

Delaware Institute of Technology
Charter School Application

Appendix A

A Organization

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Delaware Institute of Technology
Charter School Application

APPENDIX A1

Incorporation

State of Delaware
Secretary of State
Division of Corporations
Delivered 11:11 AM 11/23/2009
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STATE of DELAWARE
CERTIFICATE of INCORPORATION
A NON-STOCK CORPORATION

• **First:** The name of the Corporation is _____

Delaware Institute of Technology Charter School

• **Second:** Its Registered Office in the State of Delaware is to be located at

17 Bay Boulevard (street), in the City of Newark
County of New Castle Zip Code 19702. The name of the registered agent
is Rodney D. Bailey

• **Third:** The purpose of the corporation is to engage in any lawful act of activity for which corporations may be organized under the General Corporation Law of Delaware. (If the corporation is to be a nonprofit corporation, please add: "This Corporation shall be a nonprofit corporation.")

This corporation shall be a nonprofit corporation for the purpose of secondary education.

• **Fourth:** The corporation shall not have any capital stock.

• **Fifth:** The conditions of membership are

The conditions of membership are stated in the by-laws.

• **Sixth:** The name and mailing address of the incorporator are as follows:

Name Rodney D. Bailey
Mailing Address 17 Bay Boulevard
Newark, DE Zip Code 19702

• **I, The Undersigned,** for the purpose of forming a corporation under the laws of the State of Delaware, do make, file and record this Certificate, and do certify that the facts herein stated are true, and I have accordingly hereunto set my hand this 23rd day of Nov., A.D. 2009.

BY: _____

(Incorporator)

NAME: Rodney D. Bailey
(type or print)

Delaware Institute of Technology
Charter School Application

APPENDIX A2

Bylaws

**DELAWARE INSTITUTE OF TECHNOLOGY
CHARTER SCHOOL, INC.**

BYLAWS

ARTICLE I.

Members

Section 1.1. Membership. Delaware Institute of Technology Charter School, Inc., a Delaware corporation (the "School"), shall have one class of members (the "Members"), whose business shall be restricted to the opening and operation of a charter school, before school programs, after school programs, and educationally related programs offered outside the traditional school year. The Members shall have the rights and obligations as set forth in this Article I. Each Member shall be a natural person who is a director of the School (a "Director").

Section 1.2. Election and Term of Office. Upon becoming a Director in accordance with these Bylaws and the Certificate of Incorporation of the School, such Director automatically shall also become a Member, such that the Members shall at all times be the then-current Directors of the School who are duly elected pursuant to the terms of these Bylaws. If at any time a person ceases to be a Director, such person automatically shall cease to be a Member, without any action required on the part of the Members. The Members, at the annual meeting of the Members in each year, shall elect the Directors in accordance with the Certificate of Incorporation of the School and these Bylaws. In addition, the Members shall elect a chairperson (the "Chairperson") from their own number who shall preside at all meetings of the Members, and shall carry out such other duties as are designated to him or her in these Bylaws or by the Members. Each Member elected at an annual meeting of the Members shall serve a term of one year, or until his or her earlier resignation or removal, and may be reelected without limitation. Each Member elected pursuant to Sections 1.3 and 3.4 of these Bylaws shall serve until the next annual meeting of the Members, but any Member elected in such manner shall not be barred from serving three complete consecutive terms because of the preceding sentence.

Section 1.3. Additional Memberships. In the event that the number of Directors comprising the whole board of directors of the School (the "Board") is increased, such additional Directors, upon election to the Board, automatically shall become Members.

Section 1.4. Quorum and Manner of Acting. At any annual or special meeting of the Members, the presence of a majority of the Members shall be necessary and sufficient to constitute a quorum for the transaction of business, except when the membership of the School consists of a sole Member, in which case one Member shall constitute a quorum. In the absence of a quorum, a majority of those Members who are present at the time and

place of any meeting may adjourn the meeting from time to time. Notice of the absence of a quorum shall be provided to Members who were not present at such meeting, and such notice shall include information regarding the time and place where such meeting shall be reconvened. At any meeting reconvened as a result of an adjournment for failure to achieve a quorum, the presence of one-third of the Members shall be necessary and sufficient to constitute a quorum for the transaction of business. A majority of those Members who are present and entitled to vote at any meeting at which a quorum is present may decide any question brought before such meeting, except as otherwise provided by law, the Certificate of Incorporation of the School or these Bylaws.

Section 1.5. Resignation of Members. Any Member may resign at any time by giving written notice of such resignation to the Secretary of the School; provided, however, that such resignation shall automatically result in such Member resigning as a Director. Unless otherwise specified in such notice, such resignation shall take effect upon receipt thereof by the Secretary of the School, and the acceptance of such resignation shall not be necessary to make it effective.

Section 1.6. Removal of Members. Any Member automatically shall be removed as a Member upon such Member's ceasing to be a Director for any reason.

Section 1.7. Representation. At least one (1) DIT teacher and one (1) parent of a DIT student shall be a Member at all times.

ARTICLE II.

Meetings of Members

Section 2.1. Annual Meetings. The annual meeting of the Members shall be held each year at a time and place designated by the Chairperson, at which meeting the Members shall elect such Directors and Members as they are entitled to elect under these Bylaws and transact such other business as may properly be brought before the meeting.

Section 2.2. Special Meetings. Special meetings of the Members, for any proper purpose or purposes, may be called at any time by the Chairperson or the President of the School, to be held on such date, and at such time and place within or without the State of Delaware, as directed by the Chairperson or President of the School. Special meetings of the Members shall be called by the Chairperson upon the request by written or electronic communication of not fewer than one-third (1/3) of the Members. Any notice of any special meeting must specify the business to be transacted at such special meeting, and no business may be transacted except for that business for which the special meeting was called and which was duly noticed to the Members.

Section 2.3. Notice of Meeting. Notice of every meeting of the Members, stating the date and time when, and the place where, it is to be held shall be delivered by the Secretary of the School personally, by mail or by electronic transmission to each Member not less

than five (5) days before the meeting, except as otherwise provided by law. Such notice need not specify the business to be transacted; provided, that any notice of any special meeting must specify the business to be transacted at such special meeting.

Section 2.4. Adjournments. Any meeting of Members, whether annual or special, may adjourn from time to time to reconvene at the same or some other place, and notice need not be given of any such adjourned meeting if the time and place thereof are announced at the meeting at which adjournment is taken. At any such adjourned meeting, any business may be transacted which might have been transacted at the meeting as originally noticed. If the adjournment is for more than thirty (30) days, notice of the adjourned meeting shall be given to each Member.

Section 2.5. Voting and Proxies. Each Member shall be entitled to one vote upon the matter in question. Voting at meetings of Members need not be by written ballot. Any Member may vote by proxy, provided that such proxy shall have been given in writing or by electronic transmission by such Member or by his or her duly authorized attorney, and shall bear a date not more than three months prior to such meeting, unless such proxy shall upon its face provide a longer period for it to remain in force. Directors shall be elected by a plurality of the votes cast by the Members at the annual meeting of Members at which a quorum is present, and, except as otherwise provided by law, all other questions shall be determined by a majority of the votes cast on such question.

Section 2.6. Action by Written Consent. Unless otherwise restricted by the Certificate of Incorporation of the School or these Bylaws, any action required or permitted to be taken at any annual or special meeting of the Members may be taken without a meeting, without prior notice and without a vote if the Members having not less than the minimum number of votes that would be necessary to authorize or take such action at a meeting at which all Members were present and voted consent thereto in writing or by electronic transmission, and shall be delivered to the School. If such consent shall be in writing, it shall be sent to the School by delivery to its principal place of business. If such consent shall be by electronic transmission, it shall be sent to the School by delivery to a current, valid e-mail address of the Secretary of the School. Prompt notice of the taking of the corporate action without a meeting by less than unanimous written consent shall be given to those Members who have not consented in writing or by electronic transmission.

Section 2.7. Waiver of Notice by Members. Any waiver of notice, given by a Member, whether before or after the time stated therein, shall be deemed equivalent to notice. Attendance of a Member at a meeting shall constitute a waiver of notice of such meeting, except when a Member attends a meeting for the express purpose of objecting, at the beginning of the meeting, to the transaction of any business because the meeting is not lawfully called or convened. Neither the business to be transacted at nor the purpose of any regular or special meeting of the Members need be specified in a waiver of notice.

ARTICLE III.

Board of Directors

Section 3.1. Number; Qualifications. The number of Directors which shall constitute the Board shall be fixed from time to time by resolution of the Board, however the Board shall at all times include at least one (1) DIT teacher and one (1) parent of a DIT student.

Section 3.2. Powers. The Board of the School shall exercise all the powers of the School, except such as by law, these Bylaws or the Certificate of Incorporation of the School are conferred on or reserved to the Members or other persons.

Section 3.3. Election and Term of Office. Directors shall be elected at the annual meeting of the Members, except as provided in Section 3.4. Each Director shall continue in office until his or her successor shall have been elected and qualified or until his or her earlier death, resignation or removal in the manner hereinafter provided.

Section 3.4. Vacancies. Newly created directorships resulting from any increase in the authorized number of Directors or any vacancies in the Board resulting from death, resignation, retirement, disqualification, removal from office or other cause shall be filled by a majority of the Directors.

Section 3.5. Regular Meetings. Regular meetings of the Board may be held at such places within or without the State of Delaware and at such times as the Board may from time to time determine.

Section 3.6. Special Meetings. Special meetings of the Board for any proper purpose or purposes may be called at any time by the Chairperson, to be held on such date, and at such time and place within or without the State of Delaware, as directed by the Chairperson. Special meetings of the Board must also be called by the Chairperson upon the request by written or electronic communication of any three (3) Directors.

Section 3.7. Telephonic Meetings Permitted. Members of the Board, or any committee designated by the Board, may participate in a meeting thereof by means of conference telephone or other communications equipment by means of which all persons participating in the meeting can hear each other, and participation in a meeting pursuant to this Section shall constitute presence in person at such meeting.

Section 3.8. Notice of Meeting. Written notice of every meeting of the Board, stating the date and time when, and the place where, it is to be held shall be delivered by the Secretary personally, by mail or by electronic transmission to each Director not less than five (5) days (in the event of a regular meeting) or two (2) days (in the event of a special meeting), as the case may be, before the meeting, except as otherwise provided by law. Such notice need not specify the business to be transacted, except as specifically provided in Article X.

Section 3.9. Quorum; Vote Required for Action; Adjournments. At each meeting of the Board, the presence of at least a majority of the Directors shall be necessary and sufficient to constitute a quorum for the transaction of business, except when the Board consists of one Director, in which case one Director shall constitute a quorum. In the absence of a quorum, a majority of those present at the time and place of any meeting may adjourn the meeting from time to time. Notice of the absence of a quorum shall be provided to Directors who were not present at such meeting, and such notice shall include information regarding the time and place where such meeting shall be reconvened. At any meeting reconvened as a result of an adjournment for failure to achieve a quorum, the presence of at least one-third of the Directors shall be necessary and sufficient to constitute a quorum for the transaction of business. A majority of those Directors who are present and entitled to vote at any meeting at which a quorum is present may decide any question brought before such meeting, except as otherwise provided by law, the Certificate of Incorporation of the School or these Bylaws.

Section 3.10. Resignation of Directors. Any Director may resign at any time by giving written notice of such resignation to the Secretary of the School; provided, however, that such resignation shall automatically result in said Director resigning as a Member. Unless otherwise specified in such notice, such resignation shall take effect upon receipt thereof by the Secretary of the School, and the acceptance of such resignation shall not be necessary to make it effective.

Section 3.11. Removal of Directors. Any Director automatically shall be removed from office upon such Director's ceasing to be a Member for any reason. Any Director may be removed from office with cause by a majority of Members. Notice of the intended vote to remove any Director with cause shall be given to the Director no less than ten days before the scheduled vote. Such Director shall be given an opportunity to be present and to be heard at the meeting at which his or removal for cause is considered. No Director shall be removed from office without cause. The absence by a Director of three or more meetings of the Board within the same fiscal year, without approval by the President of a majority of the Board prior to, contemporaneously or after such absence shall automatically constitute cause for removal by the Members.

Section 3.12. Organization of Meetings of Directors. Meetings of the Board shall be presided over by the Chairperson, or in his or her absence, by the President of the School, or in his or her absence by a chairperson chosen at the meeting. The Secretary of the School shall act as secretary of the meeting, but in his or her absence, the chairperson of the meeting may appoint any person to act as secretary of the meeting.

Section 3.13. Action by Unanimous Written Consent of Directors. Unless otherwise restricted by the Certificate of Incorporation of the School, any action required or permitted to be taken at any meeting of the Board, or of any committee thereof, may be taken without a meeting, without prior notice and without a vote if all members of the Board or such committee, as the case may be, consent thereto in writing or by electronic transmission and the writing or writings or electronic transmissions are filed with the

minutes of proceedings of the Board or of such committee in accordance with applicable law.

Section 3.14. Compensation. The Directors shall receive no compensation in their capacities as such; provided, however, that the School may reimburse Directors for expenses incurred by such Directors which are reasonable and necessary to carry out the exempt purposes of the School.

Section 3.15. Conflicts of Interest. No contract or transaction between the School and one or more of its Directors or officers, or between the School and any other corporation, partnership, association, or other organization in which one or more of its Directors or officers are directors or officers or have a financial interest, shall be void or voidable solely for this reason, or solely because the Director or officer is present at or participates in the meeting of the Board or committee thereof which authorizes the contract or transaction, if: (1) the interested Director does not vote on the matter; the interested Director or officer leaves the meeting during discussion of the matter if requested to do so; the material facts as to the relationship or interest and as to the contract or transaction are disclosed or are known to the Board or the committee; and the Board or committee in good faith authorizes the contract or transaction by the affirmative vote of a majority of the disinterested Directors provided that the minutes of the meeting of the Board or committee shall identify the Directors present for the discussion and vote on the matter, shall set forth the content of the discussion and provide a roll call of the vote; or (2) the material facts as to such Director's relationship or interest and as to the contract or transaction are disclosed or are known to the members of the Board or committee entitled to vote thereon, and the contract or transaction is specifically approved in good faith by vote of such members; or (3) the contract or transaction is fair as to the School as of the time it is authorized, approved or ratified by the Board, a committee thereof, or the Members. Each Director shall be advised of this conflict of interest policy upon their election to such office.

Section 3.16. Waiver of Notice by Directors or Members of Committees. Any waiver of notice, given by a member of the Board or any committee thereof entitled to notice, whether before or after the time stated therein, shall be deemed equivalent to notice. Attendance of a member of the Board or any committee thereof at a meeting shall constitute a waiver of notice of such meeting, except when such person attends a meeting for the express purpose of objecting, at the beginning of the meeting, to the transaction of any business because the meeting is not lawfully called or convened. Neither the business to be transacted at nor the purpose of any regular or special meeting of the Board or any committee thereof need be specified in a waiver of notice.

ARTICLE IV.

Committees of the Board of Directors

Section 4.1. Designation, Power, Alternate Members and Term of Office. The Board may, by the vote of a majority of the Directors, designate one or more additional committees. Unless otherwise set forth in these Bylaws, each committee shall have such

to day supervision of the business, affairs and property of the School. He or she shall have such other powers and perform such other duties as may from time to time be prescribed by the Board, the Chairperson or these Bylaws.

Section 5.8. The Vice President. At the request of the President or in his or her absence or disability, the Vice President shall perform all the duties of the President and, when so acting, shall have all the powers of and be subject to all restrictions upon the President. The Vice President may also sign and execute in the name of the School deeds, mortgages, bonds, contracts, agreements or other instruments duly authorized by the Board, except in cases where the signing and execution thereof shall be expressly delegated by the Board to some other officer or agent. Each Vice President shall have such other powers and perform such other duties as may from time to time be prescribed by the Board, the Chairperson, the President or these Bylaws.

Section 5.9. The Secretary. The Secretary shall

(a) record all the proceedings of the meetings of the Members, the Board and any committees thereof in a book or books to be kept for that purpose;

(b) cause all notices to be duly given in accordance with the provisions of these Bylaws and as required by law;

(c) whenever any committee shall be appointed in pursuance of a resolution of the Board, furnish the chairperson of such committee with a copy of such resolution;

(d) be custodian of the records and of the seal of the School, and cause such seal to be affixed to or a facsimile to be reproduced on all instruments the execution of which on behalf of the School under its seal shall have been duly authorized;

(e) see that the lists, books, reports, statements, certificates and other documents and records required by law are properly kept and filed; and

(f) in general, perform all duties incident to the office of Secretary and have such other powers and perform such other duties as may from time to time be prescribed by the Board, the Chairperson, the President or these Bylaws.

Section 5.10. The Treasurer. The Treasurer shall

(a) have charge of and supervision over and be responsible for the funds, securities, receipts and disbursements of the School;

(b) cause the moneys and other valuable effects of the School to be deposited in the name and to the credit of the School in such banks or trust companies or with such bankers or other depositories as shall be selected in accordance with Section 7.3 or to be otherwise dealt with in such manner as the Board may direct;

(c) cause the funds of the School to be disbursed by checks or drafts upon the authorized depositories of the School, and cause to be taken and preserved proper vouchers for all moneys disbursed;

(d) render to the Board, the Chairperson, the President, or any Director, whenever requested, a statement of the financial condition of the School and of all of his or her transactions as Treasurer;

(e) cause to be kept at the School's principal office correct books of account of all its business and transactions and such duplicate books of account as he or she shall determine and upon application cause such books or duplicates thereof to be exhibited to any Member or Director;

(f) be empowered, from time to time, to require from the officers or agents of the School reports or statements giving such information as he or she may desire with respect to any and all financial transactions of the School; and

(g) in general, perform all duties incident to the office of Treasurer and have such other powers and perform such other duties as may from time to time be prescribed by the Board, the Chairperson, the President or these Bylaws.

Section 5.11. The Executive Director. The Executive Director, if any, shall have all such powers and perform all such duties as may from time to time be prescribed by the Board, the Chairperson, the President, the Vice President, the Secretary, the Treasurer or these Bylaws; provided that the Executive Director shall not chair any meetings of the Board of Directors nor chair any meetings of the Members. He or she may sign and execute in the name of the School deeds, mortgages, bonds, contracts, agreements or other instruments duly authorized by the Board, except in cases where the signing and execution thereof shall be expressly delegated by the Board to some other officer or agent. From time to time he or she shall report to the Board all matters within his or her knowledge which the interests of the School may require to be brought to their attention. The President may delegate to the Executive Director any of his or her duties regarding the day to day supervision of the business, affairs and property of the School.

Section 5.12. Compensation. The School may pay reasonable compensation to its officers for personal services which are reasonable and necessary to carry out the exempt purposes of the School.

ARTICLE VI.

Indemnification

Section 6.1. Right to Indemnification. The School shall indemnify and hold harmless, to the fullest extent permitted by applicable law as it presently exists or may hereafter be amended, any person (an "Indemnitee") who was or is made or is threatened to be made a party or is otherwise involved in any action, suit or proceeding, whether civil, criminal, administrative or investigative (a "Proceeding") by reason of the fact that such Indemnitee,

or a person for whom such Indemnitee is the legal representative, is or was a Director, Member, officer, employee or member of a committee of the School or is or was serving at the request of the School as a director, officer, employee or agent of another corporation or of a partnership, joint venture, trust, enterprise or nonprofit entity, including service with respect to employee benefit plans, against all liability and loss suffered and expenses (including attorneys' fees) reasonably incurred by such person. The School shall be required to indemnify a person in connection with a Proceeding (or part thereof) initiated by such person only if the Proceeding (or part thereof) was authorized by the Board.

Section 6.2. Prepayment of Expenses. The School shall pay the expenses (including attorneys' fees) incurred in defending any Proceeding in advance of its final disposition, provided, however, that the payment of expenses incurred by an Indemnitee in advance of the final disposition of the Proceeding shall be made only upon receipt of an undertaking by such Indemnitee to repay all amounts advanced if it should be ultimately determined that such Indemnitee is not entitled to be indemnified under this Article VI or otherwise.

Section 6.3. Claims. If a claim for indemnification or payment of expenses under this Article VI is not paid in full within sixty days after a written claim therefor has been received by the School, the Indemnitee may file suit to recover the unpaid amount of such claim and, if successful in whole or in part, shall be entitled to be paid the expense of prosecuting such claim. In any such action the School shall have the burden of proving that the Indemnitee was not entitled to the requested indemnification or payment of expenses under applicable law.

