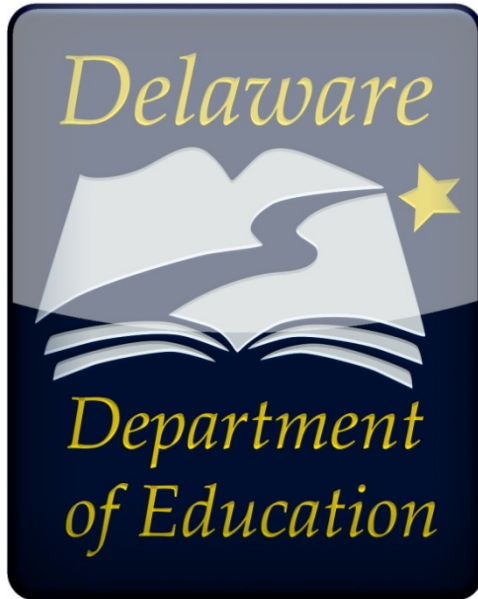


**CHARTER SCHOOL ACCOUNTABILITY COMMITTEE
DELAWARE DEPARTMENT OF EDUCATION**



DELAWARE MET 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 Met High School		
Projected Enrollment	Year 1	264(planned), 264 (max), grades 9, 10	
	Year 2	396 (planned), 396 (max), grades 9, 10, 11	
	Year 3	528 (planned), 528 (max), grades 9 - 12	
	Year 4	528 (planned), 528 (max), grades 9 - 12	
Mission	To ignite the passions of high school students through the discovery and development of their unique interests; to empower students to develop self-confidence and create their own success through a personalized learning environment and purposeful internships of their choice; and, with the support of advisors and community partners, graduate as confident and capable young adults, prepared to make their mark on the world!		
Vision	To provide each student with: <ul style="list-style-type: none">• A highly personalized learning experience defined by a Personalized Learning Plan, daily advising, internship mentoring, and rigorous academics based on student interests;• A guiding partnership among students, parents, advisors, mentors, colleagues, and the community that provides a learning context appropriate to student interests;• Learning experiences and hands-on projects that guide learning across all content areas and support depth over breadth;• Opportunities for students to participate in real-world learning through internships and training related to their interests and goals;• A vibrant, flexible learning environment that provides equal access to all students by customizing instruction to address unique student learning styles, abilities, and interests; and,• Graduation with a high school diploma, a post-high school plan, and the skills needed for success throughout college and in real-world careers.		

Members of the Charter School Accountability Committee (Committee), met with representatives from Delaware Met High School (Delaware Met) on January 24, 2013 for the Initial Meeting and on February 7, 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.

- Diverse board with broad range of experiences – facilities, school finance, school leadership
- Experience serving target population (Wilmington Urban League)
- Members are heavily invested in the Wilmington area, including residents and business owners

- The school leader for the Delaware Met has not yet been identified. The founding group included a sample job description and selection timeline.

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-Meets Approval

- The Scope and sequence shows alignment of instruction to standards and includes elements of the Common Core Curriculum Maps put out by CommonCore.org

Mathematics- Meets Approval

- All content has been aligned to the Common Core State Standards for Mathematics.
- Units of instruction have been accessed from IMP curricular resources.

Science- Meets Approval

- While the school provided a comprehensive scope and sequence adequately describing plans for implementation and the school provided plans for participation in the Science Coalition, 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?
- As plans for the school building progress please keep in mind Regulation 885- Chemical Safety and Storage.

Social Studies- Meets Approval

- Delaware MET follows a scope and sequence that aligns with the intent of the Delaware Recommended Curriculum.

Health Education-Meets Approval

- The Scope and sequence shows alignment of instruction to standards.
- Future curriculum development and creation of units of instruction should focus on Health for Personal Power. Curricular resources may be found at http://www.doe.k12.de.us/infosuites/staff/ci/content_areas/health.shtml

Physical Education- Meets Approval

- The Scope and sequence shows alignment of instruction to standards.
- Future curriculum development and creation of units of instruction should focus on P.E: Fit for Life. Curricular resources may be found at http://www.doe.k12.de.us/infosuites/staff/ci/content_areas/phys_ed.shtml
- Assessment should include Fitnessgrams.

World Languages- Meets Approval

- Only Spanish 1 curriculum is provided. As a high school, there should be at minimum two levels of world language curriculum in order for students to meet the DE graduation requirement.
- Unit concepts should not focus exclusively on grammar topics but rather on how those grammar structures serve communicative language functions.
- Performance tasks should be included in each unit of instruction, not selected units, since language learning is focused on knowing how to use language and not simply knowing about language.

