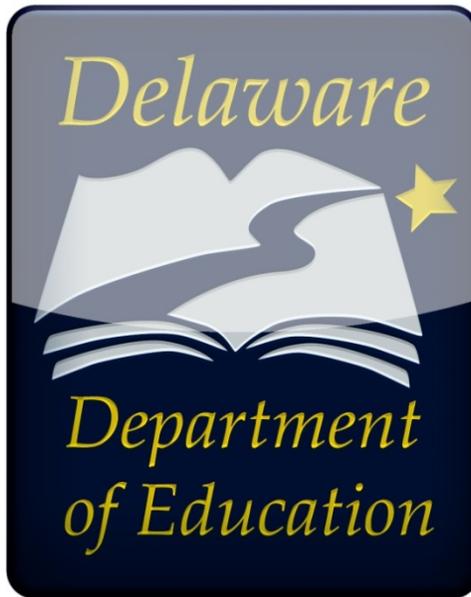


CHARTER SCHOOL ACCOUNTABILITY COMMITTEE

DELAWARE DEPARTMENT OF EDUCATION



DELAWARE DESIGN-LAB HIGH SCHOOL

PRELIMINARY REPORT AND RECOMMENDATIONS

APPLICATION TO OPEN A CHARTER SCHOOL

Opening Date: August 2014

Grades: 9 - 12

Location: New Castle County

Date of Report: 22 March 2013

Background

Name	Delaware Design-Lab High School	
Projected Enrollment	Year 0	80% of max (start-up)
	Year 1	240 (planned), 300 (max), grades 9, 10
	Year 2	380 (planned), 475 (max), grades 9, 10, 11
	Year 3	520 (planned), 650 (max), grades 9 - 12
	Year 4	560 (planned), 700 (max), grades 9 - 12
Mission	To delight students with education beyond imagination in the most innovative school on the planet.	
Vision	To produce the next generation of innovators who become the problem-solvers of the world.	

Members of the Charter School Accountability Committee (Committee), met with representatives from Delaware Design-Lab High School (Design-Lab) on 13 January 2013 for the Initial Meeting and on 6 February 2013 for the Preliminary Meeting. The Committee discussed each of the nine criteria of the application.

Founding Group and School Leadership

The Committee discussed the response to the Founding Group and School Leadership section in the application and noted the following at the Preliminary Meeting.

- Proposed founding members of the governing body appear to possess and will contribute the wide range of knowledge and skills needed to oversee a successful charter school.
- The founding group possesses the capacity to work as an effective unit in the interest of the proposed charter school.
- There is a demonstrated understanding of the board's responsibility for the educational and fiscal integrity of the school and for fulfilling the terms of the charter.
- There is clear evidence of the proposed leader's experience and capacity to design, launch, and lead a school that effectively serves the target population.
- The proposed leader is well qualified to implement the specific educational program being proposed.

The Accountability Committee concluded that the applicant's response to the "Founding Group and School Leadership" section met the standard.

Education Plan

The Committee discussed the response to the Education Plan section in the application and noted the following.

Curriculum and Instructional Design.

English Language Arts – Does Not Meet Approval (Response Required)

- The Scope and Sequence document for English Language Arts lacks conceptual details. While the application cites Common Core State Standards, instruction is not explicitly stated.

Mathematics – Does Not Meet Approval (Response Required)

- The narrative describing the details of the mathematics curriculum does not match the timeline in some cases.
- While the school plans to implement integrated pathways, it is unclear how this will occur in mathematics. Additional details are needed about the integrated pathways.
- It appears that students must choose whether to follow an integrated or traditional pathway. There is some concern whether this is in the best interest of students and if it would promote separate tracking.
- The school describes modeling as an instructional strategy. Modeling should not be a discrete activity or separate topic but should weave throughout the curriculum.