Section 6.4. Nonexclusivity of Rights. The rights conferred on any person by this Article VI shall not be exclusive of any other rights which such person may have or hereafter acquire under any statute, provision of the Certificate of Incorporation of the School, these Bylaws, agreement, vote of Members or disinterested Directors or otherwise.

Section 6.5. Other Sources. The School's obligation, if any, to indemnify any person who was or is serving at its request as a director, officer, employee or agent of another corporation, partnership, joint venture, trust, enterprise or nonprofit entity shall be reduced by any amount such person may collect as indemnification from such other corporation, partnership, joint venture, trust, enterprise or nonprofit enterprise.

Section 6.6. Amendment or Repeal. Any repeal or modification of the foregoing provisions of this Article VI shall not adversely affect any right or protection hereunder of any person in respect of any act or omission occurring prior to the time of such repeal or modification.

Section 6.7. Other Indemnification and Prepayment of Expenses. This Article VI shall not limit the right of the School, to the extent and in the manner permitted by law, to indemnify and to advance expenses to persons other than Indemnitees when and as authorized by appropriate corporate action.

ARTICLE VII.

Execution of Instruments and Deposit of Corporate Funds

Section 7.1. Execution of Instruments Generally. The Board may authorize any officer or officers, or agent or agents, to enter into any contract or execute and deliver any instrument in the name and on behalf of the School, and such authorization may be general or confined to specific instances.

Section 7.2. Borrowing. No loans or advances shall be obtained or contracted for, by or on behalf of the School and no negotiable paper shall be issued in its name, unless and except as authorized by the Board. Such authorization may be general or confined to specific instances. Any officer or agent of the School thereunto so authorized may obtain loans and advances for the School, and for such loans and advances may make, execute and deliver promissory notes, bonds, or other evidences of indebtedness of the School. Any officer or agent of the School thereunto so authorized may pledge, hypothecate or transfer as security for the payment of any and all loans, advances, indebtedness and liabilities of the School, any and all stocks, bonds, other securities and other personal property at any time held by the School, and to that end may endorse, assign and deliver the same and do every act and thing necessary or proper in connection therewith.

Section 7.3. Deposits. All funds of the School not otherwise employed shall be deposited from time to time to its credit in such banks or trust companies or with such bankers or other depositories as the Board may select, or as may be selected by any officer or officers or agent or agents authorized so to do by the Board. Endorsements for deposit to the credit of the School in any of its duly authorized depositories shall be made in such manner as the Board from time to time may determine. The School may accept any contribution, gift, bequest or devise for any purpose related to the business of the School as set forth in these Bylaws and in the Certificate of Incorporation of the School.

Section 7.4. Checks, Drafts, etc. All checks, drafts or other orders for the payment of money, and all notes or other evidences of indebtedness issued in the name of the School, shall be signed by such officer or officers or agent or agents of the School, and in such manner, as from time to time shall be determined by the Board.

Section 7.5. Proxies. Proxies to vote with respect to shares of stock in other corporations or other equity interests in other entities owned by or standing in the name of the School may be executed and delivered from time to time on behalf of the School by the President or any Vice President or by any other person or persons thereunto authorized by the Board.

ARTICLE VIII.

Corporate Seal

Section 8.1. The corporate seal shall be circular in form and shall bear the name of the School and words and figures denoting its organization under the laws of the State of

Delaware and year thereof and otherwise shall be in such form as shall be approved from time to time by the Board.

ARTICLE IX.

Fiscal Year

Section 9.1. The fiscal year of the School shall begin on July 1 and shall end on June 30 of each calendar year.

ARTICLE X.

Amendments

Section 10.1. All Bylaws of the School may be amended or repealed, and new Bylaws may be made, by the vote of a majority of the Directors at a meeting called for such purpose. The Secretary shall send copies of the proposed changes to the Bylaws to each Director with the notice of the meeting called for the purpose of amending the Bylaws.

ARTICLE XI

Dissolution

Section 11.1. Upon dissolution of the School and after the payment or provision for payment of all the liabilities of the School, the Board will dispose of all of the assets of the School exclusively for the purposes of the School or to organizations that are then qualified as tax-exempt organizations under section 501(c)(3) of the Internal Revenue Code. Any assets not so disposed of will be disposed of by a court in the County of New Castle, State of Delaware.

ARTICLE XII

Freedom of Information Act

Section 12.1. The Board of Directors will meet regularly and comply with the Freedom of Information Act, 29 Del.C. Ch. 100 in conducting the Charter School's business.

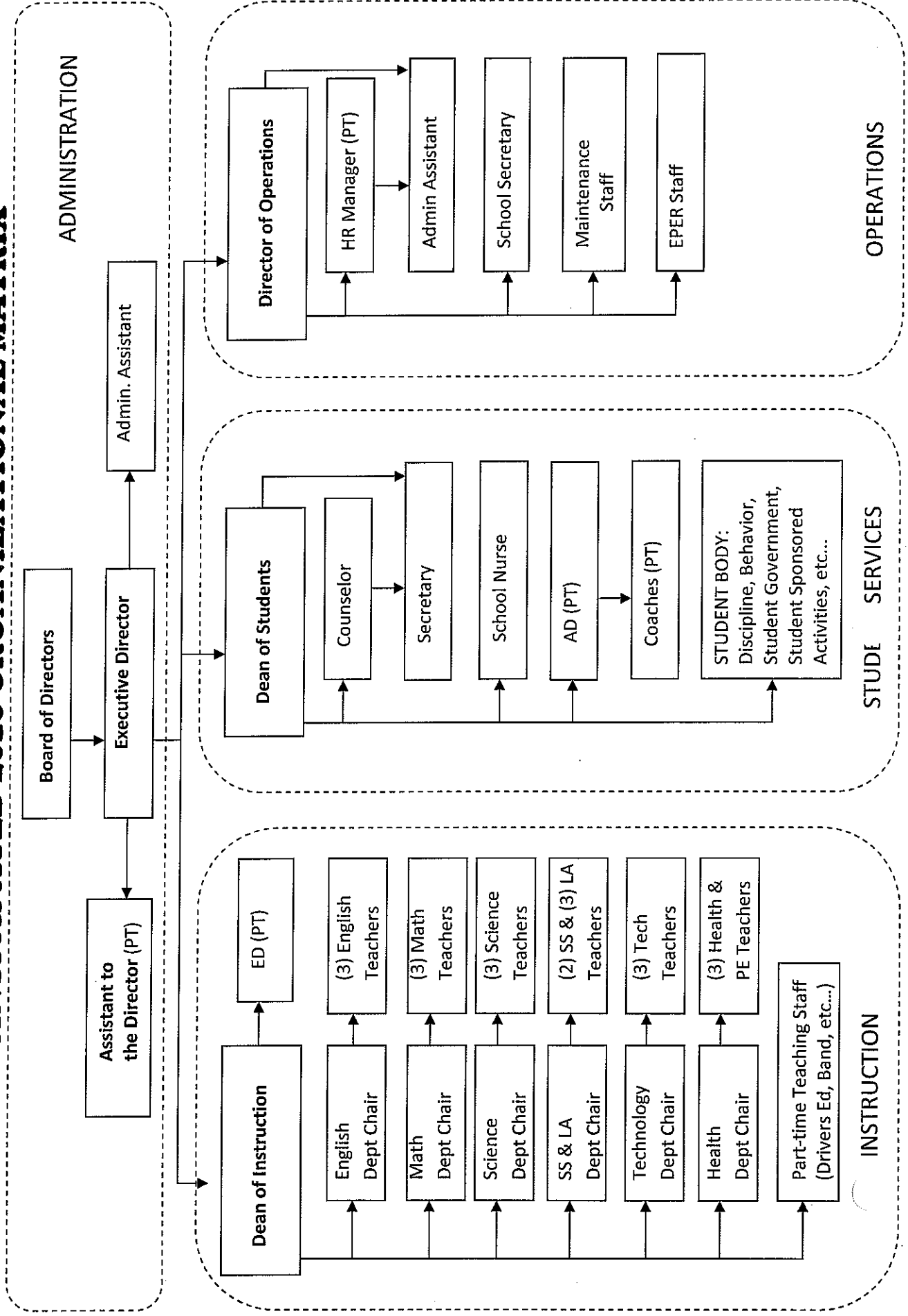
Delaware Institute of Technology
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APPENDIX A3

Organizational Matrix

DELAWARE INSTITUTE OF TECHNOLOGY (DIT)

ANTICIPATED 2016 ORGANIZATIONAL MATRIX



Delaware Institute of Technology
Charter School Application

Appendix B

B Revenue Estimates

B1 Planning Year (2011-2012)

B2 Year #1 (2012-2013)

B3 Year #2 (2013-2014)

B4 Year #3 (2014-2015)

B5 Year #4 (2015-2016)

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APPENDIX B1

Revenue Estimates:
Planning Year
(2011-2012)

**FY 2011
State Funding**

Charter School Revenue Calculation - Estimate

12/13/2010

1.) Grade Configuration: 9-12

2.) Student Total: 0
Regular: 0
Special: 0

3.) Districts:

0 Appoquinimink	0 Christina	0 Laurel
0 Brandywine	0 Colonial	0 Milford
0 Caesar Rodney	0 Delmar	0 Red Clay
0 Cape Henlopen	0 Indian River	0 Seaford
0 Capital	0 Lake Forest	0 Smyrna
		0 Woodbridge

4.) Transportation Eligible Students: 0
Charter School Location New Castle

5.) Meals served but not prepared by the school

0

Student Total = 0

Kindergarten Students =	0.00	Unit size Kindergarten students =	17.4
Regular Students 1-3 =	0.00	Unit size regular students 1-3 =	17.4
Regular Students 4-6 =	0.00	Unit size regular students 4-6 =	20
Regular Students 7-12 =	0.00	Unit size regular students 7-12 =	20
AUT Students =	0.00	Unit Size AUT Students =	4
DB Students =	0.00	Unit size DB students =	4
ED Students =	0.00	Unit size ED students =	10
EMD Students =	0.00	Unit size EMD students =	15
HHPD Students =	0.00	Unit size HHPD students =	6
ILC Students =	0.00	Unit size ILC students =	8.6
LD Students =	0.00	Unit size LD students =	8
OHI Students =	0.00	Unit size OHI students =	6
OI Students =	0.00	Unit size OI students =	6
PS Students =	0.00	Unit size PS students =	10
SMD Students =	0.00	Unit size SMD students =	6
SP Students =	0.00	Unit size SP students =	1
TBI Students =	0.00	Unit size TBI students =	6
TMD Students =	0.00	Unit size TMD students =	6
VI Students =	0.00	Unit size VI students =	8

FY 2011 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

0

# of Div I Units Generated =	0.00	\$37,250	\$0
Div I Reading Resource Teacher =	0.00	\$37,250	\$0
Div I Math Specialist =	0.00	\$37,250	\$0
Administrative Assistant =	0.00	\$51,281	\$0
Percentage 11 Month Supervisor =	0.00	\$54,466	\$0
Percentage Transportation Supervisor =	0.00	\$62,960	\$0
Principal =	0.00	\$64,956	\$0
Assistant Principal =	0.00	\$56,524	\$0
Percentage Psychologist =	0.00	\$43,139	\$0
Percentage Speech/Hearing =	0.00	\$44,584	\$0
Percentage Visiting Teacher =	0.00	\$43,589	\$0
Percentage Driver Education Teacher =	0.00	\$37,250	\$0
Nurse =	0.00	\$40,300	\$0
Academic Excellence Units =	0.00	\$37,250	\$0
Clerical Units =	0.00	\$29,255	\$0
Custodial Units =	0.00	\$23,531	\$0
Cafeteria Manager =	0.00	\$28,544	\$0
Cafeteria Worker =	0.00	\$10,177	\$0
Related Service Specialist =	0.00	\$43,589	\$0
Total Staffing =	0.00		
Total Staffing For Health Insurance =	0.00		
Total Salary Costs =			\$0
FY 2007 OEC Rate =	25.09%		\$0
Health Insurance Per FTE =	\$8,611		\$0

Subtotal Personnel Revenue = \$0

Other State Sources (based on Latest Available Values)

0

Professional & Curriculum Development =	\$	-
Student Success Block Grant	\$	-
Division II Units (No Vocational Courses) =	0.00	
Division II - All Other Costs - Current Unit Value =	\$	3,115
Division II - Energy - Current Unit Value =	\$	2,402
Division III - Equalization - Unit Value =	\$	-
Academic Excellence Division III =	\$	-
Division III Reading Resource Teacher =	\$	-
Division III Math Specialist =	\$	-
Academic Excellence Division II =	\$	-
Academic Excellence Allotment =	\$	-
MCI/Annual Maintenance =	\$	-
LEP =	\$	-
Technology Block Grants =	\$	-
Student Transportation Amount =	\$	-

Subtotal Other Sources =	\$0
Grand Total State Sources =	\$0

New Charter School Estimated State and Local Fund Calculations

Disclaimer: The following estimates will vary from actuals and do not account for any extenuating circumstances.
 --State earnings are detailed on the New Charter State Template Tab below.

Please enter the following information:

Click in next box and select grade configuration from drop down menu:
 Enter the number of students in the red cells below by school district and student type and the estimated funds will calculate below.

9-12
 New Castle

Also enter the number of tenth graders

State Funding	Local Funding	Total Funding
\$0	\$0	\$0

UNITS 0.00

Enter Estimated # of 10th Graders Here 0

29 Aspena/Innibunk	#	Amount	Local Pupil Rate	31 Brandywine	#	Amount	Local Pupil Rate	10 Canaan Redfox	#	Amount	Local Pupil Rate
Kindergarten Students =	0.00	\$0	\$1,468.64	Kindergarten Students =	0.00	\$0	\$4,017.84	Kindergarten Students =	0.00	\$0	\$1,601.58
Regular Students 1-3 =	0.00	\$0	\$1,468.64	Regular Students 1-3 =	0.00	\$0	\$4,017.84	Regular Students 1-3 =	0.00	\$0	\$1,601.58
Regular Students 4-6 =	0.00	\$0	\$1,277.72	Regular Students 4-6 =	0.00	\$0	\$3,495.52	Regular Students 4-6 =	0.00	\$0	\$1,393.37
Regular Students 7-12 =	0.00	\$0	\$6,398.59	Regular Students 7-12 =	0.00	\$0	\$17,477.82	Regular Students 7-12 =	0.00	\$0	\$6,996.87
DB Students =	0.00	\$0	\$6,398.59	DB Students =	0.00	\$0	\$17,477.82	DB Students =	0.00	\$0	\$6,996.87
ED Students =	0.00	\$0	\$2,958.43	ED Students =	0.00	\$0	\$6,991.05	ED Students =	0.00	\$0	\$2,796.75
EMD Students =	0.00	\$0	\$1,703.62	EMD Students =	0.00	\$0	\$4,650.70	EMD Students =	0.00	\$0	\$1,937.83
HHPD Students =	0.00	\$0	\$4,256.05	HHPD Students =	0.00	\$0	\$11,551.75	HHPD Students =	0.00	\$0	\$4,644.59
ILC Students =	0.00	\$0	\$2,971.43	ILC Students =	0.00	\$0	\$8,728.81	ILC Students =	0.00	\$0	\$3,482.44
OI Students =	0.00	\$0	\$3,255.05	OI Students =	0.00	\$0	\$11,651.75	OI Students =	0.00	\$0	\$4,644.59
PS Students =	0.00	\$0	\$4,255.05	PS Students =	0.00	\$0	\$6,991.05	PS Students =	0.00	\$0	\$2,788.75
SMD Students =	0.00	\$0	\$25,554.30	SMD Students =	0.00	\$0	\$69,910.46	SMD Students =	0.00	\$0	\$27,657.49
SP Students =	0.00	\$0	\$4,255.05	SP Students =	0.00	\$0	\$11,651.75	SP Students =	0.00	\$0	\$4,644.59
TBI Students =	0.00	\$0	\$4,255.05	TBI Students =	0.00	\$0	\$11,651.75	TBI Students =	0.00	\$0	\$4,644.59
TMD Students =	0.00	\$0	\$3,194.29	TMD Students =	0.00	\$0	\$8,728.81	TMD Students =	0.00	\$0	\$3,482.44
VI Students =	0.00	\$0	\$0	VI Students =	0.00	\$0	\$0	VI Students =	0.00	\$0	\$0
Totals	0.00	\$0	\$0	Totals	0.00	\$0	\$0	Totals	0.00	\$0	\$0

17 Cape Henlopen	#	Amount	Local Pupil Rate	13 Capital	#	Amount	Local Pupil Rate	33 Christina	#	Amount	Local Pupil Rate
Kindergarten Students =	0.00	\$0	\$2,654.23	Kindergarten Students =	0.00	\$0	\$933.29	Kindergarten Students =	0.00	\$0	\$1,441.81
Regular Students 1-3 =	0.00	\$0	\$2,654.23	Regular Students 1-3 =	0.00	\$0	\$933.29	Regular Students 1-3 =	0.00	\$0	\$2,693.62
Regular Students 4-6 =	0.00	\$0	\$2,308.18	Regular Students 4-6 =	0.00	\$0	\$911.97	Regular Students 4-6 =	0.00	\$0	\$2,508.75
Regular Students 7-12 =	0.00	\$0	\$22,303.18	Regular Students 7-12 =	0.00	\$0	\$4,059.83	Regular Students 7-12 =	0.00	\$0	\$12,543.77
DB Students =	0.00	\$0	\$11,545.90	DB Students =	0.00	\$0	\$4,059.83	DB Students =	0.00	\$0	\$12,543.77
ED Students =	0.00	\$0	\$3,616.36	ED Students =	0.00	\$0	\$1,623.93	ED Students =	0.00	\$0	\$5,017.51
EMD Students =	0.00	\$0	\$3,079.91	EMD Students =	0.00	\$0	\$1,623.93	EMD Students =	0.00	\$0	\$3,345.00
HHPD Students =	0.00	\$0	\$7,697.27	HHPD Students =	0.00	\$0	\$2,706.55	HHPD Students =	0.00	\$0	\$3,362.51
ILC Students =	0.00	\$0	\$5,370.19	ILC Students =	0.00	\$0	\$2,706.55	ILC Students =	0.00	\$0	\$5,834.31
OI Students =	0.00	\$0	\$5,772.96	OI Students =	0.00	\$0	\$2,706.55	OI Students =	0.00	\$0	\$5,834.31
PS Students =	0.00	\$0	\$7,697.27	PS Students =	0.00	\$0	\$2,706.55	PS Students =	0.00	\$0	\$3,362.51
SMD Students =	0.00	\$0	\$4,616.36	SMD Students =	0.00	\$0	\$2,706.55	SMD Students =	0.00	\$0	\$5,017.51
SP Students =	0.00	\$0	\$7,697.27	SP Students =	0.00	\$0	\$16,239.32	SP Students =	0.00	\$0	\$5,362.51
TBI Students =	0.00	\$0	\$7,697.27	TBI Students =	0.00	\$0	\$2,706.55	TBI Students =	0.00	\$0	\$5,362.51
TMD Students =	0.00	\$0	\$7,697.27	TMD Students =	0.00	\$0	\$2,706.55	TMD Students =	0.00	\$0	\$5,362.51
VI Students =	0.00	\$0	\$5,772.96	VI Students =	0.00	\$0	\$2,026.92	VI Students =	0.00	\$0	\$5,271.88
Totals	0.00	\$0	\$0	Totals	0.00	\$0	\$0	Totals	0.00	\$0	\$0