Visual & Performing Arts-Meets Approval

- Comprehensive scope and sequence documents are evident for Art Appreciation and Drawing including aligned learning targets, and formative and summative assessment measures. The school plans to utilize models units of instruction from the Delaware Recommended Curriculum. The Art Appreciation scope and sequence includes opportunities for art making as well as a focus on art history.
- Comprehensive scope and sequence documents are evident for Music Theory and Introduction to Music including aligned learning targets, and formative and summative assessment measures. Introduction to Music includes learning opportunities to contrast music genres such as Ragtime, Blues, Jazz and Rock.

Professional Development-Meets Approval

- Plans are evident for professional development for the school leader and advisors for Big Picture Learning and the school culture. Additional timeline and structures for other staff members are evident in section D-2. Professional Development reflects researched based best practices and ongoing professional development for staff over time.

Technology- Meets Approval

- As stated by the school “Technology will be used as an essential learning tool to personalize the educational experience and to promote independent learning.” Specific examples included student use of GoogleDocs and Edmoto.
- A comprehensive plan for the use of technology as tools for instruction, curriculum development and assessment was provided in Appendix B-5.

Student Performance Standards

- A complete checklist of expectations is provided in attachment six and narrative descriptions of promotion based upon completion of these expectations is consistent.
- **Response Required:** Provide generic rubrics and/or outlines of expectations that may align with some of the listed expectations found in the checklist. It is cumbersome, from an external point of reference, to imagine the activities and products referenced in this list and to ascertain whether the expectations are reasonable.

High School Graduation Requirements

High school graduation requirements:

- The applicant has partially addressed the graduation requirements required in 14 DE Admin. Code 505, section 4.0. A concern is that the course titles required by this regulation for the graduation class of 2016 (freshman class of 2012-13) are not identified specifically.
- **Response Required:** Specifically articulate your understanding of 14 DE Admin. Code 505, section 4.0.

Meeting career and technical education requirements: The applicant does not plan to apply for state or federal CTE funding; however the applicant should understand that *Career Pathways-Learning Through Interest* does not currently meet CTE requirements. Therefore, if in the future a decision is made to apply for CTE state and federal funding then the charter school would be responsible for applying for CTE course and/or pathway approval through the CTE course and/or pathway approval process.

College and career readiness: graduation requirements include students taking the SAT, researching, visiting, interviewing, and applying to at least four colleges. Advisory class is where most of this work will occur. The response is acceptable.

Student Success Plans: Success plans will be completed through advisory class. The response is acceptable.

School Calendar

- School Calendar: A complete and comprehensive school calendar was provided including school days, holidays, professional days for teachers and student exhibition days and Summer Success Programs for new students. While 15 staff development days are planned only one occurs during the school year and the remainder occurring in June and August.
- School Schedule: The school schedule was broken out for grades 9-12 and identified specific features of the school including: *Pick Me Up*, *Advisory*, *Beyond the Bell*, *Learning through Interests*, and an integrated Humanities course.

School Schedule

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

School Culture

- 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.

Supplemental Programming

Due to limited funding Delaware Met will only offer summer school to students who specifically need Extended School Year services. The school states that clubs can be formed and sports teams can be fielded based on student interest. Additionally, students will be encouraged to find opportunities such as community workshops and classes, along with classes at community colleges to enhance and advance their learning.

Response Required: What models for supplemental programming have been used by other Big Picture Schools?

Special Populations at At-Risk Students

Students with Disabilities

Response Required (see below):

- The plan states that students must reach Tier III of the RTI process before they can be referred for a special education evaluation. Under the IDEA, students are not required to participate in the RTI process before being evaluated to determine eligibility for special education.
- 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.
- The plan does not adequately describe how staff will be trained and monitored regarding the implementation of special education regulations, to include the provision of a free, appropriate public education to students with disabilities, the duty to locate, evaluate, and identify students with disabilities, and their parents, including the disciplinary protection. The response provided primarily addresses strategies used in the general education setting, and does not focus on special education rules.