Science – Does Not Meet Approval (Response Required)

- It appears from the Budget Narrative that the school intends to join the Science Coalition but it is unclear how this will occur. Who will attend Coalition meetings? What is the timeline for staff development and who will be responsible for coordinating these efforts?
- The Scope and Sequence document for science lacks conceptual details. Plans for biology are not grade appropriate and reflect learning in a middle school. Student outcomes in chemistry are unclear. There are few essential questions and there are no formative or summative assessment measures described in the submitted documents.
- Section 9, page 57, of the application includes plans for implementation of the science curriculum. The science lab cannot be limited to 800 sq. ft. It is unclear how the school plans to meet 14 DE Admin Code 885 (Chemical Safety and Storage).

Social Studies – Does Not Meet Approval (Response Required)

- The Scope and Sequence document for social studies lacks conceptual details. The Delaware Recommended Curriculum for Social Studies may be accessed at http://www.doe.k12.de.us/infosuites/staff/ci/content_areas/socialstudies.shtml.
- Clarity of instruction, themes and big ideas, benchmarks and assessments are not evident for social studies, including the United States history course. The DCAS (Delaware Comprehensive Assessment System) end-of-course exams for United States history have more expectations. The applicants need to see and use the online syllabus.
- The school must have an economics course or plan for instruction in the Delaware economics standards. The Box City project is admirable, but is not as in-depth as the DRC (Delaware Recommended Curriculum) Regional Planning course, which covers geography standards. The school must have a geography course or plan for instruction in these standards.

Health Education – Does Not Meet Approval (**Response Required**)

- The applicant needs to review the:
 - 14 DE Admin Code 851 for Health Education to ascertain the required areas of instruction in Health Education.
 - Delaware Standards for Health Education.
 - Materials found in the Health Education section of the Delaware Recommended Curriculum website: <http://www.doe.k12.de.us/infosuites/staff/ci/default.shtml>

Physical Education – Does Not Meet Approval (**Response Required**)

- The applicant needs to review the:
 - 14 DE Admin Code 503 for Physical Education to ascertain the required areas of instruction in Physical Education.
 - Delaware Standards for Physical Education.
 - materials found in the Physical Education section of the Delaware Recommended Curriculum website: <http://www.doe.k12.de.us/infosuites/staff/ci/default.shtml>

World Languages – Does Not Meet Approval (**Response Required**)

- While Spanish was noted in the Scope and Sequence for sound design and course descriptions were provided, there are no Scope and Sequence documents provided for the Spanish I, Spanish II, and Spanish III courses listed in the course descriptions.

Visual and Performing Arts – Does Not Meet Approval (**Response Required**)

- A great deal of information was provided as learning targets for Media Arts; however, at this time, the State of Delaware has not developed, adapted, or adopted standards for this field. Thus, they ought to be cited as proposed standards. The school is planning extensive professional development around the creation of Media Arts curriculum.
- Curriculum was provided in Movement, Sound, and Visual Art.
 - *Movement*. The Movement Design Scope and Sequence appears to be aligned to the Standards for Physical Education.
 - *Sound*. The Sound Design Scope and Sequence lists units of instruction under the heading of Unit Order. The document also cites the Delaware State Content Standards for Music. It is unclear, however, which standards are addressed in each specific unit of instruction and how Enduring Understandings and Essential Questions are ordered to support specific Themes or Big Ideas. At this point, the document appears to be four long separate lists with no correlation from one part to another. Clarification is required.
 - The Visual Art Scope and Sequence lists units of instruction under the heading of Unit Order and it appears that they are organized by Exploration of Media, Meaning in Art, History, Reflection, and inter-curricular connections. The document cites the Delaware State Content Standards for visual art. It is unclear, however, which standards are addressed in each specific unit of instruction and how Enduring Understandings and Essential Questions are ordered to support specific Themes or Big Ideas. The document appears to be four long separate lists with no correlation from one part to another.

Professional Development –Meets Approval

- Plans are evident to implement professional development including an extensive curriculum development process.
- The plan appears to focus on functionality of devices and software and not on integration. The appropriate use of instructional technology does not appear to be a detailed and planned part of the professional development plan. Staff will need professional development in learning how to manage and teach students in a 1:1 environment.
- Professional development for the Smart Boards does not appear to have been planned. Additionally, it is unclear why these boards will only be in “every other classroom” (p. 20) when the school’s focus is on technology.
- The LoTi survey is no longer utilized by the State.