34 Colonial				37 Delaware				38 Indian River			
Kindergarten Students =	#	Local Pupil Rate	Amount	Kindergarten Students =	#	Local Pupil Rate	Amount	Kindergarten Students =	#	Local Pupil Rate	Amount
Regular Students 1-3 =	0.00	\$1,956.79	\$0	Kindergarten Students =	0.00	\$459.64	\$0	Kindergarten Students =	0.00	\$2,001.67	\$0
Regular Students 4-6 =	0.00	\$1,956.79	\$0	Regular Students 1-3 =	0.00	\$879.29	\$0	Regular Students 1-3 =	0.00	\$2,001.67	\$0
Regular Students 7-12 =	0.00	\$1,711.11	\$0	Regular Students 4-6 =	0.00	\$891.58	\$0	Regular Students 4-6 =	0.00	\$1,741.45	\$0
AUT Students =	0.00	\$8,555.54	\$0	Regular Students 7-12 =	0.00	\$4,265.89	\$0	Regular Students 7-12 =	0.00	\$1,741.45	\$0
DB Students =	0.00	\$8,555.54	\$0	AUT Students =	0.00	\$4,265.89	\$0	AUT Students =	0.00	\$8,707.26	\$0
ED Students =	0.00	\$3,422.21	\$0	DB Students =	0.00	\$1,703.96	\$0	DB Students =	0.00	\$8,707.26	\$0
EMD Students =	0.00	\$2,281.46	\$0	ED Students =	0.00	\$1,703.96	\$0	EMD Students =	0.00	\$2,482.90	\$0
HHPD Students =	0.00	\$5,703.69	\$0	EMD Students =	0.00	\$1,703.96	\$0	HHPD Students =	0.00	\$2,321.93	\$0
ILC Students =	0.00	\$3,973.32	\$0	HHPD Students =	0.00	\$2,836.93	\$0	ILC Students =	0.00	\$5,804.84	\$0
LC Students =	0.00	\$4,277.77	\$0	ILC Students =	0.00	\$1,881.35	\$0	LC Students =	0.00	\$4,043.89	\$0
OHI Students =	0.00	\$5,703.69	\$0	LC Students =	0.00	\$2,120.35	\$0	OHI Students =	0.00	\$4,353.83	\$0
PS Students =	0.00	\$5,703.69	\$0	OHI Students =	0.00	\$2,836.93	\$0	PS Students =	0.00	\$5,804.84	\$0
SMD Students =	0.00	\$3,422.21	\$0	PS Students =	0.00	\$1,703.96	\$0	SMD Students =	0.00	\$5,804.84	\$0
SP Students =	0.00	\$5,703.69	\$0	SMD Students =	0.00	\$2,836.93	\$0	SP Students =	0.00	\$5,804.84	\$0
TBI Students =	0.00	\$3,422.21	\$0	SP Students =	0.00	\$17,036.57	\$0	TBI Students =	0.00	\$3,423.02	\$0
TMD Students =	0.00	\$5,703.69	\$0	TBI Students =	0.00	\$2,836.93	\$0	TMD Students =	0.00	\$5,804.84	\$0
VI Students =	0.00	\$4,277.77	\$0	TMD Students =	0.00	\$2,836.93	\$0	VI Students =	0.00	\$4,353.83	\$0
Totals	0.00		\$0	VI Students =	0.00	\$2,120.35	\$0	Totals	0.00		\$0

15 Lake Forest				16 Laurel				18 Millford			
Kindergarten Students =	#	Local Pupil Rate	Amount	Kindergarten Students =	#	Local Pupil Rate	Amount	Kindergarten Students =	#	Local Pupil Rate	Amount
Regular Students 1-3 =	0.00	\$895.60	\$0	Kindergarten Students =	0.00	\$820.55	\$0	Kindergarten Students =	0.00	\$448.19	\$0
Regular Students 4-6 =	0.00	\$895.60	\$0	Regular Students 1-3 =	0.00	\$861.10	\$0	Regular Students 1-3 =	0.00	\$806.38	\$0
Regular Students 7-12 =	0.00	\$782.65	\$0	Regular Students 4-6 =	0.00	\$807.84	\$0	Regular Students 4-6 =	0.00	\$779.85	\$0
AUT Students =	0.00	\$3,913.27	\$0	Regular Students 7-12 =	0.00	\$807.84	\$0	Regular Students 7-12 =	0.00	\$779.85	\$0
DB Students =	0.00	\$3,913.27	\$0	AUT Students =	0.00	\$4,039.19	\$0	AUT Students =	0.00	\$3,692.25	\$0
ED Students =	0.00	\$1,565.31	\$0	DB Students =	0.00	\$4,039.19	\$0	ED Students =	0.00	\$3,692.25	\$0
EMD Students =	0.00	\$1,045.34	\$0	ED Students =	0.00	\$1,515.67	\$0	EMD Students =	0.00	\$1,559.70	\$0
ILC Students =	0.00	\$2,606.85	\$0	EMD Students =	0.00	\$1,077.12	\$0	ILC Students =	0.00	\$1,039.50	\$0
LC Students =	0.00	\$1,820.12	\$0	ILC Students =	0.00	\$2,692.79	\$0	LC Students =	0.00	\$2,399.50	\$0
OHI Students =	0.00	\$1,865.63	\$0	LC Students =	0.00	\$1,878.69	\$0	OHI Students =	0.00	\$1,439.65	\$0
PS Students =	0.00	\$2,606.85	\$0	OHI Students =	0.00	\$2,019.59	\$0	PS Students =	0.00	\$2,569.50	\$0
SMD Students =	0.00	\$2,606.85	\$0	PS Students =	0.00	\$2,692.79	\$0	SMD Students =	0.00	\$2,569.50	\$0
SP Students =	0.00	\$1,565.31	\$0	SMD Students =	0.00	\$1,515.67	\$0	SP Students =	0.00	\$15,597.00	\$0
TBI Students =	0.00	\$2,606.85	\$0	SP Students =	0.00	\$2,692.79	\$0	TBI Students =	0.00	\$2,569.50	\$0
TMD Students =	0.00	\$2,606.85	\$0	TBI Students =	0.00	\$2,692.79	\$0	TMD Students =	0.00	\$2,569.50	\$0
VI Students =	0.00	\$1,955.63	\$0	TMD Students =	0.00	\$2,692.79	\$0	VI Students =	0.00	\$1,948.63	\$0
Totals	0.00		\$0	VI Students =	0.00	\$2,019.59	\$0	Totals	0.00		\$0

32 Red Clay				23 Seaford				24 Smyrna			
Kindergarten Students =	#	Local Pupil Rate	Amount	Kindergarten Students =	#	Local Pupil Rate	Amount	Kindergarten Students =	#	Local Pupil Rate	Amount
Regular Students 1-3 =	0.00	\$3,098.09	\$0	Regular Students 1-3 =	0.00	\$854.36	\$0	Regular Students 1-3 =	0.00	\$799.30	\$0
Regular Students 4-6 =	0.00	\$2,695.34	\$0	Regular Students 4-6 =	0.00	\$743.29	\$0	Regular Students 4-6 =	0.00	\$696.39	\$0
Regular Students 7-12 =	0.00	\$2,695.34	\$0	Regular Students 7-12 =	0.00	\$743.29	\$0	Regular Students 7-12 =	0.00	\$696.39	\$0
AUT Students =	0.00	\$13,476.70	\$0	AUT Students =	0.00	\$3,716.47	\$0	AUT Students =	0.00	\$3,476.96	\$0
DB Students =	0.00	\$5,476.70	\$0	DB Students =	0.00	\$3,716.47	\$0	DB Students =	0.00	\$3,476.96	\$0
ED Students =	0.00	\$3,693.78	\$0	ED Students =	0.00	\$1,486.59	\$0	ED Students =	0.00	\$1,360.78	\$0
EMD Students =	0.00	\$6,984.46	\$0	EMD Students =	0.00	\$991.06	\$0	EMD Students =	0.00	\$927.19	\$0
ILC Students =	0.00	\$6,268.23	\$0	ILC Students =	0.00	\$2,477.65	\$0	ILC Students =	0.00	\$2,317.97	\$0
LD Students =	0.00	\$6,738.35	\$0	LD Students =	0.00	\$1,728.59	\$0	LD Students =	0.00	\$1,617.19	\$0
OHI Students =	0.00	\$8,984.46	\$0	OHI Students =	0.00	\$1,655.23	\$0	OHI Students =	0.00	\$1,738.48	\$0
PS Students =	0.00	\$5,350.68	\$0	PS Students =	0.00	\$2,477.65	\$0	PS Students =	0.00	\$2,317.97	\$0
SMD Students =	0.00	\$8,984.46	\$0	SMD Students =	0.00	\$1,486.59	\$0	SMD Students =	0.00	\$1,360.78	\$0
SP Students =	0.00	\$53,906.78	\$0	SP Students =	0.00	\$2,477.65	\$0	SP Students =	0.00	\$2,317.97	\$0
TBI Students =	0.00	\$8,984.46	\$0	TBI Students =	0.00	\$14,863.87	\$0	TBI Students =	0.00	\$13,907.83	\$0
VI Students =	0.00	\$8,984.46	\$0	VI Students =	0.00	\$2,477.65	\$0	VI Students =	0.00	\$2,317.97	\$0
Totals	0.00	\$6,738.35	\$0	Totals	0.00	\$1,655.23	\$0	Totals	0.00	\$1,738.48	\$0

35 Woodbridge			
Kindergarten Students =	#	Local Pupil Rate	Amount
Regular Students 1-3 =	0.00	\$1,492.42	\$0
Regular Students 4-6 =	0.00	\$1,492.42	\$0
Regular Students 7-12 =	0.00	\$1,298.41	\$0
AUT Students =	0.00	\$6,492.03	\$0
DB Students =	0.00	\$6,492.03	\$0
ED Students =	0.00	\$2,596.81	\$0
EMD Students =	0.00	\$4,328.02	\$0
ILC Students =	0.00	\$3,019.55	\$0
LD Students =	0.00	\$3,246.02	\$0
OHI Students =	0.00	\$4,328.02	\$0
PS Students =	0.00	\$2,596.81	\$0
SMD Students =	0.00	\$4,328.02	\$0
SP Students =	0.00	\$25,968.12	\$0
TBI Students =	0.00	\$4,328.02	\$0
VI Students =	0.00	\$3,246.02	\$0
Totals	0.00	\$3,246.02	\$0

Delaware Institute of Technology
Charter School Application

APPENDIX B2

Revenue Estimates:
Year #1
(2012 – 2013)

12/13/2010

1.) Grade Configuration:	9-12	2.) Student Total:	180
		Regular:	152
		Special:	28
3.) Districts:			
54 Appoquinimink	90 Christina	0 Laurel	
0 Brandywine	36 Colonial	0 Milford	
0 Caesar Rodney	0 Delmar	0 Red Clay	
0 Cape Henlopen	0 Indian River	0 Seaford	
0 Capital	0 Lake Forest	0 Smyrna	
		0 Woodbridge	
4.) Transportation Eligible Students:	135	5.) Meals served but not prepared by the school	
Charter School Location:	New Castle		

0

Student Total = 180

Kindergarten Students =	0.00	Unit size Kindergarten students =	17.4
Regular Students 1-3 =	0.00	Unit size regular students 1-3 =	17.4
Regular Students 4-6 =	0.00	Unit size regular students 4-6 =	20
Regular Students 7-12 =	152.00	Unit size regular students 7-12 =	20
AUT Students =	0.00	Unit Size AUT Students =	4
DB Students =	0.00	Unit size DB students =	4
ED Students =	0.00	Unit size ED students =	10
EMD Students =	0.00	Unit size EMD students =	15
HHPD Students =	0.00	Unit size HHPD students =	6
ILC Students =	0.00	Unit size ILC students =	8.6
LD Students =	28.00	Unit size LD students =	8
OHI Students =	0.00	Unit size OHI students =	6
OI Students =	0.00	Unit size OI students =	6
PS Students =	0.00	Unit size PS students =	10
SMD Students =	0.00	Unit size SMD students =	6
SP Students =	0.00	Unit size SP students =	1
TBI Students =	0.00	Unit size TBI students =	6
TMD Students =	0.00	Unit size TMD students =	6
VI Students =	0.00	Unit size VI students =	8

0

FY 2011 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 =	12.00	\$37,250	\$447,000
Div I Reading Resource Teacher =	0.00	\$37,250	\$0
Div I Math Specialist =	0.00	\$37,250	\$0
Administrative Assistant =	1.00	\$51,281	\$51,281
Percentage 11 Month Supervisor =	0.08	\$54,466	\$4,357
Percentage Transportation Supervisor =	0.02	\$62,960	\$1,259
Principal =	0.00	\$64,956	\$0
Assistant Principal =	0.00	\$56,524	\$0
Percentage Psychologist =	0.08	\$43,139	\$3,451
Percentage Speech/Hearing =	0.09	\$44,584	\$4,013
Percentage Visiting Teacher =	0.05	\$43,589	\$2,179
Percentage Driver Education Teacher =	0.72	\$37,250	\$26,820
Nurse =	0.09	\$40,300	\$3,627
Academic Excellence Units =	0.72	\$37,250	\$26,820
Clerical Units =	1.00	\$29,255	\$29,255
Custodial Units =	1.00	\$23,531	\$23,531
Cafeteria Manager =	0.00	\$28,544	\$0
Cafeteria Worker =	1.31	\$10,177	\$13,332
Related Service Specialist =	0.00	\$43,589	\$0
Total Staffing =	18.16		
Total Staffing For Health Insurance =	16.85		

Total Salary Costs =		\$636,925
FY 2007 OEC Rate =	25.09%	\$159,805
Health Insurance Per FTE =	\$8,611	\$145,095

Subtotal Personnel Revenue = \$941,826

Other State Sources (based on Latest Available Values)

0

Professional & Curriculum Development =		\$	4,244
Student Success Block Grant		\$	-
Division II Units (No Vocational Courses) =	12.00		
Division II - All Other Costs - Current Unit Value =	\$ 3,115	\$	37,380
Division II - Energy - Current Unit Value =	\$ 2,402	\$	28,824
Division III - Equalization - Unit Value =	\$ 9,206	\$	110,473
Academic Excellence Division III =		\$	6,628
Division III Reading Resource Teacher =		\$	-
Division III Math Specialist =		\$	-
Academic Excellence Division II =		\$	-
Academic Excellence Allotment =		\$	-
MCI/Annual Maintenance =		\$	10,157
LEP =		\$	-
Technology Block Grants =		\$	-
Student Transportation Amount =		\$	129,959

Subtotal Other Sources = \$327,666

Grand Total State Sources = \$1,269,492

New Charter School Estimated State and Local Fund Calculations

Disclaimer: The following estimates will vary from actuals and do not account for any extenuating circumstances.
 -State earnings are detailed on the New Charter State Template Tab below.

Please enter the following information:

Click in next box and select grade configuration from drop down menu:

9-12

New Castle

Click in next box and select county from drop down menu:

Enter the number of students in the red cells below by school district and student type and the estimated funds will calculate below:

Also enter the number of tenth graders

State Funding	Local Funding	Total Funding
\$1,269,492	\$439,801	\$1,709,292

UNITS 12.00

Enter Estimated # of 10th Graders Here 90

29 Appalachia	#	Local Pupil Rate	Amount	31 Brandywine	#	Local Pupil Rate	Amount	10 Cassar Bedway	#	Local Pupil Rate	Amount
Kindergarten Students =	0.00	\$1,468.64	\$0	Kindergarten Students =	0.00	\$4,017.84	\$0	Kindergarten Students =	0.00	\$1,601.59	\$0
Regular Students 1-3 =	0.00	\$1,468.64	\$0	Regular Students 1-3 =	0.00	\$4,017.84	\$0	Regular Students 1-3 =	0.00	\$1,601.59	\$0
Regular Students 4-6 =	0.00	\$1,277.72	\$0	Regular Students 4-6 =	0.00	\$3,495.52	\$0	Regular Students 4-6 =	0.00	\$1,393.37	\$0
Regular Students 7-12 =	48.00	\$1,277.72	\$61,775	Regular Students 7-12 =	0.00	\$3,495.52	\$0	Regular Students 7-12 =	0.00	\$1,393.37	\$0
AUT Students =	0.00	\$6,386.58	\$0	AUT Students =	0.00	\$17,477.82	\$0	AUT Students =	0.00	\$5,996.87	\$0
DB Students =	0.00	\$6,386.58	\$0	DB Students =	0.00	\$17,477.82	\$0	DB Students =	0.00	\$5,996.87	\$0
ED Students =	0.00	\$2,555.43	\$0	ED Students =	0.00	\$6,991.05	\$0	ED Students =	0.00	\$2,786.75	\$0
EMD Students =	0.00	\$1,703.62	\$0	EMD Students =	0.00	\$4,660.70	\$0	EMD Students =	0.00	\$1,957.83	\$0
HHPO Students =	0.00	\$4,258.05	\$0	HHPO Students =	0.00	\$11,651.75	\$0	HHPO Students =	0.00	\$4,644.58	\$0
ILC Students =	0.00	\$2,971.43	\$0	ILC Students =	0.00	\$8,728.81	\$0	ILC Students =	0.00	\$3,240.41	\$0
LO Students =	8.00	\$2,971.43	\$23,771	LO Students =	0.00	\$11,651.75	\$0	LO Students =	0.00	\$3,463.44	\$0
OH Students =	0.00	\$4,258.05	\$0	OH Students =	0.00	\$11,651.75	\$0	OH Students =	0.00	\$4,644.58	\$0
PS Students =	0.00	\$2,955.43	\$0	PS Students =	0.00	\$6,991.05	\$0	PS Students =	0.00	\$2,786.75	\$0
SMD Students =	0.00	\$4,258.05	\$0	SMD Students =	0.00	\$11,651.75	\$0	SMD Students =	0.00	\$4,644.58	\$0
SP Students =	0.00	\$4,258.05	\$0	SP Students =	0.00	\$11,651.75	\$0	SP Students =	0.00	\$4,644.58	\$0
TBI Students =	0.00	\$4,258.05	\$0	TBI Students =	0.00	\$11,651.75	\$0	TBI Students =	0.00	\$4,644.58	\$0
TMD Students =	0.00	\$4,258.05	\$0	TMD Students =	0.00	\$11,651.75	\$0	TMD Students =	0.00	\$4,644.58	\$0
VI Students =	0.00	\$3,194.29	\$0	VI Students =	0.00	\$8,728.81	\$0	VI Students =	0.00	\$3,463.44	\$0
Totals	54.00		\$84,328		0.00		\$0		0.00		\$0

17 Cape Henlopen	#	Local Pupil Rate	Amount	13 Capital	#	Local Pupil Rate	Amount	33 Christina	#	Local Pupil Rate	Amount
Kindergarten Students =	0.00	\$2,654.23	\$0	Kindergarten Students =	0.00	\$933.29	\$0	Kindergarten Students =	0.00	\$1,441.81	\$0
Regular Students 1-3 =	0.00	\$2,654.23	\$0	Regular Students 1-3 =	0.00	\$933.29	\$0	Regular Students 1-3 =	0.00	\$2,883.62	\$0
Regular Students 4-6 =	0.00	\$2,309.18	\$0	Regular Students 4-6 =	0.00	\$811.97	\$0	Regular Students 4-6 =	0.00	\$2,506.75	\$0
Regular Students 7-12 =	0.00	\$2,309.18	\$0	Regular Students 7-12 =	0.00	\$811.97	\$0	Regular Students 7-12 =	75.00	\$2,506.75	\$190,065
AUT Students =	0.00	\$11,545.90	\$0	AUT Students =	0.00	\$4,059.83	\$0	AUT Students =	0.00	\$12,543.77	\$0
DB Students =	0.00	\$11,545.90	\$0	DB Students =	0.00	\$4,059.83	\$0	DB Students =	0.00	\$12,543.77	\$0
ED Students =	0.00	\$4,078.91	\$0	ED Students =	0.00	\$1,623.93	\$0	ED Students =	0.00	\$5,017.51	\$0
EMD Students =	0.00	\$5,070.71	\$0	EMD Students =	0.00	\$1,623.93	\$0	EMD Students =	0.00	\$3,465.00	\$0
HHPO Students =	0.00	\$5,070.71	\$0	HHPO Students =	0.00	\$1,623.93	\$0	HHPO Students =	0.00	\$3,465.00	\$0
ILC Students =	0.00	\$5,070.71	\$0	ILC Students =	0.00	\$1,623.93	\$0	ILC Students =	0.00	\$3,465.00	\$0
LO Students =	0.00	\$5,070.71	\$0	LO Students =	0.00	\$1,623.93	\$0	LO Students =	0.00	\$3,465.00	\$0
OH Students =	0.00	\$7,697.27	\$0	OH Students =	0.00	\$2,706.55	\$0	OH Students =	0.00	\$8,362.51	\$0
PS Students =	0.00	\$7,697.27	\$0	PS Students =	0.00	\$2,706.55	\$0	PS Students =	0.00	\$8,362.51	\$0
SMD Students =	0.00	\$7,697.27	\$0	SMD Students =	0.00	\$2,706.55	\$0	SMD Students =	0.00	\$8,362.51	\$0
SP Students =	0.00	\$7,697.27	\$0	SP Students =	0.00	\$2,706.55	\$0	SP Students =	0.00	\$8,362.51	\$0
TBI Students =	0.00	\$7,697.27	\$0	TBI Students =	0.00	\$2,706.55	\$0	TBI Students =	0.00	\$8,362.51	\$0
TMD Students =	0.00	\$7,697.27	\$0	TMD Students =	0.00	\$2,706.55	\$0	TMD Students =	0.00	\$8,362.51	\$0
VI Students =	0.00	\$5,772.95	\$0	VI Students =	0.00	\$2,029.92	\$0	VI Students =	0.00	\$5,271.88	\$0
Totals	0.00		\$0		0.00		\$0		90.00		\$278,471