English Language Learners (ELLs)

Response Required: There are significant errors in the application related to English Language Learners (see below):

- English Language Learners do not have IEPs unless they happen to be a student with a disability (SWD) who is dually identified as an ELL. The application states that “Students who are not currently being served under an IEP but who are suspected of having language delays...” The applicant’s response does not demonstrate a clear understanding of the distinction and overlap between ELL and dually identified (SWD/ELL).
- The Home Language Survey must be given to all incoming students not just the students the school “suspects” of having a language delay. It is the same for all Delaware districts.
- The identification of ELL students is not clear. There is no mention of the initial diagnostic English language proficiency test W-APT, or enrolling the student into an ELL program with parental permission.

- The application does not indicate that services will be provided to all ELLs. It only mentions services will be provided to those ELLs who are eligible for intense supplemental English language instruction. All ELLs must be served with ELL services until they reach a Tier C Level 5.0 on the *World-Class Instructional Design and Assessment (WIDA) Assessing Comprehension and Communication in English State-to-State (ACCESS)* test and can be exited from the ELL program.

Gifted Students

While the applicant intends to hire dually certified educators and follow Delaware’s definition of highly able learner there are concerns about student metacognition. On page 2-21 the applicant states, “Students will be able to self-select how they enhance their own learning after going through the process of identifying and vocalizing their perceived areas of strength.”

Response Required (see below):

- How will this be done and what resources will assist students in identifying their own strengths and interests?
- Will this process be in place for all students?

Student Recruitment and Enrollment

- The applicant team will target the City of Wilmington and New Castle County school districts. The applicant’s response includes Census data and a market segment analysis and research regarding how adolescents prefer to communicate. This information will be used in a the messaging and recruitment plan. Marketing will also include parents.
- The team will develop numerous marketing materials and will also identify businesses to serve as internship sites for students. The application contains detailed market strategies/tools and costs; information targeted toward parents; and information about the Big Picture Learning model. The response also includes enrollment data and an enrollment policy.
- The preferences listed in attachment 8 do not mirror those permitted by statute; specifically,
 - It is not clear that the 5-mile radius is from the school; as required by statute
 - The allowable preference is for children of persons employed on a permanent basis for at least 30.0 hours per week

Student Discipline

Response Required (see below):

- Please include a statement that ensures compliance with 14 DE Admin Code 601 and 14 Del Code §4112 that school administrators will attend required Department of Education 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.

- Add procedures for student expulsion. The grievance process is different from the due process procedures for suspension and expulsion. Please contact John Sadowski at jsadowski@doe.k12.de.us for examples and/or assistance.

The Accountability Committee concluded that the “Education Plan” section did not meet the standard.

Performance Management

Mission-Specific Educational Goals

Mission-specific educational goals and targets are included along with measurable or demonstrable measures or assessments that are externally credible. Some assessments that are noted are qualitative and questionably credible, but are coupled with credible quantifiable measures.

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

This section is not applicable.

Mission-Specific Organizational Goals

The application includes two mission-specific organizational goals:

1. School Culture - In a previous section of the application (“Education Plan: School Culture”) the applicant describes the culture or ethos of the proposed school and how this culture will reinforce student intellectual and social development. Average Daily Attendance and low suspensions and reportable offenses are listed as measures for this goal.
2. Market Accountability - includes parents, staff, community and businesses. Parent attendance at student project exhibitions, annual survey results, teacher retention, instructional culture survey results and LTI project site growth are listed as measures for this goal.

Student Performance Levels and Academic Needs

The applicant demonstrates an understanding of the target population with regard to student performance levels and academic needs. The Delaware Comprehensive Assessment System (DCAS) will be used as a diagnostic measure of proficiency in reading and math upon enrollment.

Interim Assessments

Response Required: The only interim assessments listed in this section are for mathematics and ELA. There are no assessments listed for science, social studies, or any other academic or related arts programs including physical or health education. Students attending the Delaware MET should expect to receive a well-rounded education providing responsible instruction and monitoring in ALL subjects.

Measuring and Evaluating Academic Progress

Response Required: The applicant illustrates how the school will review and monitor individual student progress through an academic year. This is the focus of the school, to create one-on-one relationships with students and monitor them through their time at the school. However, this section also asks the school to monitor cohorts of students as well as the progress of the school as a whole. These aspects are not addressed by the applicant in the application. The reason for monitoring cohorts of students as well as the school as a whole is to recognize trends and patterns in data and behavior that may inform your school's personnel, intern placement, and/or curricular choices, etc.

Information System to Manage Student Performance

Response Required: The Accountability Committee requests that the applicant identify a specific person at the school as the point person responsible for communication with Big Picture Learning and Innovative Schools regarding student performance data. There should be a specific data manager at the charter school who is capable of working as a liaison between Big Picture Learning, Innovative Schools, Delaware Met and the Department.