Technology – Does Not Meet Approval (Response Required)

- While a mobile device has not been selected, the Amazon Kindles have been problematic on the State’s K12 infrastructure. It is recommended that the school work with the Department of Technology and Information (DTI) to ensure that an appropriate device is selected.
- The application notes a variety of “free” software: Moodle, Google Apps, Software for The Studio.
- Most OER (open educational resources) software, although free, has “hidden” expenses in the operation and maintenance; sometimes equal to the cost of purchased software.
- Will staff be employed to ensure that the school Moodle is operational? (“Moodle” is an acronym for Modular Object-Oriented Dynamic Learning Environment, a free-source e-learning software platform.)
- If students are in a 1:1 environment, it is unclear why a computer lab is necessary. It would appear that the school is not fully embracing 1:1, unless the device selected has fewer capabilities than a full-size laptop or computer.
- More information about the Technology Plan is available in Appendix C.

Student Performance Standards

Response Required (see below):

- The student performance standards section needs quantitative measures (percentages, growth targets, student numbers, etc), such as: 85% or more of grade 10 students will score at or above the proficient level on the English language arts DCAS assessment.
- There are inconsistencies between pages 9-10 of Section 3 and Attachment 6 relative to graduation expectations for science.

High School Graduation Requirements

Response Required (see below):

- **How the school will meet the graduation requirements.** It is clear that the applicant has outlined the required state graduation requirements and is including one additional credit.
- **How the school will meet the Career and Technical Education (CTE) requirements.** The response to this section did not show an understanding of the Delaware CTE requirements and processes. Additionally, there are CTE standards for Media and Design in the existing Delaware Communication Technology Pathway.

- **College/Career readiness plans.** This section of the application addresses the multiple facets of preparing students for college and career readiness. It does not provide details on the context for this preparation. Information is needed about the structures that will provide *ongoing* guidance to students.
- **Success plans for all students.** The response is acceptable.

School Calendar

The 190 day School calendar is quite extensive and includes days for teacher professional development.

School Schedule

The school will use a modified block schedule that provides the flexibility needed for a studio-based curriculum.

School Culture

- **Response Required:** Due to recent legislative and model policy changes, sections of the sample bullying prevention policy need to be revised. See Appendix B for more information.
- Five characteristics describe the teachers and learners at Design-Lab: Leadership, Empathy, Design, Spaces for Learning, and Connecting to Community. The application describes the planned physical environment as well as the learning environment. The school environment supports learning skills such as collaboration, innovation, communication, and generating multiple solutions to problems: Fail early and often.

Supplemental Programming

Summer school services will be provided by neighboring school districts in the first year of operation. Plans will be developed to serve students in subsequent years. While the applicants indicated that they hoped to use TSA (Technology Students of America) and Skills USA, this will not be possible unless they use CTE coursework in the school day. The applicants want to partner with WCTA, a local television station, to promote student television production.

Special Populations at At-Risk Students

Students with Disabilities

Response Required (see below):

- The plan states that the school may decide not to accept students with disabilities on the basis of their disability category and education needs. The school states it expects to enroll 6 % to 8% of students in the learning disability or emotionally disturbed categories and "other disabled students not fitting the two aforementioned categories will be considered for admission on an individual basis as the school evaluates their ability to accommodate individual needs in a safe and supportive environment." This does not comply with state and federal law.
- The plan does not identify any programs and strategies to be used to serve students with moderate or complex disabilities. Rather, the plan states the school will serve students with disabilities under the "mildly handicapped range".
- The plan does not adequately describe how the school will provide a continuum of educational placements for students with disabilities, including students who may not participate in the general education setting for part or all of the school day.

English Language Learners

- The applicant will need to include a Migrant Agricultural Work survey in the registration packet for all incoming students.