34 Colonial				37 Dairmont				38 Indian River			
#	Local Pupil Rate	Amount	#	Local Pupil Rate	Amount	#	Local Pupil Rate	Amount	#	Local Pupil Rate	Amount
0.00	\$1,665.76	\$0	0.00	\$489.64	\$0	0.00	\$2,001.67	\$0	0.00	\$2,001.67	\$0
0.00	\$1,665.76	\$0	0.00	\$979.29	\$0	0.00	\$2,001.67	\$0	0.00	\$2,001.67	\$0
0.00	\$1,711.11	\$0	0.00	\$951.98	\$0	0.00	\$1,741.45	\$0	0.00	\$1,741.45	\$0
30.00	\$8,555.54	\$58,333	0.00	\$4,259.89	\$0	0.00	\$8,707.26	\$0	0.00	\$8,707.26	\$0
0.00	\$3,422.21	\$0	0.00	\$1,703.96	\$0	0.00	\$3,422.21	\$0	0.00	\$3,422.21	\$0
0.00	\$5,703.69	\$0	0.00	\$2,839.93	\$0	0.00	\$5,703.69	\$0	0.00	\$5,703.69	\$0
0.00	\$3,973.32	\$0	0.00	\$1,936.97	\$0	0.00	\$3,973.32	\$0	0.00	\$3,973.32	\$0
0.00	\$4,277.77	\$0	0.00	\$2,118.35	\$0	0.00	\$4,277.77	\$0	0.00	\$4,277.77	\$0
6.00	\$5,703.69	\$25,667	0.00	\$2,839.93	\$0	0.00	\$5,703.69	\$0	0.00	\$5,703.69	\$0
0.00	\$5,703.69	\$0	0.00	\$2,839.93	\$0	0.00	\$5,703.69	\$0	0.00	\$5,703.69	\$0
0.00	\$3,422.21	\$0	0.00	\$1,703.96	\$0	0.00	\$3,422.21	\$0	0.00	\$3,422.21	\$0
0.00	\$5,703.69	\$0	0.00	\$2,839.93	\$0	0.00	\$5,703.69	\$0	0.00	\$5,703.69	\$0
0.00	\$3,422.21	\$0	0.00	\$1,703.96	\$0	0.00	\$3,422.21	\$0	0.00	\$3,422.21	\$0
0.00	\$5,703.69	\$0	0.00	\$2,839.93	\$0	0.00	\$5,703.69	\$0	0.00	\$5,703.69	\$0
0.00	\$5,703.69	\$0	0.00	\$2,839.93	\$0	0.00	\$5,703.69	\$0	0.00	\$5,703.69	\$0
0.00	\$4,277.77	\$0	0.00	\$2,118.35	\$0	0.00	\$4,277.77	\$0	0.00	\$4,277.77	\$0
36.00		\$77,000	0.00	\$2,129.95	\$0	0.00		\$0	0.00	\$4,593.63	\$0
			0.00		\$0			\$0			\$0

15 Lake Forest				16 Laurel				19 Milford			
#	Local Pupil Rate	Amount	#	Local Pupil Rate	Amount	#	Local Pupil Rate	Amount	#	Local Pupil Rate	Amount
0.00	\$999.60	\$0	0.00	\$928.55	\$0	0.00	\$448.19	\$0	0.00	\$448.19	\$0
0.00	\$999.60	\$0	0.00	\$928.55	\$0	0.00	\$805.38	\$0	0.00	\$805.38	\$0
0.00	\$782.65	\$0	0.00	\$907.84	\$0	0.00	\$779.85	\$0	0.00	\$779.85	\$0
0.00	\$3,913.27	\$0	0.00	\$4,038.19	\$0	0.00	\$3,899.25	\$0	0.00	\$3,899.25	\$0
0.00	\$1,565.31	\$0	0.00	\$1,638.19	\$0	0.00	\$1,559.70	\$0	0.00	\$1,559.70	\$0
0.00	\$1,043.54	\$0	0.00	\$1,077.12	\$0	0.00	\$1,039.80	\$0	0.00	\$1,039.80	\$0
0.00	\$2,608.85	\$0	0.00	\$2,692.79	\$0	0.00	\$2,599.50	\$0	0.00	\$2,599.50	\$0
0.00	\$1,820.12	\$0	0.00	\$1,878.69	\$0	0.00	\$1,813.60	\$0	0.00	\$1,813.60	\$0
0.00	\$1,865.63	\$0	0.00	\$2,019.59	\$0	0.00	\$1,949.63	\$0	0.00	\$1,949.63	\$0
0.00	\$2,608.85	\$0	0.00	\$2,692.79	\$0	0.00	\$2,599.50	\$0	0.00	\$2,599.50	\$0
0.00	\$1,565.31	\$0	0.00	\$1,615.67	\$0	0.00	\$1,559.70	\$0	0.00	\$1,559.70	\$0
0.00	\$2,608.85	\$0	0.00	\$2,692.79	\$0	0.00	\$2,599.50	\$0	0.00	\$2,599.50	\$0
0.00	\$1,865.63	\$0	0.00	\$1,916.74	\$0	0.00	\$1,813.60	\$0	0.00	\$1,813.60	\$0
0.00	\$1,865.63	\$0	0.00	\$2,692.79	\$0	0.00	\$2,599.50	\$0	0.00	\$2,599.50	\$0
0.00	\$1,865.63	\$0	0.00	\$2,692.79	\$0	0.00	\$1,813.60	\$0	0.00	\$1,813.60	\$0
0.00		\$0	0.00	\$2,019.59	\$0	0.00		\$0	0.00		\$0
0.00		\$0	0.00		\$0	0.00		\$0	0.00		\$0

32 Red Clay	#	Local Pupil Rate	Amount	23 Sheaford	#	Local Pupil Rate	Amount	24 Smyrna	#	Local Pupil Rate	Amount
Kindergarten Students =	0.00	\$3,096.09	\$0	Kindergarten Students =	0.00	\$854.35	\$0	Kindergarten Students =	0.00	\$799.30	\$0
Regular Students 1-3 =	0.00	\$3,096.09	\$0	Regular Students 1-3 =	0.00	\$854.35	\$0	Regular Students 1-3 =	0.00	\$799.30	\$0
Regular Students 4-5 =	0.00	\$2,695.34	\$0	Regular Students 4-5 =	0.00	\$743.23	\$0	Regular Students 4-5 =	0.00	\$695.39	\$0
Regular Students 7-12 =	0.00	\$13,476.70	\$0	Regular Students 7-12 =	0.00	\$13,476.70	\$0	Regular Students 7-12 =	0.00	\$12,762.85	\$0
AUT Students =	0.00	\$13,476.70	\$0	AUT Students =	0.00	\$13,476.70	\$0	AUT Students =	0.00	\$12,762.85	\$0
OE Students =	0.00	\$5,390.68	\$0	OE Students =	0.00	\$5,390.68	\$0	OE Students =	0.00	\$5,476.98	\$0
ED Students =	0.00	\$5,390.68	\$0	ED Students =	0.00	\$5,390.68	\$0	ED Students =	0.00	\$5,476.98	\$0
HHPD Students =	0.00	\$3,994.46	\$0	HHPD Students =	0.00	\$3,994.46	\$0	HHPD Students =	0.00	\$3,994.46	\$0
ILC Students =	0.00	\$5,269.23	\$0	ILC Students =	0.00	\$5,269.23	\$0	ILC Students =	0.00	\$5,269.23	\$0
LO Students =	0.00	\$6,736.35	\$0	LO Students =	0.00	\$6,736.35	\$0	LO Students =	0.00	\$6,736.35	\$0
OHI Students =	0.00	\$8,994.46	\$0	OHI Students =	0.00	\$8,994.46	\$0	OHI Students =	0.00	\$8,994.46	\$0
PS Students =	0.00	\$5,390.68	\$0	PS Students =	0.00	\$5,390.68	\$0	PS Students =	0.00	\$5,390.68	\$0
SMD Students =	0.00	\$5,390.68	\$0	SMD Students =	0.00	\$5,390.68	\$0	SMD Students =	0.00	\$5,390.68	\$0
SP Students =	0.00	\$53,906.78	\$0	SP Students =	0.00	\$53,906.78	\$0	SP Students =	0.00	\$53,906.78	\$0
TBI Students =	0.00	\$8,994.46	\$0	TBI Students =	0.00	\$8,994.46	\$0	TBI Students =	0.00	\$8,994.46	\$0
TMD Students =	0.00	\$8,994.46	\$0	TMD Students =	0.00	\$8,994.46	\$0	TMD Students =	0.00	\$8,994.46	\$0
VI Students =	0.00	\$6,736.35	\$0	VI Students =	0.00	\$6,736.35	\$0	VI Students =	0.00	\$6,736.35	\$0
Totals	0.00		\$0	Totals	0.00		\$0	Totals	0.00		\$0

35 Woodbridge	#	Local Pupil Rate	Amount
Kindergarten Students =	0.00	\$1,492.42	\$0
Regular Students 1-3 =	0.00	\$1,492.42	\$0
Regular Students 4-5 =	0.00	\$1,258.41	\$0
Regular Students 7-12 =	0.00	\$6,452.03	\$0
AUT Students =	0.00	\$6,452.03	\$0
OE Students =	0.00	\$2,596.81	\$0
ED Students =	0.00	\$2,596.81	\$0
HHPD Students =	0.00	\$1,731.21	\$0
ILC Students =	0.00	\$4,328.02	\$0
LO Students =	0.00	\$3,246.02	\$0
OHI Students =	0.00	\$4,328.02	\$0
PS Students =	0.00	\$2,596.81	\$0
SMD Students =	0.00	\$4,328.02	\$0
SP Students =	0.00	\$25,968.12	\$0
TBI Students =	0.00	\$4,328.02	\$0
TMD Students =	0.00	\$4,328.02	\$0
VI Students =	0.00	\$3,246.02	\$0
Totals	0.00		\$0

Delaware Institute of Technology
Charter School Application

APPENDIX B3

Revenue Estimates:
Year #2
(2013 – 2014)

12/13/2010

1.) Grade Configuration:	9-12	2.) Student Total:	300
		Regular:	254
		Special:	46
3.) Districts:			
90 Appoquinimink	150 Christina	0 Laurel	
0 Brandywine	60 Colonial	0 Milford	
0 Caesar Rodney	0 Delmar	0 Red Clay	
0 Cape Henlopen	0 Indian River	0 Seaford	
0 Capital	0 Lake Forest	0 Smyrna	
		0 Woodbridge	
4.) Transportation Eligible Students:	225	5.) Meals served but not prepared by the school	
Charter School Location New Castle			

0			
Student Total =	300		
Kindergarten Students =	0.00	Unit size Kindergarten students =	17.4
Regular Students 1-3 =	0.00	Unit size regular students 1-3 =	17.4
Regular Students 4-6 =	0.00	Unit size regular students 4-6 =	20
Regular Students 7-12 =	254.00	Unit size regular students 7-12 =	20
AUT Students =	0.00	Unit Size AUT Students =	4
DB Students =	0.00	Unit size DB students =	4
ED Students =	0.00	Unit size ED students =	10
EMD Students =	0.00	Unit size EMD students =	15
HHPD Students =	0.00	Unit size HHPD students =	6
ILC Students =	0.00	Unit size ILC students =	8.6
LD Students =	46.00	Unit size LD students =	8
OHI Students =	0.00	Unit size OHI students =	6
OI Students =	0.00	Unit size OI students =	6
PS Students =	0.00	Unit size PS students =	10
SMD Students =	0.00	Unit size SMD students =	6
SP Students =	0.00	Unit size SP students =	1
TBI Students =	0.00	Unit size TBI students =	6
TMD Students =	0.00	Unit size TMD students =	6
VI Students =	0.00	Unit size VI students =	8

FY 2011 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 =	19.00	\$37,250	\$707,750
Div I Reading Resource Teacher =	0.00	\$37,250	\$0
Div I Math Specialist =	0.00	\$37,250	\$0
Administrative Assistant =	1.00	\$51,281	\$51,281
Percentage 11 Month Supervisor =	0.13	\$54,466	\$7,081
Percentage Transportation Supervisor =	0.03	\$62,960	\$1,889
Principal =	1.00	\$64,956	\$64,956
Assistant Principal =	0.00	\$56,524	\$0
Percentage Psychologist =	0.13	\$43,139	\$5,608
Percentage Speech/Hearing =	0.14	\$44,584	\$6,242
Percentage Visiting Teacher =	0.08	\$43,589	\$3,487
Percentage Driver Education Teacher =	0.72	\$37,250	\$26,820
Nurse =	0.14	\$40,300	\$5,743
Academic Excellence Units =	1.20	\$37,250	\$44,700
Clerical Units =	1.00	\$29,255	\$29,255
Custodial Units =	1.00	\$23,531	\$23,531
Cafeteria Manager =	0.00	\$28,544	\$0
Cafeteria Worker =	2.19	\$10,177	\$22,288
Related Service Specialist =	0.00	\$43,589	\$0
Total Staffing =	27.76		
Total Staffing For Health Insurance =	25.57		

Total Salary Costs =		\$1,000,630
FY 2007 OEC Rate =	25.09%	\$251,058
Health Insurance Per FTE =	\$8,611	\$220,205

Subtotal Personnel Revenue = \$1,471,893

Other State Sources (based on Latest Available Values)

0

Professional & Curriculum Development =		\$	6,737
Student Success Block Grant		\$	-
Division II Units (No Vocational Courses) =	19.00		
Division II - All Other Costs - Current Unit Value =	\$ 3,115	\$	59,185
Division II - Energy - Current Unit Value =	\$ 2,402	\$	45,638
Division III - Equalization - Unit Value =	\$ 9,206	\$	174,916
Academic Excellence Division III =		\$	11,047
Division III Reading Resource Teacher =		\$	-
Division III Math Specialist =		\$	-
Academic Excellence Division II =		\$	-
Academic Excellence Allotment =		\$	-
MCI/Annual Maintenance =		\$	16,929
LEP =		\$	-
Technology Block Grants =		\$	-
Student Transportation Amount =		\$	216,599

Subtotal Other Sources = \$531,050

Grand Total State Sources = \$2,002,943

New Charter School Estimated State and Local Fund Calculations

Disclaimer: The following estimates will vary from actuals and do not account for any extenuating circumstances.
 --State earnings are detailed on the New Charter State Template Tab below.

Please enter the following information:

Click in next box and select grade configuration from drop down menu: 9-12 New Castle
 Click in next box and select county from drop down menu:
 Enter the number of students in the red cells below by school district and student type and the estimated funds will calculate below.

Also enter the number of tenth graders

State Funding	Local Funding	Total Funding
\$2,002,943	\$730,458	\$2,733,401

UNITS 19.00

Enter Estimated # of 10th Graders Here

90

28 Appalachia/Link	#	Local Pupil Rate	Amount	31 Brand/Wayne	#	Local Pupil Rate	Amount	10 Caesar Rodney	#	Local Pupil Rate	Amount
Kindergarten Students =	0.00	\$1,468.64	\$0	Kindergarten Students =	0.00	\$4,017.64	\$0	Kindergarten Students =	0.00	\$1,801.58	\$0
Regular Students 1-3 =	0.00	\$1,468.64	\$0	Regular Students 1-3 =	0.00	\$4,017.64	\$0	Regular Students 1-3 =	0.00	\$1,801.58	\$0
Regular Students 4-6 =	0.00	\$1,468.64	\$0	Regular Students 4-6 =	0.00	\$3,495.52	\$0	Regular Students 4-6 =	0.00	\$1,353.37	\$0
Regular Students 7-12 =	76.00	\$1,777.72	\$97,107	Regular Students 7-12 =	0.00	\$3,495.52	\$0	Regular Students 7-12 =	0.00	\$1,353.37	\$0
AUT Students =	0.00	\$8,388.58	\$0	AUT Students =	0.00	\$17,477.82	\$0	AUT Students =	0.00	\$6,986.87	\$0
DB Students =	0.00	\$8,388.58	\$0	DB Students =	0.00	\$17,477.82	\$0	DB Students =	0.00	\$6,986.87	\$0
ED Students =	0.00	\$2,555.43	\$0	ED Students =	0.00	\$6,991.05	\$0	ED Students =	0.00	\$2,766.75	\$0
EMD Students =	0.00	\$1,703.62	\$0	EMD Students =	0.00	\$4,660.17	\$0	EMD Students =	0.00	\$1,857.93	\$0
ILC Students =	0.00	\$4,259.05	\$0	ILC Students =	0.00	\$11,651.75	\$0	ILC Students =	0.00	\$4,644.58	\$0
LD Students =	14.00	\$2,971.43	\$44,720	LD Students =	0.00	\$8,738.81	\$0	LD Students =	0.00	\$3,240.41	\$0
OHI Students =	0.00	\$3,194.28	\$0	OHI Students =	0.00	\$11,651.75	\$0	OHI Students =	0.00	\$3,483.44	\$0
PS Students =	0.00	\$4,259.05	\$0	PS Students =	0.00	\$6,991.05	\$0	PS Students =	0.00	\$4,644.58	\$0
SMD Students =	0.00	\$2,555.43	\$0	SMD Students =	0.00	\$11,651.75	\$0	SMD Students =	0.00	\$2,766.75	\$0
SP Students =	0.00	\$4,259.05	\$0	SP Students =	0.00	\$89,910.48	\$0	SP Students =	0.00	\$4,644.58	\$0
TBI Students =	0.00	\$4,259.05	\$0	TBI Students =	0.00	\$11,651.75	\$0	TBI Students =	0.00	\$2,766.75	\$0
TMD Students =	0.00	\$4,259.05	\$0	TMD Students =	0.00	\$11,651.75	\$0	TMD Students =	0.00	\$4,644.58	\$0
VI Students =	0.00	\$3,194.28	\$0	VI Students =	0.00	\$8,738.81	\$0	VI Students =	0.00	\$3,483.44	\$0
Totals	90.00		\$141,827		0.00		\$0		0.00		\$0

12 Cape Henlopen	#	Local Pupil Rate	Amount	13 Capital	#	Local Pupil Rate	Amount	33 Christina	#	Local Pupil Rate	Amount
Kindergarten Students =	0.00	\$2,654.23	\$0	Kindergarten Students =	0.00	\$935.29	\$0	Kindergarten Students =	0.00	\$1,441.81	\$0
Regular Students 1-3 =	0.00	\$2,654.23	\$0	Regular Students 1-3 =	0.00	\$935.29	\$0	Regular Students 1-3 =	0.00	\$2,863.62	\$0
Regular Students 4-6 =	0.00	\$2,393.18	\$0	Regular Students 4-6 =	0.00	\$111.97	\$0	Regular Students 4-6 =	0.00	\$2,508.75	\$0
Regular Students 7-12 =	0.00	\$11,545.90	\$0	Regular Students 7-12 =	0.00	\$4,059.93	\$0	Regular Students 7-12 =	127.00	\$3,508.75	\$318,611
AUT Students =	0.00	\$11,545.90	\$0	AUT Students =	0.00	\$4,059.93	\$0	AUT Students =	0.00	\$12,543.77	\$0
DB Students =	0.00	\$4,618.36	\$0	DB Students =	0.00	\$1,623.93	\$0	DB Students =	0.00	\$5,077.51	\$0
ED Students =	0.00	\$3,078.91	\$0	ED Students =	0.00	\$1,082.82	\$0	ED Students =	0.00	\$3,365.00	\$0
EMD Students =	0.00	\$7,697.27	\$0	EMD Students =	0.00	\$2,706.55	\$0	EMD Students =	0.00	\$8,364.31	\$0
ILC Students =	0.00	\$5,370.19	\$0	ILC Students =	0.00	\$1,888.29	\$0	ILC Students =	0.00	\$5,271.89	\$144,253
LD Students =	0.00	\$7,772.96	\$0	LD Students =	0.00	\$2,028.92	\$0	LD Students =	0.00	\$8,362.51	\$0
OHI Students =	0.00	\$7,697.27	\$0	OHI Students =	0.00	\$2,706.55	\$0	OHI Students =	0.00	\$5,077.51	\$0
PS Students =	0.00	\$4,618.36	\$0	PS Students =	0.00	\$1,623.93	\$0	PS Students =	0.00	\$8,362.51	\$0
SMD Students =	0.00	\$7,697.27	\$0	SMD Students =	0.00	\$2,706.55	\$0	SMD Students =	0.00	\$5,077.51	\$0
SP Students =	0.00	\$7,697.27	\$0	SP Students =	0.00	\$16,239.32	\$0	SP Students =	0.00	\$5,077.51	\$0
TBI Students =	0.00	\$7,697.27	\$0	TBI Students =	0.00	\$2,706.55	\$0	TBI Students =	0.00	\$8,362.51	\$0
TMD Students =	0.00	\$7,697.27	\$0	TMD Students =	0.00	\$2,706.55	\$0	TMD Students =	0.00	\$8,362.51	\$0
VI Students =	0.00	\$5,772.85	\$0	VI Students =	0.00	\$2,028.92	\$0	VI Students =	0.00	\$5,271.89	\$0
Totals	0.00		\$0		0.00		\$0		150.00		\$462,854