Training and Support for Teachers in Data Use

The response is acceptable.

Corrective Actions if the School Falls Short of Student Goals

The applicant provides a plan for monitoring and corrective action through the creation of a Delaware Met Data Dashboard. The response is acceptable.

The Accountability Committee concluded that the "Performance Management" section did not meet the standard.

Staffing

Staff Structure

- Educator recruitment/selection section is sufficient—it describes the relationship between quality hiring and certification, the importance of external partnerships, and a procedural outline for the hiring process.
- Educators are compensated at 90% of Christina School district's scale—but also include an “incentive-based pay structure”. Overall, the school's model for compensation shows some prospects for utilizing compensation in talent management, which may lead to attracting a stronger staff than nearby schools—but there is no competitive advantage clearly outlined here.
- Staffing chart outlines reasonable growth in team in relationship to growth in student population. School leader role is central to success.
- Staffing chart indicates a programmatic focus on Spanish language courses & the need for many educators to be “dually-certified” in Special Education (aligned with school programmatic model). That said, pipelines of quality/qualified SPED educators are not identified.

Staffing Plans, Hiring, Management, and Evaluation

- Staff hiring is listed as top-line responsibility for School Leader in job description, as is the ‘recruitment, development, and evaluation’ of staff
- School leader position currently requires 5-years of instructional/classroom experience—and an M.A. or Doctorate. This may unnecessarily limit the field.
- School leader position prefers experience with “BIG Picture”. Again, this tightly aligns with the school's replication philosophy.
- The processes, with a separate job posting for a “Founding Leader”, are also included within the charter application. The process includes a timeline, key parties involve, and a sense of the recruitment outlets that the Board will be accessing to identify top candidates.
- Job descriptions represent reasonable first drafts of the positions—performance metrics not including therein but including throughout the application. Organizational chart for Year 1 of operations demonstrates an adequate sense of staffing capacity needed to execute on the proposed model. The org. chart is then taken to a Year 5 state—based upon the big-picture model.
- External partnerships/capacity will be utilized by the charter, which demonstrates an understanding of the capacity needs that the charter will have. (example: Delaware Talent Management for mid-year hires—part of the IS suite of services)
- The selection/staffing criteria listed on pg. 20 of the staffing chart appear out-of-context. Are they the criteria for that final position only or are those staffing criteria across the board? A staff selection rubric would solidify a deeper understanding on how the school will be staffed over the first year of operations and beyond.
- Personnel policy handbook is a SAMPLE version—outlines key areas of personnel policy (compensation, etc.) Appendix D-1 outlines Professional Develop “Assessment Alignment” which indicates some sense of how the charter would tailor/customize professional development efforts.
- Procedures for staff dismissal are outlined in Section 4—item 7.

- Basic DPAS-II requirements are acknowledged and prioritized. For example, the charter explains how the school leader will complete the “online modules” that are required by the DDOE to begin conducting staff evaluations.
- Additional educator evaluation tools appear to be part of the BIG Model—but these are not explicitly referenced in the staffing section.

Professional Development

- A comprehensive professional development plan for the school leader as well as for staff has been provided. Half of the days are allotted for full days of professional development in the summer prior to the opening of the school as opposed to dedicated to curricular and instructional areas of focus. It is unclear why this amount of time is dedicated to the opening of the school.
- While a master calendar and sample student schedule is provided and teacher collaboration time appears inherent, an explanation of how the schedule specifically accommodates teacher collaboration and professional development time is not provided in detail.
- A well-developed professional development evaluation model has been provided.

The Accountability Committee concluded that the “Staffing” section met the standard.

Governance and Management

- The organizational chart delineates board and management roles and lines of authority;
- Sound, clear plan for managing the relationship between the governing board and school administration.
- **Response Required:** How will the grievance process be communicated to parents? How will the Board track the timely resolution of grievances?
- **Response Required:** The by-laws need to conform to the requirements of 14 DE Admin Code 274.4.1.3. This includes that the applicant’s business is limited to the opening and operation of Charter Schools, before and after schools 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 by-laws seems to allow for purposes other than that permitted by the law in regulation.
- **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, conflict provisions or by-law provision regarding contracts with regarding contracts with Board members (e.g., Article VII, Section 7.2 of the applicant’s by-laws) should conform to the State Code of Conduct.

The Accountability Committee concluded that the “Governance and Management” section did not meet the standard.