Gifted Students

- The state of Delaware currently does not have a policy in place for Individual Improvement Plans for gifted and talented students. It is evident, however, that the applicant recognizes the opportunities for all students through the tiers of RTI (Response to Intervention). In addition, the school plans to offer mentoring and enrichment opportunities.

Student Recruitment and Enrollment

Response Required (see below):

- The preferences listed in Attachment 8 do not mirror those permitted by statute.
- Although the statute permits a preference based on a specific interest in the school's teaching method, the listing of "students who present a multimedia portfolio of design ..." might be more of an assessment of skill or aptitude (which are not allowable preferences) rather than of interest, and it may be that interest in the teaching method could be established in other ways.
- The allowable preference is for children of the school's founders, *not* children of Board members.
- The allowable preference is for siblings of students enrolled at the school, *not* siblings in general.
- The allowable preference is for students residing within the (i.e., one) regular school district in which the school is located; whereas the application provides that a preference will be given to students residing in two districts, Christina and Red Clay.
- The allowable preference is for children of persons employed on a permanent basis for at least 30.0 hours per week; not simply children of employees as stated in the application.

Student Discipline

Response Required (see below):

- Actual Gun Free School and Drug & Alcohol policies are not included. Refer to this link: http://www.christinak12.org/pdf/Code_Conduct/1213/GR6-12-EN.pdf#page=57
- A statement is needed to ensure compliance with 14 DE Admin Code 601 and 14 Del Code §4112 that school administrators will attend required DOE trainings about the mandatory school crime reporting law as required by 14 DE Admin Code 601 and staff will receive training on their duty to report certain incidents of misconduct to school administration under this regulation and statute. In addition, administrators will utilize the DOE School Climate and Discipline program manager and Department of Justice (DOJ) Ombudsperson for technical assistance in regard to the Mandatory School Crime Reporting Law.

The Accountability Committee concluded that the applicant's response to the "Education Plan" section did not meet the standard.

Performance Management

The Committee discussed the response to the Performance Management section in the application and noted the following.

Mission-Specific Educational Goals

Response Required: The application contains two goals; however, they are not adequately described. The response also includes a statement that the goals will be submitted to DOE for review.

DCAS Expectations for At-Risk Students (If proposing to serve students at risk of academic failure)

Response Required (see below):

- This section illustrates a clear expectation that all students meet the proficiency set forth by DCAS measures (regular and Alt-1); however, there do not appear to be explanations or plans for working with students who are at risk for not meeting proficiency.
- The section needs a clear explanation for remediation and/or jump-start plans for students at risk of not meeting DCAS expectations.

Mission-Specific Organizational Goals

Response Required: The application contained education program goals; however, there were no goals relative to the mission of the school. The organizational goals ought to support the mission and vision of the school, “Produce the next generation of innovators who become the problem-solvers of the world” and the aim of “Delight[ing] students with education beyond imagination in the most innovative school on the planet.”

Student Performance Levels and Academic Needs

MAP testing will be used as a diagnostic tool to determine baseline reading and mathematics levels upon enrollment. There is little evidence to support the assumption that “as high as 25% of students will require some form of remediation and/or review of skills in order to be successful.”

Interim Assessments

The response to this section meets the requirement.

Measuring and Evaluating Academic Progress

- **Response Required:** This section requires more detail in the explanation. The short description basically assures that Delaware Design-Lab High School will use data to inform decisions; however, the intent of the question is to elicit detailed explanations from the Planning Committee about how this will be done. An example of specific data use and the sorts of decisions that will be affected and guided by the data will assist the Committee in determining whether or not the founding members have an understanding of educational data and the relevance and scope of its usefulness.
- Examples of data include DCAS data, student formative assessment data, interim assessment data, common exam data, standardized report card data, etc.