34 Colonial				37 Delmar				38 Indian River			
Kindergarten Students =	#	Local Pupil Rate	Amount	Kindergarten Students =	#	Local Pupil Rate	Amount	Kindergarten Students =	#	Local Pupil Rate	Amount
Regular Students 1-3 =	0.00	\$1,556.79	\$0	Regular Students 1-3 =	0.00	\$489.64	\$0	Regular Students 1-3 =	0.00	\$2,001.67	\$0
Regular Students 4-6 =	0.00	\$1,556.79	\$0	Regular Students 4-6 =	0.00	\$979.29	\$0	Regular Students 4-6 =	0.00	\$2,001.67	\$0
Regular Students 7-12 =	0.00	\$1,711.11	\$0	Regular Students 7-12 =	0.00	\$851.99	\$0	Regular Students 7-12 =	0.00	\$1,741.45	\$0
AUT Students =	0.00	\$8,555.54	\$87,267	AUT Students =	0.00	\$851.99	\$0	AUT Students =	0.00	\$1,741.45	\$0
DB Students =	0.00	\$8,555.54	\$0	DB Students =	0.00	\$4,258.89	\$0	DB Students =	0.00	\$8,707.26	\$0
ED Students =	0.00	\$3,422.21	\$0	ED Students =	0.00	\$4,258.89	\$0	ED Students =	0.00	\$8,707.26	\$0
HHPD Students =	0.00	\$2,281.46	\$0	HHPD Students =	0.00	\$1,703.96	\$0	HHPD Students =	0.00	\$3,482.90	\$0
ILC Students =	0.00	\$5,703.69	\$0	ILC Students =	0.00	\$1,703.96	\$0	ILC Students =	0.00	\$2,321.93	\$0
LD Students =	0.00	\$3,979.32	\$0	LD Students =	0.00	\$2,638.93	\$0	LD Students =	0.00	\$5,804.84	\$0
OHI Students =	0.00	\$4,277.77	\$38,500	OHI Students =	0.00	\$2,638.93	\$0	OHI Students =	0.00	\$4,353.63	\$0
PS Students =	0.00	\$5,703.69	\$0	PS Students =	0.00	\$2,638.93	\$0	PS Students =	0.00	\$5,804.84	\$0
SMD Students =	0.00	\$3,422.21	\$0	SMD Students =	0.00	\$1,703.96	\$0	SMD Students =	0.00	\$3,482.90	\$0
SP Students =	0.00	\$5,703.69	\$0	SP Students =	0.00	\$2,638.93	\$0	SP Students =	0.00	\$5,804.84	\$0
TBI Students =	0.00	\$34,222.14	\$0	TBI Students =	0.00	\$17,039.57	\$0	TBI Students =	0.00	\$34,829.02	\$0
TMD Students =	0.00	\$5,703.69	\$0	TMD Students =	0.00	\$2,638.93	\$0	TMD Students =	0.00	\$5,804.84	\$0
VI Students =	0.00	\$4,277.77	\$0	VI Students =	0.00	\$2,638.93	\$0	VI Students =	0.00	\$5,804.84	\$0
Totals	60.00		\$125,767		0.00		\$0		0.00	\$4,353.63	\$0

15 Lake Forest				16 Laurel				18 Milford			
Kindergarten Students =	#	Local Pupil Rate	Amount	Kindergarten Students =	#	Local Pupil Rate	Amount	Kindergarten Students =	#	Local Pupil Rate	Amount
Regular Students 1-3 =	0.00	\$609.60	\$0	Regular Students 1-3 =	0.00	\$928.55	\$0	Regular Students 1-3 =	0.00	\$448.19	\$0
Regular Students 4-6 =	0.00	\$609.60	\$0	Regular Students 4-6 =	0.00	\$928.00	\$0	Regular Students 4-6 =	0.00	\$905.38	\$0
Regular Students 7-12 =	0.00	\$782.65	\$0	Regular Students 7-12 =	0.00	\$907.84	\$0	Regular Students 7-12 =	0.00	\$779.85	\$0
AUT Students =	0.00	\$3,913.27	\$0	AUT Students =	0.00	\$907.84	\$0	AUT Students =	0.00	\$779.85	\$0
DB Students =	0.00	\$3,913.27	\$0	DB Students =	0.00	\$4,038.19	\$0	DB Students =	0.00	\$3,859.25	\$0
ED Students =	0.00	\$1,565.31	\$0	ED Students =	0.00	\$1,615.77	\$0	ED Students =	0.00	\$3,859.25	\$0
HHPD Students =	0.00	\$1,043.54	\$0	HHPD Students =	0.00	\$1,615.77	\$0	HHPD Students =	0.00	\$1,559.70	\$0
ILC Students =	0.00	\$2,608.85	\$0	ILC Students =	0.00	\$2,692.79	\$0	ILC Students =	0.00	\$1,039.80	\$0
LD Students =	0.00	\$1,820.12	\$0	LD Students =	0.00	\$2,692.79	\$0	LD Students =	0.00	\$2,599.50	\$0
OHI Students =	0.00	\$1,965.63	\$0	OHI Students =	0.00	\$1,876.69	\$0	OHI Students =	0.00	\$1,813.60	\$0
PS Students =	0.00	\$2,608.85	\$0	PS Students =	0.00	\$2,692.79	\$0	PS Students =	0.00	\$1,813.60	\$0
SMD Students =	0.00	\$1,565.31	\$0	SMD Students =	0.00	\$1,615.67	\$0	SMD Students =	0.00	\$2,599.50	\$0
SP Students =	0.00	\$2,608.85	\$0	SP Students =	0.00	\$2,692.79	\$0	SP Students =	0.00	\$2,599.50	\$0
TBI Students =	0.00	\$15,653.07	\$0	TBI Students =	0.00	\$16,156.74	\$0	TBI Students =	0.00	\$15,597.00	\$0
TMD Students =	0.00	\$2,608.85	\$0	TMD Students =	0.00	\$2,692.79	\$0	TMD Students =	0.00	\$2,599.50	\$0
VI Students =	0.00	\$1,965.63	\$0	VI Students =	0.00	\$2,692.79	\$0	VI Students =	0.00	\$2,599.50	\$0
Totals	0.00		\$0		0.00	\$2,019.59	\$0		0.00	\$1,948.63	\$0

32 Red Clay

Kindergarten Students =	#	Local Pupil Rate	Amount	23 Seaford	#	Local Pupil Rate	Amount	24 Smyrna	#	Local Pupil Rate	Amount
Regular Students 1-3 =	0.00	\$3,098.09	\$0	Kindergarten Students =	0.00	\$824.36	\$0	Kindergarten Students =	0.00	\$799.30	\$0
Regular Students 4-6 =	0.00	\$2,695.34	\$0	Regular Students 1-3 =	0.00	\$824.36	\$0	Regular Students 1-3 =	0.00	\$799.30	\$0
Regular Students 7-12 =	0.00	\$2,695.34	\$0	Regular Students 4-6 =	0.00	\$743.29	\$0	Regular Students 4-6 =	0.00	\$695.39	\$0
AUT Students =	0.00	\$13,476.70	\$0	Regular Students 7-12 =	0.00	\$743.29	\$0	Regular Students 7-12 =	0.00	\$695.39	\$0
DB Students =	0.00	\$13,476.70	\$0	AUT Students =	0.00	\$3,716.47	\$0	AUT Students =	0.00	\$3,476.96	\$0
ED Students =	0.00	\$5,390.69	\$0	DB Students =	0.00	\$1,486.59	\$0	DB Students =	0.00	\$1,397.19	\$0
EMD Students =	0.00	\$3,593.79	\$0	ED Students =	0.00	\$591.06	\$0	ED Students =	0.00	\$591.06	\$0
HHPD Students =	0.00	\$8,994.46	\$0	HHPD Students =	0.00	\$2,477.65	\$0	HHPD Students =	0.00	\$2,317.97	\$0
ILC Students =	0.00	\$5,289.23	\$0	ILC Students =	0.00	\$1,726.59	\$0	ILC Students =	0.00	\$1,617.18	\$0
LD Students =	0.00	\$5,739.35	\$0	LD Students =	0.00	\$1,856.23	\$0	LD Students =	0.00	\$1,739.48	\$0
OH Students =	0.00	\$8,994.46	\$0	OH Students =	0.00	\$2,477.65	\$0	OH Students =	0.00	\$2,317.97	\$0
PS Students =	0.00	\$5,390.69	\$0	PS Students =	0.00	\$1,486.59	\$0	PS Students =	0.00	\$1,397.18	\$0
SMD Students =	0.00	\$5,994.46	\$0	SMD Students =	0.00	\$2,477.65	\$0	SMD Students =	0.00	\$2,317.97	\$0
SP Students =	0.00	\$5,326.78	\$0	SP Students =	0.00	\$14,865.87	\$0	SP Students =	0.00	\$13,907.93	\$0
TBI Students =	0.00	\$5,994.46	\$0	TBI Students =	0.00	\$2,477.65	\$0	TBI Students =	0.00	\$2,317.97	\$0
TMD Students =	0.00	\$5,994.46	\$0	TMD Students =	0.00	\$2,477.65	\$0	TMD Students =	0.00	\$2,317.97	\$0
VI Students =	0.00	\$5,739.35	\$0	VI Students =	0.00	\$1,856.23	\$0	VI Students =	0.00	\$1,739.48	\$0
Totals	0.00		\$0	Totals	0.00		\$0	Totals	0.00		\$0

35 Woodbridge

Kindergarten Students =	#	Local Pupil Rate	Amount
Regular Students 1-3 =	0.00	\$1,452.42	\$0
Regular Students 4-6 =	0.00	\$1,452.42	\$0
Regular Students 7-12 =	0.00	\$1,299.41	\$0
AUT Students =	0.00	\$5,492.03	\$0
DB Students =	0.00	\$5,492.03	\$0
ED Students =	0.00	\$2,596.61	\$0
EMD Students =	0.00	\$1,731.21	\$0
HHPD Students =	0.00	\$4,328.02	\$0
ILC Students =	0.00	\$3,079.55	\$0
LD Students =	0.00	\$3,246.02	\$0
OH Students =	0.00	\$4,328.02	\$0
PS Students =	0.00	\$2,596.61	\$0
SMD Students =	0.00	\$4,328.02	\$0
SP Students =	0.00	\$2,596.61	\$0
TBI Students =	0.00	\$4,328.02	\$0
TMD Students =	0.00	\$4,328.02	\$0
VI Students =	0.00	\$3,246.02	\$0
Totals	0.00		\$0

Delaware Institute of Technology
Charter School Application

APPENDIX B4

Revenue Estimates:
Year #3
(2014 – 2015)

**FY 2011
State Funding**

Charter School Revenue Calculation - Estimate

12/13/2010

1.) Grade Configuration:	9-12	2.) Student Total:	450
		Regular:	382
		Special:	68
3.) Districts:			
135 Appoquinimink	225 Christina	0 Laurel	
0 Brandywine	90 Colonial	0 Milford	
0 Caesar Rodney	0 Delmar	0 Red Clay	
0 Cape Henlopen	0 Indian River	0 Seaford	
0 Capital	0 Lake Forest	0 Smyrna	
		0 Woodbridge	
4.) Transportation Eligible Students:	338	5.) Meals served but not prepared by the school	
Charter School Location New Castle			

0

Student Total = 450

Kindergarten Students =	0.00	Unit size Kindergarten students =	17.4
Regular Students 1-3 =	0.00	Unit size regular students 1-3 =	17.4
Regular Students 4-6 =	0.00	Unit size regular students 4-6 =	20
Regular Students 7-12 =	382.00	Unit size regular students 7-12 =	20
AUT Students =	0.00	Unit Size AUT Students =	4
DB Students =	0.00	Unit size DB students =	4
ED Students =	0.00	Unit size ED students =	10
EMD Students =	0.00	Unit size EMD students =	15
HHPD Students =	0.00	Unit size HHPD students =	6
ILC Students =	0.00	Unit size ILC students =	8.6
LD Students =	68.00	Unit size LD students =	8
OHI Students =	0.00	Unit size OHI students =	6
OI Students =	0.00	Unit size OI students =	6
PS Students =	0.00	Unit size PS students =	10
SMD Students =	0.00	Unit size SMD students =	6
SP Students =	0.00	Unit size SP students =	1
TBI Students =	0.00	Unit size TBI students =	6
TMD Students =	0.00	Unit size TMD students =	6
VI Students =	0.00	Unit size VI students =	8

0

FY 2011 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 =	28.00	\$37,250	\$1,043,000
Div I Reading Resource Teacher =	0.00	\$37,250	\$0
Div I Math Specialist =	0.00	\$37,250	\$0
Administrative Assistant =	1.00	\$51,281	\$51,281
Percentage 11 Month Supervisor =	0.19	\$54,466	\$10,349
Percentage Transportation Supervisor =	0.05	\$62,960	\$3,148
Principal =	1.00	\$64,956	\$64,956
Assistant Principal =	0.65	\$56,524	\$36,741
Percentage Psychologist =	0.19	\$43,139	\$8,196
Percentage Speech/Hearing =	0.20	\$44,584	\$8,917
Percentage Visiting Teacher =	0.11	\$43,589	\$4,795
Percentage Driver Education Teacher =	0.96	\$37,250	\$35,760
Nurse =	0.21	\$40,300	\$8,463
Academic Excellence Units =	1.80	\$37,250	\$67,050
Clerical Units =	2.00	\$29,255	\$58,510
Custodial Units =	1.00	\$23,531	\$23,531
Cafeteria Manager =	0.00	\$28,544	\$0
Cafeteria Worker =	3.29	\$10,177	\$33,482
Related Service Specialist =	0.00	\$43,589	\$0
Total Staffing =	40.65		
Total Staffing For Health Insurance =	37.36		

Total Salary Costs =		\$1,458,178
FY 2007 OEC Rate =	25.09%	\$365,857
Health Insurance Per FTE =	\$8,611	\$321,707

Subtotal Personnel Revenue = \$2,145,742

Other State Sources (based on Latest Available Values)

0

Professional & Curriculum Development =		\$	9,819
Student Success Block Grant		\$	-
Division II Units (No Vocational Courses) =	28.00		
Division II - All Other Costs - Current Unit Value =	\$ 3,115	\$	87,220
Division II - Energy - Current Unit Value =	\$ 2,402	\$	67,256
Division III - Equalization - Unit Value =	\$ 9,206	\$	257,771
Academic Excellence Division III =		\$	16,571
Division III Reading Resource Teacher =		\$	-
Division III Math Specialist =		\$	-
Academic Excellence Division II =		\$	-
Academic Excellence Allotment =		\$	-
MCII/Annual Maintenance =		\$	25,394
LEP =		\$	-
Technology Block Grants =		\$	-
Student Transportation Amount =		\$	324,898

Subtotal Other Sources = \$788,928

Grand Total State Sources = \$2,934,671

New Charter School Estimated State and Local Fund Calculations

Disclaimer: The following estimates will vary from actuals and do not account for any extenuating circumstances.
 --State earnings are detailed on the New Charter State Template Tab below.

Please enter the following information:

Click in next box and select grade configuration from drop down menu: 9-12 New Castle
 Click in next box and select county from drop down menu:
 Enter the number of students in the red cells below by school district and student type and the estimated funds will calculate below.

Also enter the number of tenth graders

State Funding	Local Funding	Total Funding
\$2,934,671	\$1,093,172	\$4,027,843

UNITS 28.00

Enter Estimated # of 10th Graders Here

120

29 Appalachia/blank	#	Local Pupil Rate	Amount
Kindergarten Students =	0.00	\$1,584.84	\$0
Regular Students 1-3 =	0.00	\$4,017.84	\$0
Regular Students 4-6 =	0.00	\$3,495.82	\$0
Regular Students 7-12 =	115.00	\$3,495.82	\$1,464,938
AUT Students =	0.00	\$17,477.82	\$0
DB Students =	0.00	\$17,477.82	\$0
ED Students =	0.00	\$6,996.87	\$0
EMD Students =	0.00	\$2,786.75	\$0
HHPD Students =	0.00	\$1,657.83	\$0
ILC Students =	0.00	\$4,644.58	\$0
LD Students =	20.00	\$3,240.41	\$0
OH Students =	0.00	\$3,463.44	\$0
CI Students =	0.00	\$4,644.58	\$0
PS Students =	0.00	\$2,786.75	\$0
SMD Students =	0.00	\$4,644.58	\$0
SP Students =	0.00	\$2,786.75	\$0
TBI Students =	0.00	\$4,644.58	\$0
TMD Students =	0.00	\$4,644.58	\$0
VI Students =	0.00	\$3,463.44	\$0
Totals	138.00		\$210,824

10 Caesar Rodney	#	Local Pupil Rate	Amount
Kindergarten Students =	0.00	\$1,601.58	\$0
Regular Students 1-3 =	0.00	\$1,601.58	\$0
Regular Students 4-6 =	0.00	\$1,393.37	\$0
Regular Students 7-12 =	0.00	\$1,393.37	\$0
AUT Students =	0.00	\$6,996.87	\$0
DB Students =	0.00	\$6,996.87	\$0
ED Students =	0.00	\$2,786.75	\$0
EMD Students =	0.00	\$1,657.83	\$0
HHPD Students =	0.00	\$4,644.58	\$0
ILC Students =	0.00	\$3,240.41	\$0
LD Students =	0.00	\$3,463.44	\$0
OH Students =	0.00	\$4,644.58	\$0
CI Students =	0.00	\$2,786.75	\$0
PS Students =	0.00	\$4,644.58	\$0
SMD Students =	0.00	\$2,786.75	\$0
SP Students =	0.00	\$4,644.58	\$0
TBI Students =	0.00	\$4,644.58	\$0
TMD Students =	0.00	\$4,644.58	\$0
VI Students =	0.00	\$3,463.44	\$0
Totals	0.00		\$0

17 Cabo Hemlock	#	Local Pupil Rate	Amount
Kindergarten Students =	0.00	\$2,654.23	\$0
Regular Students 1-3 =	0.00	\$2,654.23	\$0
Regular Students 4-6 =	0.00	\$2,309.18	\$0
Regular Students 7-12 =	0.00	\$2,309.18	\$0
AUT Students =	0.00	\$11,545.90	\$0
DB Students =	0.00	\$11,545.90	\$0
ED Students =	0.00	\$4,618.36	\$0
EMD Students =	0.00	\$3,078.91	\$0
HHPD Students =	0.00	\$7,697.27	\$0
ILC Students =	0.00	\$5,370.19	\$0
LD Students =	0.00	\$5,772.96	\$0
OH Students =	0.00	\$7,697.27	\$0
CI Students =	0.00	\$4,618.36	\$0
PS Students =	0.00	\$7,697.27	\$0
SMD Students =	0.00	\$4,618.36	\$0
SP Students =	0.00	\$7,697.27	\$0
TBI Students =	0.00	\$7,697.27	\$0
TMD Students =	0.00	\$7,697.27	\$0
VI Students =	0.00	\$5,772.96	\$0
Totals	0.00		\$0

