Create an evaluation handbook that clearly delineates responsibilities of all stakeholders.
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Area of Emphasis

Student Management

Goal

Use the concept of lead management to move toward the quality school approach defined by William Glasser.

Strategies and Actions

1. Empower the staff to take ownership of and meet the management challenges in the school
 - Build relationships with the students through class meetings and advisory staff;
 - Communicate management issues and problem solve as a group by observing each other, discussions at staff meetings, and through the development and implementation of a mentoring program;
 - Educate the staff on choice theory.
 - Educate the students on choice theory.
 - Interview prospective students and their parents or caregivers to ensure that they understand the expectations of the school.
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Area of Emphasis

School Based Decision Making

Goal

Maintain a School Based Decision Making Team (SBDMT) comprised of teachers, parents, and administrators that effectively makes decisions regarding school operations and programs.

Strategies

1. Communicate the activities of the SBDMT in a timely manner

- **Hold SBDMT meetings no less than once per month;**
- **Expedite the approval process of SBDMT minutes and provide staff with the minutes in a timely fashion**
- **Provide teachers, parents and staff with a form to communicate issues to the SBDMT; and,**
- **Provide the school administrators with a list of issues to be addressed by the SBDMT no less than two days prior to the meeting.**

2. Communicate the decisions of the SBDMT in a timely manner

- **Provide those who have brought issues to the SBDMT of the decision made or action taken within no more than one week after the meeting.**

3. Regularly examine the role of the SBDMT

- **The SBDMT will undertake an annual self evaluation of their role and report their findings, including changes being made, to teachers, parents and school administrators**
 - **Annually survey staff and parents of effectiveness of SBDMT**
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Area of Emphasis

School Operation

Goal

Create and maintain the policies and procedures necessary to efficiently and successfully operate the school.

Strategies

1. Regularly examine the policies and procedures of the school to determine the changes needed

- Create a policy manual and make available in a central location.
- The SBDMT will undertake an annual review of the policies and procedures of the school and propose any changes needed to the school administration. In particular review
 - *Tardy Policy*
 - *Dismissal Policy*
 - *Absence Policy*
- The SBDMT will propose new policies and procedures to the school administration as needed.

2. Create emergency plans for crisis situations

- The school administration will work with emergency service providers and local law enforcement agencies to develop and implement emergency plans for lock downs, bomb threats, weather emergencies, and other situations as identified.
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Area of Emphasis

Teacher Retention

Goal

To retain a quality teaching staff that understands and supports the mission and philosophy of CCS.

Strategies

1. Maintain CCS as a unique and desirable place to work

- Continue to offer teachers competitive salaries and benefits;
- Continue to provide teachers with additional classroom assistance;
- Continue to provide teachers with opportunities to participate in school decisions;
- Provide teachers with additional paid in service days;
- Provide teachers with adequate planning time; and,
- Provide teachers with adequate teaching supplies and reimbursement for supplies purchased by teachers.

2. Ensure that teachers understand the mission and philosophy of CCS

- Continue to provide training and support on the school philosophy

3. Solicit input from teachers

- Annually survey teachers at the end of the school year for positive and negative reflections on the school year; and,
 - Consider survey findings in the annual review of the school
 - Conduct exit interviews with teachers leaving CCS.
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Area of Emphasis

Student Retention

Goal

Create an environment where students understand the mission and philosophy of CCS and choose to remain at the school through graduation.

Strategies and Actions

1. Empower the students to take ownership of their education and work.

- Educate students on what the goals of a quality school are and how they can have an active role in making it better;
- Educate the students on choice theory;
- Encourage the students to teach choice theory to their parents or caregivers.
- Provide an environment in which students feel a sense of belonging, power and competence, freedom, and enjoyment

2. Solicit input from students

- Annually survey students, and parents or caregivers at the end of the school year for positive and negative reflections on the school year, and to determine what is important to them; and,
 - Consider survey findings in the annual review of the school.
 - Conduct exit interviews with students leaving the school, and their parents or caregivers.
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Area of Emphasis

Fiscal Responsibility

Goal

Manage CCS in an efficient and fiscally responsible manner.

Strategies and Actions

1. Regularly review school purchases and expenditures to determine where efficiency can be gained
 - Coordinate purchasing to minimize overlap of materials and to receive the best price possible.
 2. Provide regular budget oversight
 - Administrative staff will provide monthly reports on the budget to the administrator and school board president.
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