Information System to Manage Student Performance

- The applicant describes a plan to review student data bi-weekly, and identifies the technology teacher as the responsible party for warehousing and managing student and school data on a regular basis. This portion of the section is met.
- The applicant identifies only eSchoolPLUS as the data management tool that will be used to house and manage school and student data, which illustrates a need for greater research and preparation on the part of the applying party. There are other sources of academic achievement data that are relevant and important to the success of a school data management system, such as the Delaware Student Assessment Reporting and Analysis system as well as the Educational Insight Dashboard system.

Training and Support for Teachers in Data Use

Response Required: While it appears that the applicant intends to provide training and support for school leadership and teachers, the resources listed are more geared toward RTI (Response to Intervention) versus data analysis for instructional decisions.

Corrective Actions if the School Falls Short of Student Goals

The response meets the expectations of the Charter School Application.

The Accountability Committee concluded that the applicant's response to the "Performance Management" section did not meet the standard.

Staffing

Staff Structure

- The organizational charts outline clear chain-of-command and demonstrate strong understanding of how personnel drive governance.
- The staffing section outlines a staff of 15.5 teachers (including .5 Drivers Ed) in the first year of operation, with school leader responsibilities aligned to the ISSLC standards and DPAS II.
- **Response Required:** The application references employment laws and the use of employment contracts and outlines the usage of DPAS II (with language on the intent of such systems focusing on human capital management for promotion or termination). The application also references "tenure," but it is unclear what this means within the charter context.
- **Response Required:** The educator compensation plan is aligned with the Christina School District, with the exception of administrators whose salaries are negotiable. It is unclear why the salary structure is negotiable for one group of educators and not the other. An incentive structure for performance will be developed, but there is no commitment to anything within the application.
- Dual certification in special education is a priority, as is the certification/highly qualified status for all educators. The application shows an understanding of how the emergency certification process works for educators as well.
- External partnerships are prioritized for seeking talent as is a four-day educator induction ("Design Institute") prior to school opening in each August.
- Basic DPAS II requirements are acknowledged, with a clear outline of how the school will meet regulatory requirements of educator credentialing. The Board also states a commitment to use DPAS II as its tool for evaluating the performance of both the CEO

and principal, and the school should be held accountable to this commitment if approved. Formal Board evaluation of the CEO/principal is a central tenet of the charter's human capital management strategy.

- **Response Required:** The recruitment strategy is not well-developed, and given the specifics of the type of staff members that the charter hopes to enlist, this could be problematic in Year 1.
- See Appendix D for more information.

Professional Development

- The applicant indicated that professional development will be aligned to NSDC standards (NSDC is now called Learning Forward).
- **Response Required:** There is concern about providing such in-depth training around a unique training model within the seven days before the opening of the school. Fitting this variety of professional development into a limited amount of time does not align to Learning Forward professional development standards.
- **Response Required:** The number of days/hours for professional development is captured in the application; however, an explanation of how the school calendar, staffing plan, and schedule will accommodate the professional development plan is missing.
- **Response Required:** While a plan to evaluate and inform professional development is identified and measurable goals are provided, the goals are not results-oriented. In other words, goals are based on inputs, not on outputs. It is therefore unclear how professional development will be evaluated for effectiveness.

The Accountability Committee concluded that the applicant's response to the "Staffing" section did not meet the standard.

Governance and Management

- The organizational chart delineates board and management roles and lines of authority.
- There is a sound, clear plan for managing the relationship between the governing board and school administration.
- The response includes clear and reasonable selection and removal procedures, term limits, meeting schedules, and powers and duties for members of the governing body.
- The allocation of time, financial resources, and personnel is sufficient for planning and start-up prior to the school's opening.
- **Response Required:** The by-laws need to conform to the requirements of 14 DE Admin Code 275.4.1.3. This includes that the applicant's business is limited to the opening and operation of charter schools, before and after school programs, and educationally-related programs offered outside the traditional school year. Article II of the Applicant's by-laws is not so limited. Similarly, Article III of the bylaws seems to allow for purposes other than those permitted by the law in regulation.
- **Response Required:** 14 DE Admin Code 275.4.1.3.1 requires the inclusion on the board of directors of the charter holder of a Delaware certified teacher employed by the school and at least one parent of a student enrolled in the charter school. That regulation does *not* permit that these members of the board be non-voting ones, as stated in Article IV, Section 4.2, of the Applicant's by-laws.
- **Response Required:** The Delaware open meetings law (29 Del. C., Chapter 100) permits participation in meetings by video-conferencing. However, Article IV, Section 4.11 of the Applicant's by-laws (Attachment 13) adds attendance by way of speaker telephone, which is not included in the statute.