33 Christina	#	Local Pupil Rate	Amount
Kindergarten Students =	0.00	\$1,441.81	\$0
Regular Students 1-3 =	0.00	\$2,863.62	\$0
Regular Students 4-6 =	0.00	\$2,508.75	\$0
Regular Students 7-12 =	191.00	\$2,508.75	\$479,171
AUT Students =	0.00	\$12,343.77	\$0
DB Students =	0.00	\$12,343.77	\$0
ED Students =	0.00	\$4,343.77	\$0
EMD Students =	0.00	\$3,345.90	\$0
HHPD Students =	0.00	\$8,352.51	\$0
ILC Students =	0.00	\$8,352.51	\$0
LD Students =	34.00	\$9,352.51	\$213,244
OH Students =	0.00	\$8,352.51	\$0
CI Students =	0.00	\$8,352.51	\$0
PS Students =	0.00	\$5,017.51	\$0
SMD Students =	0.00	\$8,352.51	\$0
SP Students =	0.00	\$50,175.07	\$0
TBI Students =	0.00	\$8,352.51	\$0
TMD Students =	0.00	\$8,352.51	\$0
VI Students =	0.00	\$5,271.88	\$0
Totals	225.00		\$692,415

34 Colonial				37 Delaware				36 Indian River			
#	Local Pupil Rate	Amount	#	Local Pupil Rate	Amount	#	Local Pupil Rate	Amount	#	Local Pupil Rate	Amount
Kindergarten Students =	\$1,996.79	\$0	Kindergarten Students =	\$489.64	\$0	Kindergarten Students =	\$489.64	\$0	Kindergarten Students =	\$2,001.67	\$0
Regular Students 1-3 =	\$1,996.79	\$0	Regular Students 1-3 =	\$379.29	\$0	Regular Students 1-3 =	\$379.29	\$0	Regular Students 1-3 =	\$2,001.67	\$0
Regular Students 4-6 =	\$1,711.11	\$0	Regular Students 4-6 =	\$351.96	\$0	Regular Students 4-6 =	\$351.96	\$0	Regular Students 4-6 =	\$1,741.45	\$0
Regular Students 7-12 =	\$6,555.54	\$130,044	Regular Students 7-12 =	\$4,255.89	\$0	Regular Students 7-12 =	\$4,255.89	\$0	Regular Students 7-12 =	\$1,741.45	\$0
AUT Students =	\$3,422.21	\$0	AUT Students =	\$1,703.93	\$0	AUT Students =	\$1,703.93	\$0	AUT Students =	\$8,707.26	\$0
DB Students =	\$3,422.21	\$0	DB Students =	\$1,703.93	\$0	DB Students =	\$1,703.93	\$0	DB Students =	\$8,707.26	\$0
ED Students =	\$2,281.48	\$0	ED Students =	\$1,135.97	\$0	ED Students =	\$1,135.97	\$0	ED Students =	\$3,482.90	\$0
EMD Students =	\$5,703.69	\$0	EMD Students =	\$2,839.93	\$0	EMD Students =	\$2,839.93	\$0	EMD Students =	\$2,321.93	\$0
ILC Students =	\$3,979.32	\$0	ILC Students =	\$1,981.35	\$0	ILC Students =	\$1,981.35	\$0	ILC Students =	\$5,804.84	\$0
LC Students =	\$5,703.69	\$55,889	LC Students =	\$2,129.95	\$0	LC Students =	\$2,129.95	\$0	LC Students =	\$4,353.63	\$0
OHI Students =	\$5,703.69	\$0	OHI Students =	\$2,639.93	\$0	OHI Students =	\$2,639.93	\$0	OHI Students =	\$5,804.84	\$0
PS Students =	\$3,422.21	\$0	PS Students =	\$1,703.93	\$0	PS Students =	\$1,703.93	\$0	PS Students =	\$3,482.90	\$0
SMD Students =	\$3,422.21	\$0	SMD Students =	\$2,639.93	\$0	SMD Students =	\$2,639.93	\$0	SMD Students =	\$5,804.84	\$0
SP Students =	\$3,422.21	\$0	SP Students =	\$17,039.57	\$0	SP Students =	\$17,039.57	\$0	SP Students =	\$34,829.02	\$0
TBI Students =	\$5,703.69	\$0	TBI Students =	\$2,839.93	\$0	TBI Students =	\$2,839.93	\$0	TBI Students =	\$5,804.84	\$0
TMD Students =	\$4,227.77	\$0	TMD Students =	\$2,839.93	\$0	TMD Students =	\$2,839.93	\$0	TMD Students =	\$5,804.84	\$0
VI Students =	\$4,227.77	\$0	VI Students =	\$2,129.95	\$0	VI Students =	\$2,129.95	\$0	VI Students =	\$4,353.63	\$0
Totals	\$0.00	\$189,933	\$0.00	\$0.00	\$0	\$0.00	\$0.00	\$0	\$0.00	\$0	\$0

15 Lake Forest				16 Laurel				18 Milford			
#	Local Pupil Rate	Amount	#	Local Pupil Rate	Amount	#	Local Pupil Rate	Amount	#	Local Pupil Rate	Amount
Kindergarten Students =	\$895.60	\$0	Kindergarten Students =	\$628.55	\$0	Kindergarten Students =	\$448.19	\$0	Kindergarten Students =	\$448.19	\$0
Regular Students 1-3 =	\$895.60	\$0	Regular Students 1-3 =	\$522.00	\$0	Regular Students 1-3 =	\$448.19	\$0	Regular Students 1-3 =	\$448.19	\$0
Regular Students 4-6 =	\$782.65	\$0	Regular Students 4-6 =	\$507.84	\$0	Regular Students 4-6 =	\$779.85	\$0	Regular Students 4-6 =	\$779.85	\$0
Regular Students 7-12 =	\$3,913.27	\$0	Regular Students 7-12 =	\$4,039.19	\$0	Regular Students 7-12 =	\$779.85	\$0	Regular Students 7-12 =	\$779.85	\$0
AUT Students =	\$3,913.27	\$0	AUT Students =	\$4,039.19	\$0	AUT Students =	\$3,895.25	\$0	AUT Students =	\$3,895.25	\$0
DB Students =	\$1,565.31	\$0	DB Students =	\$1,615.67	\$0	DB Students =	\$3,895.25	\$0	DB Students =	\$3,895.25	\$0
ED Students =	\$1,043.54	\$0	ED Students =	\$1,077.12	\$0	ED Students =	\$1,639.70	\$0	ED Students =	\$1,639.70	\$0
EMD Students =	\$2,608.85	\$0	EMD Students =	\$2,692.79	\$0	EMD Students =	\$2,692.79	\$0	EMD Students =	\$2,692.79	\$0
ILC Students =	\$1,820.12	\$0	ILC Students =	\$2,015.59	\$0	ILC Students =	\$1,639.70	\$0	ILC Students =	\$1,639.70	\$0
LC Students =	\$1,965.63	\$0	LC Students =	\$2,015.59	\$0	LC Students =	\$1,945.63	\$0	LC Students =	\$1,945.63	\$0
OHI Students =	\$2,608.85	\$0	OHI Students =	\$2,692.79	\$0	OHI Students =	\$2,595.50	\$0	OHI Students =	\$2,595.50	\$0
PS Students =	\$1,565.31	\$0	PS Students =	\$1,615.67	\$0	PS Students =	\$1,553.70	\$0	PS Students =	\$1,553.70	\$0
SMD Students =	\$1,565.31	\$0	SMD Students =	\$2,692.79	\$0	SMD Students =	\$2,595.50	\$0	SMD Students =	\$2,595.50	\$0
SP Students =	\$15,653.07	\$0	SP Students =	\$16,166.74	\$0	SP Students =	\$15,597.00	\$0	SP Students =	\$15,597.00	\$0
TBI Students =	\$2,608.85	\$0	TBI Students =	\$2,692.79	\$0	TBI Students =	\$2,595.50	\$0	TBI Students =	\$2,595.50	\$0
TMD Students =	\$2,608.85	\$0	TMD Students =	\$2,692.79	\$0	TMD Students =	\$2,595.50	\$0	TMD Students =	\$2,595.50	\$0
VI Students =	\$1,965.63	\$0	VI Students =	\$2,015.59	\$0	VI Students =	\$1,945.63	\$0	VI Students =	\$1,945.63	\$0
Totals	\$0.00	\$0	\$0.00	\$0.00	\$0	\$0.00	\$0	\$0	\$0.00	\$0	\$0

32 Red Clay				29 Seaford				24 Smyrna			
Kindergarten Students =	#	Local Pupil Rate	Amount	Kindergarten Students =	#	Local Pupil Rate	Amount	Kindergarten Students =	#	Local Pupil Rate	Amount
Regular Students 1-3 =	0.00	\$2,088.09	\$0	Regular Students 1-3 =	0.00	\$854.36	\$0	Regular Students 1-3 =	0.00	\$799.30	\$0
Regular Students 4-6 =	0.00	\$2,088.09	\$0	Regular Students 4-6 =	0.00	\$854.36	\$0	Regular Students 4-6 =	0.00	\$799.30	\$0
Regular Students 7-12 =	0.00	\$2,695.34	\$0	Regular Students 7-12 =	0.00	\$743.29	\$0	Regular Students 7-12 =	0.00	\$695.39	\$0
AUT Students =	0.00	\$13,076.70	\$0	AUT Students =	0.00	\$3,716.47	\$0	AUT Students =	0.00	\$3,476.96	\$0
DB Students =	0.00	\$13,076.70	\$0	DB Students =	0.00	\$3,716.47	\$0	DB Students =	0.00	\$3,476.96	\$0
ED Students =	0.00	\$5,390.69	\$0	ED Students =	0.00	\$1,466.39	\$0	ED Students =	0.00	\$1,390.78	\$0
EMD Students =	0.00	\$3,593.78	\$0	EMD Students =	0.00	\$2,477.65	\$0	EMD Students =	0.00	\$2,217.19	\$0
HHPD Students =	0.00	\$8,984.46	\$0	HHPD Students =	0.00	\$1,728.59	\$0	HHPD Students =	0.00	\$1,617.19	\$0
ILC Students =	0.00	\$6,738.35	\$0	ILC Students =	0.00	\$2,477.65	\$0	ILC Students =	0.00	\$1,738.48	\$0
LD Students =	0.00	\$8,984.46	\$0	LD Students =	0.00	\$2,477.65	\$0	LD Students =	0.00	\$2,317.97	\$0
OHI Students =	0.00	\$5,390.69	\$0	OHI Students =	0.00	\$1,466.39	\$0	OHI Students =	0.00	\$1,390.78	\$0
PS Students =	0.00	\$5,390.69	\$0	PS Students =	0.00	\$1,466.39	\$0	PS Students =	0.00	\$1,390.78	\$0
SMD Students =	0.00	\$5,390.69	\$0	SMD Students =	0.00	\$1,466.39	\$0	SMD Students =	0.00	\$1,390.78	\$0
SP Students =	0.00	\$5,390.69	\$0	SP Students =	0.00	\$1,466.39	\$0	SP Students =	0.00	\$1,390.78	\$0
TBI Students =	0.00	\$5,390.69	\$0	TBI Students =	0.00	\$1,466.39	\$0	TBI Students =	0.00	\$1,390.78	\$0
VI Students =	0.00	\$5,390.69	\$0	VI Students =	0.00	\$1,466.39	\$0	VI Students =	0.00	\$1,390.78	\$0
Totals	0.00	\$6,738.35	\$0	Totals	0.00	\$1,858.23	\$0	Totals	0.00	\$1,738.48	\$0

35 Woodbridge			
Kindergarten Students =	#	Local Pupil Rate	Amount
Regular Students 1-3 =	0.00	\$1,492.42	\$0
Regular Students 4-6 =	0.00	\$1,492.42	\$0
Regular Students 7-12 =	0.00	\$1,258.41	\$0
AUT Students =	0.00	\$6,452.03	\$0
DB Students =	0.00	\$6,452.03	\$0
ED Students =	0.00	\$2,596.81	\$0
EMD Students =	0.00	\$1,731.21	\$0
HHPD Students =	0.00	\$4,328.02	\$0
ILC Students =	0.00	\$3,019.55	\$0
LD Students =	0.00	\$3,246.02	\$0
OHI Students =	0.00	\$4,328.02	\$0
PS Students =	0.00	\$2,596.81	\$0
SMD Students =	0.00	\$4,328.02	\$0
SP Students =	0.00	\$2,596.81	\$0
TBI Students =	0.00	\$4,328.02	\$0
VI Students =	0.00	\$4,328.02	\$0
Totals	0.00	\$3,246.02	\$0

Delaware Institute of Technology
Charter School Application

APPENDIX B5

Revenue Estimates:
Year #4
(2015 – 2016)

12/13/2010

1.) Grade Configuration:	9-12	2.) Student Total:	510
		Regular:	434
		Special:	76
3.) Districts:			
153 Appoquinimink	255 Christina	0 Laurel	
0 Brandywine	102 Colonial	0 Milford	
0 Caesar Rodney	0 Delmar	0 Red Clay	
0 Cape Henlopen	0 Indian River	0 Seaford	
0 Capital	0 Lake Forest	0 Smyrna	
		0 Woodbridge	
4.) Transportation Eligible Students:	383	5.) Meals served but not prepared by the school	
Charter School Location New Castle			

0

Student Total = 510

Kindergarten Students =	0.00	Unit size Kindergarten students =	17.4
Regular Students 1-3 =	0.00	Unit size regular students 1-3 =	17.4
Regular Students 4-6 =	0.00	Unit size regular students 4-6 =	20
Regular Students 7-12 =	434.00	Unit size regular students 7-12 =	20
AUT Students =	0.00	Unit Size AUT Students =	4
DB Students =	0.00	Unit size DB students =	4
ED Students =	0.00	Unit size ED students =	10
EMD Students =	0.00	Unit size EMD students =	15
HHPD Students =	0.00	Unit size HHPD students =	6
ILC Students =	0.00	Unit size ILC students =	8.6
LD Students =	76.00	Unit size LD students =	8
OHI Students =	0.00	Unit size OHI students =	6
OI Students =	0.00	Unit size OI students =	6
PS Students =	0.00	Unit size PS students =	10
SMD Students =	0.00	Unit size SMD students =	6
SP Students =	0.00	Unit size SP students =	1
TBI Students =	0.00	Unit size TBI students =	6
TMD Students =	0.00	Unit size TMD students =	6
VI Students =	0.00	Unit size VI students =	8

0

FY 2011 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 =	32.00	\$37,250	\$1,192,000
Div I Reading Resource Teacher =	0.00	\$37,250	\$0
Div I Math Specialist =	0.00	\$37,250	\$0
Administrative Assistant =	1.00	\$51,281	\$51,281
Percentage 11 Month Supervisor =	0.21	\$54,466	\$11,438
Percentage Transportation Supervisor =	0.05	\$62,960	\$3,148
Principal =	1.00	\$64,956	\$64,956
Assistant Principal =	1.00	\$68,524	\$68,524
Percentage Psychologist =	0.21	\$43,139	\$9,059
Percentage Speech/Hearing =	0.23	\$44,584	\$10,254
Percentage Visiting Teacher =	0.13	\$43,589	\$5,667
Percentage Driver Education Teacher =	1.20	\$37,250	\$44,700
Nurse =	0.24	\$40,300	\$9,672
Academic Excellence Units =	2.04	\$37,250	\$75,990
Clerical Units =	3.00	\$29,255	\$87,765
Custodial Units =	1.00	\$23,531	\$23,531
Cafeteria Manager =	0.00	\$28,544	\$0
Cafeteria Worker =	3.72	\$10,177	\$37,858
Related Service Specialist =	0.00	\$43,589	\$0
Total Staffing =	47.03		
Total Staffing For Health Insurance =	43.31		

Total Salary Costs =		\$1,683,843
FY 2007 OEC Rate =	25.09%	\$422,476
Health Insurance Per FTE =	\$9,611	\$372,942

Subtotal Personnel Revenue = \$2,479,262

Other State Sources (based on Latest Available Values)

		0
Professional & Curriculum Development =	\$	11,234
Student Success Block Grant	\$	-
Division II Units (No Vocational Courses) =	32.00	
Division II - All Other Costs - Current Unit Value =	\$	99,680
Division II - Energy - Current Unit Value =	\$	76,864
Division III - Equalization - Unit Value =	\$	294,595
Academic Excellence Division III =	\$	18,780
Division III Reading Resource Teacher =	\$	-
Division III Math Specialist =	\$	-
Academic Excellence Division II =	\$	-
Academic Excellence Allotment =	\$	-
MC/Annual Maintenance =	\$	28,779
LEP =	\$	-
Technology Block Grants =	\$	-
Student Transportation Amount =	\$	368,217

Subtotal Other Sources = \$898,150

Grand Total State Sources = \$3,377,412

New Charter School Estimated State and Local Fund Calculations

Disclaimer: The following estimates will vary from actuals and do not account for any extenuating circumstances.
 ~State earnings are detailed on the New Charter State Template Tab below.

Please enter the following information:

Click in next box and select grade configuration from drop down menu:
 Click in next box and select county from drop down menu:

9-12 New Castle

Also enter the number of tenth graders

State Funding	Local Funding	Total Funding
\$3,377,412	\$1,235,336	\$4,612,748

UNITS 32.00

Enter Estimated # of 10th Graders Here

150

28. Approximate Link	#	Local Pupil Rate	Amount	31. Brandswine	#	Local Pupil Rate	Amount	10. Caesar Rodney	#	Local Pupil Rate	Amount
Kindergarten Students =	0.00	\$1,463.64	\$0	Kindergarten Students =	0.00	\$4,017.84	\$0	Kindergarten Students =	0.00	\$1,601.58	\$0
Regular Students 1-3 =	0.00	\$1,463.64	\$0	Regular Students 1-3 =	0.00	\$4,017.84	\$0	Regular Students 1-3 =	0.00	\$1,601.58	\$0
Regular Students 4-6 =	0.00	\$1,777.72	\$0	Regular Students 4-6 =	0.00	\$3,485.52	\$0	Regular Students 4-6 =	0.00	\$1,393.37	\$0
Regular Students 7-12 =	130.00	\$1,777.72	\$166,004	Regular Students 7-12 =	0.00	\$3,485.52	\$0	Regular Students 7-12 =	0.00	\$1,393.37	\$0
AUT Students =	0.00	\$6,388.58	\$0	AUT Students =	0.00	\$17,477.82	\$0	AUT Students =	0.00	\$6,996.87	\$0
DB Students =	0.00	\$2,555.43	\$0	DB Students =	0.00	\$5,891.06	\$0	DB Students =	0.00	\$2,786.75	\$0
ED Students =	0.00	\$1,703.62	\$0	ED Students =	0.00	\$1,651.75	\$0	ED Students =	0.00	\$1,857.83	\$0
HHPD Students =	0.00	\$4,259.05	\$0	HHPD Students =	0.00	\$8,738.81	\$0	HHPD Students =	0.00	\$4,644.58	\$0
ILC Students =	0.00	\$2,971.43	\$0	ILC Students =	0.00	\$11,651.75	\$0	ILC Students =	0.00	\$3,240.41	\$0
LD Students =	23.00	\$3,194.29	\$73,469	LD Students =	0.00	\$8,738.81	\$0	LD Students =	0.00	\$3,463.44	\$0
OI Students =	0.00	\$4,259.05	\$0	OI Students =	0.00	\$11,651.75	\$0	OI Students =	0.00	\$4,644.58	\$0
PS Students =	0.00	\$2,555.43	\$0	PS Students =	0.00	\$6,991.06	\$0	PS Students =	0.00	\$2,786.75	\$0
SMD Students =	0.00	\$4,259.05	\$0	SMD Students =	0.00	\$11,651.75	\$0	SMD Students =	0.00	\$4,644.58	\$0
SP Students =	0.00	\$2,555.43	\$0	SP Students =	0.00	\$6,991.06	\$0	SP Students =	0.00	\$2,786.75	\$0
TBI Students =	0.00	\$4,259.05	\$0	TBI Students =	0.00	\$11,651.75	\$0	TBI Students =	0.00	\$4,644.58	\$0
VI Students =	0.00	\$3,194.29	\$0	VI Students =	0.00	\$8,738.81	\$0	VI Students =	0.00	\$3,463.44	\$0
Totals	153.00		\$239,572		0.00		\$0		0.00		\$0