Parent and Community Involvement

- Commitment from parents and community is evident in the application.
- The Board hosted a number of information sessions over the past two years designed to inform and involve stakeholders in planning for the proposed high school
- The applicant conducted feasibility study through a survey to get feedback from prospective parents and cadets
- The applicant intends to recruit parents for the Board, Advisory Board and Citizen Budget Oversight Committee

The Accountability Committee concluded that the “Parent and Community Involvement” section met the standard.

Start-Up Operations

Start-up Plan

Response Required (see below):

- The start-up plan is a chart outlining the tasks that need to be completed. There is no narrative provided to show that the applicants truly understand the tasks required and have concrete steps to be taken to ensure completion and compliance.
- The applicant must show a plan for how each task will be accomplished, not just a basic timeline.

Transportation

Response Required (see below):

- The application states, “*The Delaware MET will make every effort to accommodate transportation to/from the school beyond any single school district by establishing central hub points inside of the district for student pick-up and drop-off.*” Schools are to provide transportation for those students meeting the eligibility criteria in DOE Regulation 1104 and that those who reside in the same district as the school will receive the same level of transportation service that would be provided by that school district. Hub points may be established for those outside of the district where the school is located.
- The application states the school leader will maintain responsibility for oversight of transportation operations. Page 10-8 of the Staffing Chart indicates that the Operations Manager will be the manager of transportation. It appears that the Administrative Assistant depicted on the organizational chart will be the initial Operations Manager who will oversee daily transportation requirements.
- The Start-up Plan on pages 19:2-4 include actions by the Charter Management Company. CMO staff performing these actions should have school transportation experience, that their role will be advisory and that they will have no continuing operational, day-to-day role for transportation.
- Appendix G includes a sample transportation contract. The final contract should be signed, attested to and dated to ensure that it will be effective before students are provided transportation.

Safety and Security

- **Response Required:** For this subsection the applicant should provide a statement that the Delaware Met will comply with the safety requirements of The Omnibus School Safety Act of the 146th Delaware General Assembly and 14 DE Admin Code 621.

Lunch/Breakfast

- Delaware Met plans to participate in the National School Lunch/School Breakfast Programs (NSLP/SBP)
- NSLP/SBP participants must follow the NSLP procurement process for obtaining a vendor for meals, which includes going to bid.
- Schools participating in the NSLP/SBP must have a current Food Establishment Permit. The charter will need to contact Public Health to ensure that the facility has one or must obtain one.

Response Required (see below):

- A plan for obtaining a Food Establishment Permit from Public Health (if there is a not a current one in place in the kitchen)
- Provide a statement that Delaware Met will follow the NSLP procurement process for obtaining a vendor for meals.

Insurance

The applicant submitted a quote relative to insurance coverage.

Student Records

The applicant will use the eSchoolPlus pupil accounting system. Also, the application includes a statement that the staff will be fully trained on eSchoolPlus.

The Accountability Committee concluded that the “Start-Up Operations” section did not meet the standard.

Facilities

- Currently there is no site determined. However, the Board of Delaware Met is assessing appropriate sites for the location of the school;
- It is anticipated that the facility will be located in the City of Wilmington and will be acquired through lease, once the charter has been approved;
- The Board intends to aggressively implement a fundraising plan to supplement available resources for school operations;
- The following three locations are currently being evaluated to determine the accessibility for student drop-off/pick-up, ease of access, and cost to remodel:
 - 500 Justison Street, Wilmington, DE
 - 704 N King Street, Wilmington, DE
 - 201 W 14th Street, Wilmington, DE

- Information about relevant specific websites is in Appendix C.

The Accountability Committee concluded that “Facilities” section met the standard.

Budget and Finance

Response Required (see below):

- The budget pages submitted are not complete. The “Other Funds” portion of the budget does not show the entire page so it is impossible to determine if the budget presented is balanced and realistic. One of the pages states that benefits will be offered in year 1 to the Principal and LTI Coordinator as “raises”. Full-time employment cannot be offered without benefits. These costs need to be included in the budget.
- The budget in year 1 includes a \$300K operations loan – please provide any information used to estimate the terms and repayment schedule of the loan.
- The 80% budget contains no narrative to explain changes. In the 80% enrollment budget, the CMO fee has been reduced but the contract submitted does not contain any clause for a lower fee with lower enrollment.
- Provide a detailed narrative that explains all budget assumptions and supporting documents. Also, provide a narrative around your contingency plan for lower enrollment to support the proposed budget.