- **Response Required:** The Delaware Public Integrity Commission issued an opinion (07-63) concluding that charter schools are “state agencies” under the State Code of Conduct (29 Del. C., Chapter 58), and that the Code of Conduct applies to charter schools, their board members, and their employees. Any code of conduct or conflicts provisions (for example, and not by way of limitation, Article IV, Section 4.2; Article VII, Section 7.2; Article VIII, Section 8.1; and Article XI, Section 12.4 of the applicant’s bylaws) should conform to the State Code of Conduct.

The Accountability Committee concluded that the applicant’s response to the Governance and Management section did not meet the standard.

Parent and Community Involvement

- The response provides a plan for meaningful involvement or input from parents and community members in the governance of the school.
- There is a clear, sensible delineation of roles and responsibilities of parent councils, advisory committees, or other supporting groups.
- The Applicant provided a sensible definition of governing body roles and responsibilities in relation to management.

The Accountability Committee concluded that the applicant’s response to the “Parent and Community Involvement” section met the standard.

Start-Up Operations

Start-up plan

Response Required: The applicant submitted a plan that is a very simple chart outlining the tasks that need to be completed. There is no narrative provided that gives additional details that would indicate that the applicants truly understand the tasks required and have a plan with concrete steps to be taken to ensure completion and compliance. (

Transportation

Response Required: The application does not mention how transportation will be provided for students outside of the school district in which the school is located. The application identifies the principal and clerk for oversight of transportation. There is no mention of this in the Staffing Plan or the organizational chart; thus, it is not clear who will be performing day-to-day transportation duties. Also, students being provided transportation shall meet the transportation eligibility requirements of 14 DE Admin Code 1105.11.0 and noted in the Charter School Technical Assistance Manual.

Safety and Security

The response meets the standard.

Lunch/breakfast

Response Required: National School Lunch/School Breakfast Program (NSLP) participants must follow NSLP procurement processes for obtaining a vendor for meals, which includes going to bid prior to start-up. The plan mentions the “Farm to Plate” fruit and vegetable program. The applicant may be referencing the Fresh Fruit and Vegetable Program. Funding

for this program is available only to schools with 50% or more free/reduced population and is not guaranteed to all who apply because of limited funding. The Applicant must acknowledge that they will follow NSLP procurement procedures for obtaining a meal vendor.

Insurance

The response meets the standard.

Student Records

The response meets the standard.

The Accountability Committee concluded that the applicant's response to the "Start-Up" Operations section did not meet the standard.

Facilities

Response Required (see below):

- The Founding Group has identified the Community Education Building (CEB) as an ideal location. Committee members raised concerns about how students with disabilities will be accommodated in the building and in the physical education program that involves a walk to the YMCA. Also, the reviewer voiced a concern about the operation by which the safety of the students will be ensured when they have to cross the street to the YMCA. Additionally, once a site is confirmed, the applicant will need to ensure compliance with ADA regulations.
- The reviewer noted that the applicant will need to provide a final plan on how common areas are to be shared with other occupants, especially if other school tenants in the building have children in elementary and/or middle school grades.
- Committee members noted that the application process will be highly competitive because of the considerable interest in obtaining leases at the CEB. Also, the Committee wanted to see a viable Plan B if the CEB were not available.

Note: The applicant must allow sufficient time to secure a Certificate of Occupancy by June 15th prior to the opening of school. Many agency approval processes require significant lead-time and multiple steps. When a site is finalized, the school will need to provide DOE with a property layout/floor plan and a DOE site visit may be needed.

The Accountability Committee concluded that the applicant's response to the "Facilities" section did not meet the standard.