17. Cape Henlopen	#	Local Pupil Rate	Amount	33. Christina	#	Local Pupil Rate	Amount
Kindergarten Students =	0.00	\$2,654.23	\$0	Kindergarten Students =	0.00	\$1,441.81	\$0
Regular Students 1-3 =	0.00	\$2,654.23	\$0	Regular Students 1-3 =	0.00	\$2,883.62	\$0
Regular Students 4-6 =	0.00	\$2,309.18	\$0	Regular Students 4-6 =	0.00	\$2,508.75	\$0
Regular Students 7-12 =	0.00	\$11,545.90	\$0	Regular Students 7-12 =	217.00	\$12,503.75	\$544,999
AUT Students =	0.00	\$11,545.90	\$0	AUT Students =	0.00	\$12,503.75	\$0
DB Students =	0.00	\$4,618.36	\$0	DB Students =	0.00	\$5,017.51	\$0
ED Students =	0.00	\$3,078.91	\$0	ED Students =	0.00	\$3,346.00	\$0
HHPD Students =	0.00	\$7,697.27	\$0	HHPD Students =	0.00	\$5,834.31	\$0
ILC Students =	0.00	\$5,370.19	\$0	ILC Students =	0.00	\$5,271.88	\$238,331
LD Students =	0.00	\$7,697.27	\$0	LD Students =	0.00	\$8,362.51	\$0
OI Students =	0.00	\$4,618.36	\$0	OI Students =	0.00	\$8,362.51	\$0
PS Students =	0.00	\$7,697.27	\$0	PS Students =	0.00	\$5,017.51	\$0
SMD Students =	0.00	\$4,618.36	\$0	SMD Students =	0.00	\$8,362.51	\$0
SP Students =	0.00	\$7,697.27	\$0	SP Students =	0.00	\$5,017.51	\$0
TBI Students =	0.00	\$4,618.36	\$0	TBI Students =	0.00	\$8,362.51	\$0
VI Students =	0.00	\$5,370.19	\$0	VI Students =	0.00	\$8,362.51	\$0
Totals	0.00		\$0		255.00		\$782,730

34 Colonial

Kindergarten Students =	#	Local Pupil Rate	Amount	37 Delmar	#	Local Pupil Rate	Amount	38 Indian River	#	Local Pupil Rate	Amount
Regular Students 1-3 =	0.00	\$1,985.79	\$0	Kindergarten Students =	0.00	\$489.64	\$0	Kindergarten Students =	0.00	\$2,001.67	\$0
Regular Students 4-6 =	0.00	\$1,955.79	\$0	Regular Students 1-3 =	0.00	\$379.29	\$0	Regular Students 1-3 =	0.00	\$2,001.67	\$0
Regular Students 7-12 =	87.00	\$1,711.11	\$148,867	Regular Students 4-6 =	0.00	\$351.98	\$0	Regular Students 4-6 =	0.00	\$1,741.45	\$0
AUT Students =	0.00	\$8,955.54	\$0	Regular Students 7-12 =	0.00	\$4,258.89	\$0	Regular Students 7-12 =	0.00	\$1,741.45	\$0
DB Students =	0.00	\$3,422.21	\$0	AUT Students =	0.00	\$4,258.89	\$0	AUT Students =	0.00	\$8,707.26	\$0
ED Students =	0.00	\$3,422.21	\$0	DB Students =	0.00	\$1,703.96	\$0	DB Students =	0.00	\$8,707.26	\$0
EMD Students =	0.00	\$5,703.69	\$0	ED Students =	0.00	\$1,703.96	\$0	ED Students =	0.00	\$3,482.90	\$0
HHPD Students =	0.00	\$3,979.32	\$0	EMD Students =	0.00	\$2,939.87	\$0	HHPD Students =	0.00	\$2,321.93	\$0
ILC Students =	0.00	\$4,277.77	\$0	HHPD Students =	0.00	\$1,891.35	\$0	ILC Students =	0.00	\$5,804.84	\$0
LD Students =	15.00	\$5,703.69	\$84,167	ILC Students =	0.00	\$2,129.95	\$0	LD Students =	0.00	\$4,048.88	\$0
OHI Students =	0.00	\$5,703.69	\$0	OHI Students =	0.00	\$2,939.93	\$0	OHI Students =	0.00	\$4,355.83	\$0
PS Students =	0.00	\$3,422.21	\$0	PS Students =	0.00	\$1,703.96	\$0	PS Students =	0.00	\$3,604.84	\$0
SMD Students =	0.00	\$5,703.69	\$0	SMD Students =	0.00	\$2,939.93	\$0	SMD Students =	0.00	\$5,804.84	\$0
SP Students =	0.00	\$3,422.21	\$0	SP Students =	0.00	\$17,039.57	\$0	SP Students =	0.00	\$5,804.84	\$0
TBI Students =	0.00	\$5,703.69	\$0	TBI Students =	0.00	\$2,639.93	\$0	TBI Students =	0.00	\$3,482.90	\$0
TMD Students =	0.00	\$4,277.77	\$0	TMD Students =	0.00	\$2,639.93	\$0	TMD Students =	0.00	\$5,804.84	\$0
VI Students =	0.00	\$4,277.77	\$0	VI Students =	0.00	\$2,129.95	\$0	VI Students =	0.00	\$5,804.84	\$0
Totals	102.00		\$213,033		0.00		\$0		0.00	\$4,355.83	\$0

15 Lake Forest

Kindergarten Students =	#	Local Pupil Rate	Amount	16 Laurel	#	Local Pupil Rate	Amount	18 Millford	#	Local Pupil Rate	Amount
Regular Students 1-3 =	0.00	\$895.60	\$0	Kindergarten Students =	0.00	\$328.55	\$0	Kindergarten Students =	0.00	\$448.19	\$0
Regular Students 4-6 =	0.00	\$895.60	\$0	Regular Students 1-3 =	0.00	\$328.55	\$0	Regular Students 1-3 =	0.00	\$448.19	\$0
Regular Students 7-12 =	0.00	\$782.65	\$0	Regular Students 4-6 =	0.00	\$307.84	\$0	Regular Students 4-6 =	0.00	\$779.85	\$0
AUT Students =	0.00	\$3,913.27	\$0	Regular Students 7-12 =	0.00	\$4,035.19	\$0	Regular Students 7-12 =	0.00	\$779.85	\$0
DB Students =	0.00	\$3,913.27	\$0	AUT Students =	0.00	\$4,035.19	\$0	AUT Students =	0.00	\$3,895.25	\$0
ED Students =	0.00	\$1,585.31	\$0	DB Students =	0.00	\$1,615.67	\$0	DB Students =	0.00	\$3,895.25	\$0
EMD Students =	0.00	\$1,043.54	\$0	ED Students =	0.00	\$1,077.12	\$0	ED Students =	0.00	\$1,959.70	\$0
HHPD Students =	0.00	\$2,608.85	\$0	HHPD Students =	0.00	\$2,682.79	\$0	HHPD Students =	0.00	\$1,959.70	\$0
ILC Students =	0.00	\$1,820.12	\$0	ILC Students =	0.00	\$2,019.59	\$0	ILC Students =	0.00	\$1,959.70	\$0
LD Students =	0.00	\$1,955.63	\$0	LD Students =	0.00	\$2,019.59	\$0	LD Students =	0.00	\$1,959.70	\$0
OHI Students =	0.00	\$2,608.85	\$0	OHI Students =	0.00	\$2,682.79	\$0	OHI Students =	0.00	\$1,959.70	\$0
PS Students =	0.00	\$1,955.31	\$0	PS Students =	0.00	\$1,615.67	\$0	PS Students =	0.00	\$2,599.50	\$0
SMD Students =	0.00	\$2,608.85	\$0	SMD Students =	0.00	\$2,682.79	\$0	SMD Students =	0.00	\$2,599.50	\$0
SP Students =	0.00	\$1,820.12	\$0	SP Students =	0.00	\$16,156.74	\$0	SP Students =	0.00	\$15,597.00	\$0
TBI Students =	0.00	\$2,608.85	\$0	TBI Students =	0.00	\$2,682.79	\$0	TBI Students =	0.00	\$2,599.50	\$0
TMD Students =	0.00	\$2,608.85	\$0	TMD Students =	0.00	\$2,682.79	\$0	TMD Students =	0.00	\$2,599.50	\$0
VI Students =	0.00	\$1,955.63	\$0	VI Students =	0.00	\$2,019.59	\$0	VI Students =	0.00	\$1,949.63	\$0
Totals	0.00		\$0		0.00		\$0		0.00		\$0

32 Red Clay				23 Seaford				24 Smyrna			
Kindergarten Students =	#	Local Pupil Rate	Amount	Kindergarten Students =	#	Local Pupil Rate	Amount	Kindergarten Students =	#	Local Pupil Rate	Amount
Regular Students 1-3 =	0.00	\$3,098.09	\$0	Regular Students 1-3 =	0.00	\$854.36	\$0	Regular Students 1-3 =	0.00	\$795.30	\$0
Regular Students 4-6 =	0.00	\$3,098.09	\$0	Regular Students 4-6 =	0.00	\$854.36	\$0	Regular Students 4-6 =	0.00	\$795.30	\$0
Regular Students 7-12 =	0.00	\$2,695.34	\$0	Regular Students 7-12 =	0.00	\$743.29	\$0	Regular Students 7-12 =	0.00	\$695.39	\$0
AUT Students =	0.00	\$13,476.70	\$0	AUT Students =	0.00	\$3,716.47	\$0	AUT Students =	0.00	\$3,476.96	\$0
DB Students =	0.00	\$13,476.70	\$0	DB Students =	0.00	\$3,716.47	\$0	DB Students =	0.00	\$3,476.96	\$0
ED Students =	0.00	\$5,350.68	\$0	ED Students =	0.00	\$1,485.59	\$0	ED Students =	0.00	\$1,390.78	\$0
EMD Students =	0.00	\$3,593.79	\$0	EMD Students =	0.00	\$891.06	\$0	EMD Students =	0.00	\$827.19	\$0
H-PPD Students =	0.00	\$9,994.46	\$0	H-PPD Students =	0.00	\$2,477.65	\$0	H-PPD Students =	0.00	\$2,317.97	\$0
ILC Students =	0.00	\$5,288.23	\$0	ILC Students =	0.00	\$1,728.59	\$0	ILC Students =	0.00	\$1,617.19	\$0
LD Students =	0.00	\$5,798.35	\$0	LD Students =	0.00	\$1,658.23	\$0	LD Students =	0.00	\$1,735.48	\$0
O-I Students =	0.00	\$6,994.46	\$0	O-I Students =	0.00	\$2,477.65	\$0	O-I Students =	0.00	\$2,317.97	\$0
PS Students =	0.00	\$5,350.68	\$0	PS Students =	0.00	\$1,485.59	\$0	PS Students =	0.00	\$1,390.78	\$0
SMD Students =	0.00	\$5,350.68	\$0	SMD Students =	0.00	\$2,477.65	\$0	SMD Students =	0.00	\$2,317.97	\$0
SP Students =	0.00	\$5,350.68	\$0	SP Students =	0.00	\$14,865.87	\$0	SP Students =	0.00	\$13,907.63	\$0
TBI Students =	0.00	\$6,994.46	\$0	TBI Students =	0.00	\$2,477.65	\$0	TBI Students =	0.00	\$2,317.97	\$0
TMD Students =	0.00	\$6,994.46	\$0	TMD Students =	0.00	\$1,658.23	\$0	TMD Students =	0.00	\$2,317.97	\$0
VI Students =	0.00	\$5,738.35	\$0	VI Students =	0.00	\$1,658.23	\$0	VI Students =	0.00	\$1,735.48	\$0
Totals	0.00		\$0		0.00		\$0		0.00		\$0

35 Woodbridge			
Kindergarten Students =	#	Local Pupil Rate	Amount
Regular Students 1-3 =	0.00	\$1,492.42	\$0
Regular Students 4-6 =	0.00	\$1,492.42	\$0
Regular Students 7-12 =	0.00	\$1,298.41	\$0
AUT Students =	0.00	\$6,492.03	\$0
DB Students =	0.00	\$6,492.03	\$0
ED Students =	0.00	\$2,596.81	\$0
EMD Students =	0.00	\$1,731.21	\$0
H-PPD Students =	0.00	\$4,328.02	\$0
ILC Students =	0.00	\$2,248.02	\$0
LD Students =	0.00	\$4,328.02	\$0
O-I Students =	0.00	\$4,328.02	\$0
PS Students =	0.00	\$2,596.81	\$0
SMD Students =	0.00	\$4,328.02	\$0
SP Students =	0.00	\$25,568.12	\$0
TBI Students =	0.00	\$4,328.02	\$0
TMD Students =	0.00	\$4,328.02	\$0
VI Students =	0.00	\$3,248.02	\$0
Totals	0.00		\$0

Delaware Institute of Technology
Charter School Application

Appendix C

C Budget

C1 Budgets

C 1.1 State & Local Funds

C 1.2 Federal Funds

C 1.3 Other Funds

C2 Budget Rationale

C3 Salary Schedules

C4 Staffing Plan

Delaware Institute of Technology
Charter School Application

APPENDIX C1

Budgets

- C 1.1 State & Local Funds
- C 1.2 Federal Funds
- C 1.3 Other Funds

Charter School Application Budget Worksheet											Page 1
State Local & Loan Revenue		FY12		FY13		FY14		FY15		FY16	
		YEAR 1		YEAR 2		YEAR 3		YEAR 4		YEAR 5	
1	State Appropriations	\$0		\$1,229,536		\$1,962,988		\$2,681,398		\$3,310,821	
2	School District Local Fund Transfers	\$0		\$439,801		\$730,458		\$1,093,172		\$1,235,336	
3	Prior Year Carryover Funds	\$0		\$0		\$6,809		\$141,360		\$83,019	
4	Construction Loans	\$0		\$0		\$0		\$0		\$0	
5	Equipment Loans	\$0		\$0		\$0		\$0		\$0	
6	Other Loans	\$0		\$0		\$0		\$0		\$0	
STATE LOCAL & LOANS REVENUE		\$0		\$1,669,337		\$2,700,255		\$4,115,930		\$4,629,176	
State Local & Loans Expenses											
		YEAR 1		YEAR 2		YEAR 3		YEAR 4		YEAR 5	
Personnel Salaries / Other Employer Costs											
			FTE		FTE		FTE		FTE		FTE
7	Teachers	\$0	0.00	\$362,250	8.00	\$636,500	15.00	\$1,013,000	22.00	\$1,229,000	26.00
8	Principal/Administrative	\$0	0.00	\$38,000	0.00	\$67,400	0.00	\$346,000	4.00	\$382,000	4.00
9	Nurse	\$0	0.00	\$36,000	1.00	\$38,000	1.00	\$40,000	1.00	\$42,000	1.00
10	Clerical	\$0	0.00	\$60,000	2.00	\$88,000	3.00	\$107,000	3.00	\$116,000	4.00
11	Custodial	\$0	0.00	\$28,000	1.00	\$42,800	1.00	\$58,500	1.00	\$79,750	2.00
12	Substitutes	\$0	0.00	\$5,800	0.00	\$12,600	0.00	\$19,000	0.00	\$23,000	0.00
13	Other	\$0	0.00	\$62,700	0.00	\$165,800	2.00	\$254,200	4.00	\$314,500	5.00
14	Other Employer Costs (25.44 % of Salaries)	\$0		\$150,796		\$267,400		\$467,511		\$556,182	
15	Health Insurance	\$0		\$88,000		\$152,000		\$240,000		\$280,000	
16	Other Benefits	\$0		\$12,000		\$22,000		\$35,000		\$42,000	
SUBTOTAL SALARIES / OTHER EMPLOYER COSTS		\$0	0.00	\$843,546	12.00	\$1,492,500	22.00	\$2,580,211	35.00	\$3,064,432	42.00
Student Support											
17	Transportation	\$0		\$129,959		\$216,599		\$324,898		\$368,217	
18	Cafeteria	\$0		\$7,200		\$7,200		\$7,200		\$7,200	
19	Extra Curricular	\$0		\$6,300		\$10,500		\$15,750		\$17,850	
20	Supplies and Materials	\$0		\$55,850		\$40,475		\$46,657		\$32,543	
21	Textbooks	\$0		\$63,000		\$42,000		\$52,500		\$21,000	
22	Computers	\$0		\$28,360		\$28,360		\$28,360		\$13,180	
23	Contracted Services	\$0		\$7,000		\$10,000		\$13,500		\$15,000	
24	Other	\$0		\$29,218		\$84,985		\$138,171		\$182,451	
SUBTOTAL STUDENT SUPPORT		\$0		\$326,887		\$440,119		\$627,036		\$657,441	
Operations and Maintenance of Facilities											
25	Insurance (Property/Liability)	\$0		\$19,300		\$26,500		\$35,500		\$39,100	
26	Rent	\$0		\$332,500		\$367,500		\$551,000		\$609,000	
27	Mortgage	\$0		\$0		\$0		\$0		\$0	
28	Utilities	\$0		\$70,000		\$70,000		\$116,000		\$116,000	
29	Maintenance	\$0		\$0		\$0		\$0		\$0	
30	Telephone/Communications	\$0		\$0		\$0		\$0		\$0	
31	Construction	\$0		\$0		\$0		\$0		\$0	
32	Renovation	\$0		\$0		\$0		\$0		\$0	
33	Other (Contingency)	\$0		\$33,387		\$54,005		\$82,319		\$92,584	
SUBTOTAL OPERATIONS AND MAINTENANCE OF FACILITIES		\$0		\$455,187		\$518,005		\$784,819		\$856,684	
Administrative/Operations Support											
34	Equipment Lease/Maintenance	\$0		\$0		\$72,000		\$0		\$0	
35	Equipment Purchase	\$0		\$0		\$0		\$0		\$0	
36	Supplies and Materials	\$0		\$16,715		\$14,177		\$16,776		\$18,745	
37	Printing and Copying	\$0		\$4,644		\$4,644		\$4,644		\$4,644	
38	Postage and Shipping	\$0		\$450		\$750		\$1,125		\$1,275	
39	Other	\$0		\$15,100		\$16,700		\$18,300		\$18,900	
SUBTOTAL ADMINISTRATIVE/OPERATIONS SUPPORT		\$0		\$36,909		\$108,271		\$40,845		\$43,564	
Management Company											
40	Fees	\$0		\$0		\$0		\$0		\$0	
41	Salaries/Other Employee Costs	\$0		\$0		\$0		\$0		\$0	
42	Curriculum	\$0		\$0		\$0		\$0		\$0	
43	Accounting and Payroll	\$0		\$0		\$0		\$0		\$0	
44	Other	\$0		\$0		\$0		\$0		\$0	
SUBTOTAL MANAGEMENT COMPANY		\$0		\$0		\$0		\$0		\$0	
STATE LOCAL & LOANS EXPENDITURES		\$0		\$1,662,528		\$2,658,895		\$4,032,910		\$4,622,121	
REVENUE LESS EXPENDITURES		\$0		\$6,809		\$141,360		\$83,019		\$7,056	
2 % CONTINGENCY CHECK		\$0.00		\$33,386.74		\$54,005.08		\$82,318.59		\$92,583.53	