The Accountability Committee concluded that the “Budget and Finance” section did not meet the standard.

Charter Management Company & Highly Successful Charter School Operator Supplement

Response Required (see below):

- While Innovative Schools has provided back office support services to a number of charter schools it is a new charter management organization (CMO) and has contracts with two recently approved charters and is listed as the CMO for another applicant group in the current application cycle. As a CMO, Innovative Schools could potentially have responsibility for four startup charters. Provide an explanation of Innovative Schools’ capacity to serve all four schools (including this First State Military Academy) with quality.
- What schools in the Big Picture Learning network have not succeeded and what lessons learned are being applied to this effort?
- Budget Narrative (Lines 55-58) CMO fees – Does \$245,626 CMO fee include Big Picture Learning fees? Need to review breakout.

The Accountability Committee concluded that the “Charter Management Company...” 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	Met
(5) Governance and Management	Not Met
(6) Parent and Community Involvement	Met
(7) Start-up and Operations	Not Met
(8) Facilities	Met with conditions
(9) Budget and Finance	Not Met
(10) Charter Management Company & Highly Successful Charter School Operator Supplement	Not Met

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

Appendix A

List of Attendees

Preliminary Meeting of the Charter School Accountability Committee

Delaware Met High School

7 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 Met High School

- Dawn Downes, Director of Teaching and Learning, Innovative Schools
- Natalie Sadorf, School Support Specialist, Innovative Schools
- Rhonda Hill, School Support Specialist, Innovative Schools

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 section VI, 4 – *“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.”*
- Under section VI, 9 (B) – *“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 section IX, B – *“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.”*
- Under section XVII – Make section B its own roman numeral titled “Immunity”. Delete the words “Criteria to be included are:” prior to the immunity statement. Section XVII should then read: *“In any year when the Delaware Department of Education provides an awards system for exemplary bullying prevention programs, the school shall submit a nomination if it believes its program is exemplary and the reasons why it believes that school should receive an award for its Bully Prevention Program, with supporting documentation.”*
- 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 Roman numeral 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.”*

- It is unclear *how* a student/parent should report what they believe to be an incident of bullying to school administration.
- Anti-hazing policy is not addressed. Reference [14 Del. C. §§ 9301-9304](#)

Appendix C

Facilities: Additional Information

- Once the site is determined, Delaware Met will need to provide the Department with a property layout/floor plans;
- The Department may need to perform a site visit to review and assess;
- If school site will be located inside existing religious schools, all religious artifacts must be removed from the premises
- Certificate of Occupancy: Delaware law requires that new charter applicants obtain a Certificate of Occupancy by June 15th prior to the opening of the school. It is critical that the applicant allow sufficient time for the permit processing to ensure the facility is approved within a timely manner. Contact should be made early in the process with various agencies to determine when requests must be submitted for approval. Many agency approval processes require significant lead-time and multiple steps. If the Board of Directors of a charter school is unable to obtain the Certificate of Occupancy by this schedule, they should consider requesting a one-year delay for the school opening. See 14 Del. C. § 511, Approval Procedures (see link below):
<http://delcode.delaware.gov/title14/c005/index.shtml>
- For final school site, Delaware Met needs to ensure compliance with the Americans with Disabilities Act (ADA) regulations (see link below)
http://www.ada.gov/2010ADASTandards_index.htm
- School Safety: It is recommended to refer to the State of Delaware Homeland Security Comprehensive Emergency Management Planning for Schools (CEMPS)
http://dema.delaware.gov/information/school_safe.shtml

RELATED PROJECT INFORMATION

Prior to the construction of a new charter school or the renovation of an existing building as a charter school, it is recommended that the charter school review the following websites for laws and regulations:

Preliminary Land Use Service (PLUS)
<http://stateplanning.delaware.gov/plus/>

For State of Delaware laws pertaining to asbestos. 16 Del. C. Chapter 78
<http://delcode.delaware.gov/title16/c078/index.shtml>

Federal EPA laws and additional information pertaining to asbestos can be obtained at:
www.epa.gov/schools or
www.epa.gov/asbestos

Further, contact the regional EPA office in Philadelphia at:
Asbestos Program Coordinator
USEPA Region 3
1650 Arch Street
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For additional information please see the following reference documents:

14 Del. C. Chapter 5 (Charter Schools)

<http://delcode.delaware.gov/title14/c005/index.shtml>

Delaware Department of Education School Construction Manual

<http://facilitynet.doe.k12.de.us/schooldata/default.shtml>