Budget and Finance

Response Required (see below):

- The revenue estimates for state and local funds may be high because the school has estimated a 16.6% special education population, including a high number of students in the intensive category.

- The school has estimated that all of the students will come from Red Clay and Christina; however, neither district has the level of intensive students that Design-Lab has estimated that the school will enroll.
- Because the funding for intensive students is significantly higher than that for special education students at the basic level or for regular education students, the reviewer expressed a significant concern that the school has overestimated its local revenues by almost \$150,000 and approximately 4 state units. Such an overestimate would dramatically decrease the funds available to the school.
- Additionally, there is no budget narrative that explains the contingency plan for how the budget will be balanced if enrollment does not meet targets. The budget for Year 1 is inconsistent with the staffing plan that cites 15.5 teachers whereas the budget shows 14.5.
- The facility cost that is estimated seems reasonable; however, what is the contingency plan if the Community Education Building is not available for the school?

The Accountability Committee concluded that the applicant's response to the Budget and Finance section did not meet the standard.

Summary and Recommendations

Application Sections	Charter School Accountability Committee' s Recommendations
(1) Founding Group and School	Met
(2) Education Plan	Not Met
(3) Performance Management	Not Met
(4) Staffing	Not Met
(5) Governance and Management	Not Met
(6) Parent and Community Involvement	Met
(7) Start-up and Operations	Not Met
(8) Facilities	Not Met
(9) Budget and Finance	Not Met

The Charter School Accountability Committee recommends to the Secretary of Education that the application for the Delaware Design-Lab High School **not** be approved.

Appendix A

List of Attendees

Preliminary Meeting of the Charter School Accountability Committee

Delaware Design-Lab High School

6 February 2013

Members of the Committee

- Mary Kate McLaughlin, Committee Chair, Chief of Staff
- Karen Field Rogers, Manager, Financial Reform & Resource Management; Interim Chairperson
- Debora Hansen, Education Associate, Visual and Performing Arts; Charter School Curriculum Review
- Paul Harrell, Director of Public and Private Partnerships
- Jennifer Kline, Education Associate, Procedural Safeguards and Monitoring
- April McCrae, Education Associate, Education Associate, Science Assessment and STEM
- Kendall Massett, Executive Director, Delaware Charter Schools Network (Non-Voting)
- Donna R. Johnson, Executive Director, State Board of Education (Non-voting)

Staff to Committee

- Catherine T. Hickey, Deputy Attorney General, Counsel to the Committee
- John Carwell, Director, Charter School Office
- Patricia Bigelow, Education Associate, Charter School Office
- Chantel Janiszewski, Education Associate, Charter School Office

Representatives from Delaware Design-Lab High School

- Cristina C. Alvarez, CEO
- Martin Rayala, Chief Academic Officer
- Iris Leon, Board Secretary and Founding Member

Additional Attendees

- Amber Cooper, Office of Management and Budget
- Leighann Hinkle, Office of Management and Budget

Appendix B

Information for the School Culture Section

School Culture

Due to recent legislative and model policy changes, recommend editing the following sections of the sample bullying prevention policy as follows:

- Under investigative procedures – *“Part of the procedure of the investigation of such instances shall include a determination of whether the target of the bullying was targeted or reported being targeted wholly or in part due to the target’s race, age, marital status, creed, religion, color, sex, disability, sexual orientation, gender identity or expression, physical appearance or national origin. This subsection does not preclude the school from identifying other reasons or criteria why a person is a target of bullying.”*
- Add reporting requirement section – *“All alleged and substantiated incidents of bullying must be reported to the DOE within 5 working days. The report of substantiated incidents shall include the determination of whether the target of the bullying was targeted or reported being targeted wholly or in part due to the target’s race, age, marital status, creed, religion, color, sex, disability, sexual orientation, gender identity or expression, physical appearance, national origin or other reason.”*
- Under education – *“All school employees must either attend the provided training session live or participate via the on-line training module provided by the DDOE through its Professional Development Management System (PDMS). Regardless of training content delivery used, staff with Identify Management System (IMS) accounts shall verify training by checking the assurance statement for the bullying/gang identification course in the Blackboard course delivery system. School administration will finalize verification through the PDMS.”*
- Additional sections which are required under law to be present in policy include:
 - Requirement that any school employee that has reliable information that someone is the target of bullying shall immediately report it to the school administration.
 - Requirement that school establish a site-based committee responsible for coordinating the school’s bully prevention program and that the program be implemented throughout the year.
 - Requirement that school develop a system of supervision in non-classroom areas (as funding will permit).
 - Requirement that the guardian of the target of bullying be notified (policy already has language which requires bully’s guardian to be notified).
 - Procedure for communication between school and medical professionals who may be treating students due to bullying.
- See recently approved regulation which requires additional language to address cyber bullying that will need to be added to policy.
<http://regulations.delaware.gov/register/march2013/final/16%20DE%20Reg%20955%2003-01-13.htm>

- Add new section titled “School Ombudsman Information.” Include following statement: “*The telephone number of the Department of Justice School Ombudsman shall be provided in writing to parents, students, faculty and staff; and shall be on the website of the school district and each school. The contact information shall also be prominently displayed in each school.*”
- For reference purposes, the most recent version of Delaware’s Model Bullying Prevention Policy can be found at:
http://www.doe.k12.de.us/infosuites/students_family/climate/files/BullyPrevPolicyTemplate2012.doc
- Anti-hazing policy is not addressed. Reference [14 Del. C. §§ 9301-9304](#)

Appendix C

Information about a Technology Plan

A. Goals

- Goal 1 – does the skills assessment currently exist or will it be developed? Who will align the needs to the professional development and student needs? Who will provide the instruction?
- Goal 3 – will devices be replaced if lost or stolen? Has insurance been considered?
- The plan does not clearly describe how technology will be integrated into the curriculum.

B. Professional Development

Please see above

C. Assessment of Services, Hardware, and Software Needed

- Technology staffing appears insufficient for the 1:1 environment proposed.

Budget

- The use of CAD/CAM was unclear, though included in the budget.
- The use of “school software” is unclear/

Infrastructure and Federal Requirements

Currently, the Department of Technology and Information (DTI) files for federal eRate funding on behalf of all LEAs. This funding is used to support the provision of the State’s K12 network for internet access. New LEAs have one year to meet the federal requirements under the Children’s Internet Protection Act (CIPA) and will be required to certify that they are meeting or are in the process of meeting these requirements during their first year in order for DTI to file on their behalf.

These requirements are that:

- a. The school must have a board approved Internet Safety Policy that meets CIPA requirements.
- b. The school must have an internet safety curriculum in place that includes the following content:
 - i. Safety on the Internet
 - ii. Appropriate behavior while on online, on social networking Web sites, and in chat rooms; and
 - iii. Cyber bullying awareness and response.

It is strongly recommended that the school consider fulfilling both of these requirements upon school opening for the protection of their students and to reduce risk to the school. An Internet Safety curriculum (iSAFE – www.isafe.org) that the LEA may choose to adopt is funded by the Delaware Center for Educational Technology (DCET). Assistance with accessing this curriculum and meeting these requirements is available from:

Appendix D

Information about the Staffing Plan

The charter application evaluation criteria state that “a strong Staffing section will have the following characteristics”:

- Compensation packages, system, and strategy that are likely to attract and retain strong staff.
- Recruitment and hiring strategy, criteria, timeline, and procedures that are likely to result in a strong staff that meet teacher certification requirements of the Delaware charter law and are well suited to the school.

The charter application sketches out broad principles for each of the criterion above; however, there is not a robust recruitment/selection plan. The recruitment/hiring strategy, criteria, timelines, and procedures require more information, including, but not limited to:

- A deeper understanding of what resources will be put towards recruitment of staff
- Selection model/criteria for all Lab School instructional staff (rubric format acceptable)
- More robust and detailed timeline around staffing for school opening in 2014.