Charter School Application Budget Worksheet											Page 2
Federal Revenue		FY12		FY13		FY14		FY15		FY16	
		YEAR 1		YEAR 2		YEAR 3		YEAR 4		YEAR 5	
Charter Federal Start-up Funds		\$125,000		\$300,000		\$300,000		\$0		\$0	
Other Federal Funds		\$0		\$0		\$0		\$0		\$0	
FEDERAL REVENUE		\$125,000		\$300,000		\$300,000		\$0		\$0	
Federal Expenses											
		YEAR 1		YEAR 2		YEAR 3		YEAR 4		YEAR 5	
Personnel Salaries / Other Employer Costs											
			FTE		FTE		FTE		FTE		FTE
Teachers		\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00
Principal/Administrative		\$73,992	1.00	\$212,850	3.00	\$212,850	3.00	\$0	0.00	\$0	0.00
Nurse		\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00
Clerical		\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00
Custodial		\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00
Substitutes		\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00
Other		\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00
Other Employer Costs (25.44 % of Salaries)		\$18,824		\$54,149		\$54,149		\$0		\$0	
Health Insurance		\$8,000		\$24,000		\$24,000		\$0		\$0	
Other Benefits		\$1,000		\$3,000		\$3,000		\$0		\$0	
SUBTOTAL SALARIES / OTHER EMPLOYER COSTS		\$101,816	1.00	\$293,999	3.00	\$293,999	3.00	\$0	0.00	\$0	0.00
Student Support											
Transportation		\$0		\$0		\$0		\$0		\$0	
Cafeteria		\$0		\$0		\$0		\$0		\$0	
Extra Curricular		\$0		\$0		\$0		\$0		\$0	
Supplies and Materials		\$4,500		\$0		\$0		\$0		\$0	
Textbooks		\$0		\$0		\$0		\$0		\$0	
Computers		\$1,879		\$0		\$0		\$0		\$0	
Contracted Services		\$0		\$0		\$0		\$0		\$0	
Other		\$0		\$0		\$0		\$0		\$0	
SUBTOTAL STUDENT SUPPORT		\$6,379		\$0		\$0		\$0		\$0	
Operations and Maintenance of Facilities											
Insurance (Property/Liability)		\$6,000		\$0		\$0		\$0		\$0	
Rent		\$0		\$0		\$0		\$0		\$0	
Mortgage		\$0		\$0		\$0		\$0		\$0	
Utilities		\$0		\$0		\$0		\$0		\$0	
Maintenance		\$0		\$0		\$0		\$0		\$0	
Telephone/Communications		\$1,000		\$0		\$0		\$0		\$0	
Construction		\$0		\$0		\$0		\$0		\$0	
Renovation		\$0		\$0		\$0		\$0		\$0	
Other		\$0		\$0		\$0		\$0		\$0	
SUBTOTAL OPERATIONS AND MAINTENANCE OF FACILITIES		\$7,000		\$0		\$0		\$0		\$0	
Administrative/Operations Support											
Equipment Lease/Maintenance		\$0		\$0		\$0		\$0		\$0	
Equipment Purchase		\$612		\$0		\$0		\$0		\$0	
Supplies and Materials		\$5,000		\$0		\$0		\$0		\$0	
Printing and Copying		\$1,000		\$0		\$0		\$0		\$0	
Postage and Shipping		\$693		\$0		\$0		\$0		\$0	
Other (Contingency)		\$2,500		\$6,000		\$6,000		\$0		\$0	
SUBTOTAL ADMINISTRATIVE/OPERATIONS SUPPORT		\$9,805		\$6,000		\$6,000		\$0		\$0	
Management Company											
Fees		\$0		\$0		\$0		\$0		\$0	
Salaries/Other Employee Costs		\$0		\$0		\$0		\$0		\$0	
Curriculum		\$0		\$0		\$0		\$0		\$0	
Accounting and Payroll		\$0		\$0		\$0		\$0		\$0	
Other		\$0		\$0		\$0		\$0		\$0	
SUBTOTAL MANAGEMENT COMPANY		\$0		\$0		\$0		\$0		\$0	
FEDERAL EXPENDITURES		\$125,000		\$299,999		\$299,999		\$0		\$0	
REVENUE LESS EXPENDITURES		\$0		\$1		\$1		\$0		\$0	
2 % CONTINGENCY CHECK											

Page 3

Charter School Application Budget Worksheet											Page 3
Other Revenue	FY12		FY13		FY14		FY15		FY16		
	YEAR 1		YEAR 2		YEAR 3		YEAR 4		YEAR 5		
Other Revenue	\$0		\$18,900		\$40,325		\$72,225		\$82,275		
OTHER REVENUE	\$0		\$18,900		\$40,325		\$72,225		\$82,275		
Other Expenses	YEAR 1		YEAR 2		YEAR 3		YEAR 4		YEAR 5		
Personnel Salaries / Other Employer Costs		FTE		FTE		FTE		FTE		FTE	
Teachers	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	
Principal/Administrative	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	
Nurse	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	
Clerical	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	
Custodial	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	
Substitutes	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	
Other	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	
Other Employer Costs (25.44 % of Salaries)	\$0		\$0		\$0		\$0		\$0		
Health Insurance	\$0		\$0		\$0		\$0		\$0		
Other Benefits	\$0		\$0		\$0		\$0		\$0		
SUBTOTAL SALARIES / OTHER EMPLOYER COSTS	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	
Student Support											
Transportation	\$0		\$0		\$0		\$0		\$0		
Cafeteria	\$0		\$0		\$0		\$0		\$0		
Extra Curricular	\$0		\$1,800		\$4,700		\$8,100		\$9,600		
Supplies and Materials	\$0		\$0		\$0		\$0		\$0		
Textbooks	\$0		\$0		\$0		\$0		\$0		
Computers	\$0		\$0		\$0		\$0		\$0		
Contracted Services	\$0		\$0		\$0		\$0		\$0		
Other	\$0		\$17,100		\$35,625		\$64,125		\$72,675		
SUBTOTAL STUDENT SUPPORT	\$0		\$18,900		\$40,325		\$72,225		\$82,275		
Operations and Maintenance of Facilities											
Insurance (Property/Liability)	\$0		\$0		\$0		\$0		\$0		
Rent	\$0		\$0		\$0		\$0		\$0		
Mortgage	\$0		\$0		\$0		\$0		\$0		
Utilities	\$0		\$0		\$0		\$0		\$0		
Maintenance	\$0		\$0		\$0		\$0		\$0		
Telephone/Communications	\$0		\$0		\$0		\$0		\$0		
Construction	\$0		\$0		\$0		\$0		\$0		
Renovation	\$0		\$0		\$0		\$0		\$0		
Other	\$0		\$0		\$0		\$0		\$0		
SUBTOTAL OPERATIONS AND MAINTENANCE OF FACILITIES	\$0		\$0		\$0		\$0		\$0		
Administrative/Operations Support											
Equipment Lease/Maintenance	\$0		\$0		\$0		\$0		\$0		
Equipment Purchase	\$0		\$0		\$0		\$0		\$0		
Supplies and Materials	\$0		\$0		\$0		\$0		\$0		
Printing and Copying	\$0		\$0		\$0		\$0		\$0		
Postage and Shipping	\$0		\$0		\$0		\$0		\$0		
Other	\$0		\$0		\$0		\$0		\$0		
SUBTOTAL ADMINISTRATIVE/OPERATIONS SUPPORT	\$0		\$0		\$0		\$0		\$0		
Management Company											
Fees	\$0		\$0		\$0		\$0		\$0		
Salaries/Other Employee Costs	\$0		\$0		\$0		\$0		\$0		
Curriculum	\$0		\$0		\$0		\$0		\$0		
Accounting and Payroll	\$0		\$0		\$0		\$0		\$0		
Other	\$0		\$0		\$0		\$0		\$0		
SUBTOTAL MANAGEMENT COMPANY	\$0		\$0		\$0		\$0		\$0		
OTHER EXPENDITURES	\$0		\$18,900		\$40,325		\$72,225		\$82,275		
REVENUE LESS EXPENDITURES	\$0		\$0		\$0		\$0		\$0		
2% CONTINGENCY CHECK											

Delaware Institute of Technology
Charter School Application

APPENDIX C2

Budget Rationale

Charter School Application Budget Rationale

State & Local Funds		
LINE	ITEM	RATIONALE
	State Local & Loan Revenue	
1	State Appropriations	Per Revenue Calculation Sheet
2	School District Local Fund Transfers	
3	Prior Year Carryover Funds	NA
4	Construction Loans	NA
5	Equipment Loans	NA
6	Other Loans	NA
	Personnel Salaries / OECs	
7	Teachers	Per Salary Schedules (see tabs)
8	Principal/Administrative	
9	Nurse	
10	Clerical	
11	Custodial	
12	Substitutes	
13	Other	
14	Other Employer Costs (25.44 % of Salaries)	Automatically Calculated
15	Health Insurance	Automatically Calculated @\$8,000/employee
16	Other Benefits	\$1,000 Health Benefit Stipend per FT employee
	Student Support	
17	Transportation	Per Revenue Calculation Sheet
18	Cafeteria	\$40/day (\$200/week) X 180 days
19	Extra Curricular	Estimate \$35/student
20	Supplies and Materials	Office Depot Quote (office supplies + furnitre)
21	Textbooks	Estimated \$350 per new student (Books or Kindles)
22	Computers	Dell Quote
23	Contracted Services	Estimate includes special education assessments, hearing/speech services, computer maintenance
24	Other	Student Testing @\$12/per student EPER, After-School Tutors, & Coaching Salaries (plus 9.57% OEC's)
	Operations & Maintenance of Facilities	
25	Insurance (Property/Liability)	Bellevue Insurance Quotes
26	Rent	Verbal agreement with potential builder/landlord: (35,000 ft @\$9.50/ft year 1) (35,000 ft @\$10.50/ft year 2) (58,000 ft @\$9.50/ft year 3) (58,000 ft @\$10.50/ft year 4)
27	Mortgage	NA
28	Utilities	Estimated @\$2 per square ft
29	Maintenance	Owner/Landlord Responsibility

30	Telephone/Communications	Estimate (based on Pencader Charter budget)
31	Construction	NA
32	Renovation	NA
33	Other	Contingency (2% of total State/Local Revenue)
	Administrative/Operations Support	
34	Equipment Lease/Maintenance	NA
35	Equipment Purchase	Classroom Technology & Science Lab Equipment
36	Supplies and Materials	Office Depot Quote (maintenance supplies)
		Blanco Office Furniture (State Bid) \$2,537/office
37	Printing and Copying	Excel Business Systems Quote
38	Postage and Shipping	Estimate (based on \$2.50 per student)
39	Other	<i>Learning Focused Solutions</i> 3-year package: Staff Development @\$6,500/yr + \$200/teacher
		\$7,000/yr audit fees
	Management Company	
40	Fees	NA
41	Salaries/Other Employee Costs	NA
42	Curriculum	NA
43	Accounting and Payroll	NA
44	Other	NA

Federal Funds

LINE	ITEM	RATIONALE
	Federal Revenue	
1	Charter Federal Start-up Funds	Per Instructions & Tammy Korosec
2	Other Federal Funds	NA
	Personnel Salaries / OECs	
3	Teachers	NA
4	Principal/Administrative	Admin Salaries per Salary Schedule (see tab)
5	Nurse	NA
6	Clerical	NA
7	Custodial	NA
8	Substitutes	NA
9	Other	NA
10	Other Employer Costs (25.44 % of Salaries)	Automatically Calculated
11	Health Insurance	Automatically Calculated @\$8,000/employee
12	Other Benefits	\$1,000 Health Benefit Stipend per FT employee
	Student Support	
13	Transportation	
14	Cafeteria	
15	Extra Curricular	
16	Supplies and Materials	
17	Textbooks	
18	Computers	
19	Contracted Services	
20	Other	
	Operations & Maintenance of Facilities	
21	Insurance (Property/Liability)	Bellevue Insurance Quotes
22	Rent	
23	Mortgage	
24	Utilities	
25	Maintenance	
26	Telephone/Communications	
27	Construction	
28	Renovation	
29	Other	
	Administrative/Operations Support	
30	Equipment Lease/Maintenance	
31	Equipment Purchase	All-in-One Printer, copier, Fax
32	Supplies and Materials	
33	Printing and Copying	
34	Postage and Shipping	
35	Other	Contingency (2% of Federal Funds)
	Management Company	
36	Fees	NA
37	Salaries/Other Employee Costs	NA
38	Curriculum	NA
39	Accounting and Payroll	NA
40	Other	NA

Other Funds		
LINE	ITEM	RATIONALE
	Other Revenue	
1	Other Revenue	Class Dues, Activity Fees & Parking Permit Fees: Dues: 9th (\$10), 10th (\$10), 11th (\$15), 12th (\$20) Parking Permit: \$25/year Activity Fee: \$95 per activity
	Personnel Salaries / OECs	
2	Teachers	NA
3	Principal/Administrative	NA
4	Nurse	NA
5	Clerical	NA
6	Custodial	NA
7	Substitutes	NA
8	Other	NA
9	Other Employer Costs (25.44 % of Salaries)	NA
10	Health Insurance	NA
11	Other Benefits	NA
	Student Support	
12	Transportation	NA
13	Cafeteria	NA
14	Extra Curricular	Activity Budget (from class dues & parking fees)
15	Supplies and Materials	NA
16	Textbooks	NA
17	Computers	NA
18	Contracted Services	NA
19	Other	Additional Athletic Budget (from activity fees)
	Operations & Maintenance of Facilities	
20	Insurance (Property/Liability)	NA
21	Rent	NA
22	Mortgage	NA
23	Utilities	NA
24	Maintenance	NA
25	Telephone/Communications	NA
26	Construction	NA
27	Renovation	NA
28	Other	NA
	Administrative/Operations Support	
29	Equipment Lease/Maintenance	NA
30	Equipment Purchase	NA
31	Supplies and Materials	NA
32	Printing and Copying	NA
33	Postage and Shipping	NA
34	Other	NA
	Management Company	
35	Fees	NA
36	Salaries/Other Employee Costs	NA
37	Curriculum	NA
38	Accounting and Payroll	NA
39	Other	NA

NOTE: All Perkins and 509 Funds will be considered "pass through funds," as they will be utilized in support of classroom instruction & instructional materials.

Delaware Institute of Technology
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APPENDIX C3

Salary Schedules

DIT Teacher Salaries (Based on DTCC Salary Plan A -10 month)

Years	No Degree	Assoc. Degree	Bach. Degree	Bach. Degree 15	Bach. Degree 30	Mast. Degree	Mast. Degree 15	Mast. Degree 30	Mast. Degree 45	Doctorate
0	36,577	38,970	40,551	42,132	43,755	45,336	46,918	48,540	50,121	50,892
1	37,591	39,983	41,565	43,146	44,728	46,350	47,972	49,554	51,135	51,946
2	38,564	40,997	42,538	44,079	45,742	47,323	48,905	50,527	52,108	52,960
3	38,848	41,119	42,619	44,120	46,147	47,729	49,270	50,811	52,392	53,122
4	39,132	41,322	42,741	44,160	46,593	48,134	49,635	51,095	52,635	53,365
5	40,592	42,741	44,160	45,661	47,080	48,540	50,000	51,419	52,919	53,608
6	42,011	44,160	45,661	47,080	48,540	50,000	51,419	52,919	54,339	55,069
7	43,511	45,661	47,080	48,540	50,000	51,419	52,919	54,339	55,758	56,528
8	44,931	47,080	48,540	50,000	51,419	52,919	54,339	55,758	57,258	57,948
9	46,350	48,540	50,000	51,419	52,919	54,339	55,758	57,258	58,678	59,408
10	46,715	50,000	51,419	52,919	54,339	55,758	57,258	58,678	60,096	60,827
11	47,080	50,365	52,919	54,339	55,758	57,258	58,678	60,096	61,597	62,287
12	47,080	50,730	53,244	55,758	57,258	58,678	60,096	61,597	63,017	63,746
13	47,080	50,730	53,244	56,123	58,678	60,096	61,597	63,017	64,476	65,166
14	47,080	50,730	53,244	56,123	59,043	61,597	63,017	64,476	65,936	66,666
15	47,080	50,730	55,109	56,893	60,502	63,017	64,476	65,936	67,356	68,085
16	47,080	50,730	55,433	57,258	60,867	64,476	65,936	67,356	68,856	69,545
17	47,080	50,730	55,758	57,623	60,867	64,801	66,301	67,721	69,180	69,910
18	47,080	50,730	55,758	57,623	61,232	64,801	66,301	67,721	69,180	69,910
19	47,080	50,730	55,758	57,623	61,232	64,801	66,301	67,721	69,180	69,910
20	47,080	50,730	55,758	57,623	61,232	65,936	67,721	69,545	71,330	73,195
21	47,080	50,730	55,758	57,623	61,232	66,301	68,126	69,910	71,735	73,559
22	47,080	50,730	55,758	57,623	61,232	66,301	68,126	69,910	71,735	73,559
23	47,080	50,730	55,758	57,623	61,232	66,301	68,126	69,910	71,735	73,559
24	47,080	50,730	55,758	57,623	61,232	66,301	68,126	69,910	71,735	73,559
25	47,080	50,730	55,758	57,623	61,232	67,721	69,545	71,330	73,195	74,979
26	47,080	50,730	55,758	57,623	61,232	68,126	69,910	71,735	73,559	75,344
27+	47,080	50,730	55,758	57,623	61,232	68,532	70,275	72,141	73,925	75,708

DIT Teacher Salaries shall be calculated by the following percentages:

YEAR	% of Calculated "Full" Salary
Plan Year	NA
Year #1	90%
Year #2	95%
Year #3	100%
Year #4	100%

DIT Staff Salaries (Based on DTCC SALARY PLAN B)

12 MONTH FULL-TIME EMPLOYEE SCHEDULE

Pay Grade	Part-Time Hourly Rate	80% Entry	100% Midpoint	120% Maximum
1	7.75	17,520	20,748	24,898
2	8.29	17,760	22,200	26,640
3	8.87	19,008	23,760	28,512
4	9.49	20,334	25,417	30,500
5	10.15	21,761	27,201	32,641
6	10.84	23,283	29,104	34,925
7	11.61	24,910	31,138	37,366
8	12.42	26,654	33,317	39,980
9	13.28	28,522	35,653	42,784
10	14.22	30,518	38,148	45,778
11	15.23	32,652	40,815	48,978
12	16.28	34,939	43,674	52,409
13	17.44	37,386	46,732	56,078
14	18.64	39,998	49,997	59,996
15	19.97	42,801	53,501	64,201
16	21.36	45,801	57,251	68,701
17	22.85	49,005	61,256	73,507
18	24.45	52,433	65,541	78,649
19	26.16	56,104	70,130	84,156
20	28.00	60,035	75,044	90,053
21	29.94	64,235	80,294	96,353
22	32.04	68,732	85,915	103,098
23	34.29	73,545	91,931	110,317
24	36.69	78,696	98,370	118,044
25	39.26	84,202	105,252	126,302
26	42.00	90,094	112,618	135,142

PAYGRADE	POTENTIAL FULL & PART TIME DIT STAFF POSITIONS	FLSA COVERED
PAYGRADE 26	NA	
PAYGRADE 24	NA	
PAYGRADE 23	NA	
PAYGRADE 22	NA	
PAYGRADE 21	NA	
PAYGRADE 20		
	Manager of Administrative Systems	NO
	Manager of Educational Systems	NO
PAYGRADE 19	NA	
PAYGRADE 18		

	Educational Web Application Developer	NO
	Marketing Operations Manager	NO
PAYGRADE 17		
	Resource Development Officer	YES
	Senior Fiscal Administrative Officer	NO
	Special Programs Director	NO
PAYGRADE 16		
	Data Manager	NO
	Program Manager	NO
	Super of Buildings and Grounds II	NO
	Systems Specialist	NO
PAYGRADE 15		
	Classroom Technology Specialist	NO
	Fiscal Administrative Officer	NO
	Human Resources Specialist III	NO
	Instructional Media Specialist II	YES
	Marketing Communications Coord	NO
	Network Specialist	YES
	Super of Buildings and Grounds I	NO
PAYGRADE 14		
	Resource Development Specialist	NO
PAYGRADE 13		
	Fiscal Services Manager	NO
	Human Resources Specialist II	NO
	Marketing/Communications Specialist	NO
	Marketing Production Specialist	NO
	Student Enrichment Coordinator	NO
PAYGRADE 12		
	Assistant to the Dean of Instruction	NO
	Employment Services Specialist	YES
PAYGRADE 11		
	Classroom Technology Technician	YES
	Community Relations Coordinator	YES
	Contract Coordinator	YES
	Master Electrician	YES
	Nurse II (part-time only)	NO
	Payroll Services Specialist II	YES
	Physical Plant Maintenance Supervisor	YES
	Resource Center Coordinator	YES
	Senior Accountant	NO
	Tutoring Specialist	NO
PAYGRADE 10		
	Accountant II	YES
	Administrative Assistant to the Executive Director	YES

	Administrative Coordinator	YES
	Building Maintenance Mechanic III	YES
	Campus Public Information Officer	YES
	Career Services Coordinator	YES
	Human Resources Specialist I	YES
	HVAC/Refrigeration Technician	YES
	Office Manager	NO
	Payroll Services Specialist I	YES
	Project Coordinator	NO
	Resource Development Technician	YES
	Student Activities Specialist	YES
	Web Page Designer	YES

PAYGRADE 9

	Administrative Specialist	YES
	Building Maintenance Mechanic II	YES
	Tutoring Coordinator	YES

PAYGRADE 8

	Accounting Specialist	YES
	Administrative Assistant	YES
	Administrative Secretary	YES
	Admissions Coordinator	YES
	Building Maintenance Mechanic I	YES
	Grounds Maintenance Supervisor	YES

PAYGRADE 7

	Accountant I	YES
	Admissions Aide	YES
	Athletic Coach (part-time)	YES
	Computing Support Technician I	YES
	Custodial Supervisor II	
	Financial Secretary	YES
	Human Resources Technician	YES
	Information Technician	YES
	Instructional Aide	YES
	Painter	YES
	Purchasing Specialist	YES
	Senior Secretary	YES

PAYGRADE 6

	Account Technician	YES
	Administrative Technician	YES
	Building Maintenance Mechanic Tech	YES
	Food Service Supervisor	YES
	Graphics Specialist I	YES
	Secretary	YES
	Student Records Technician	YES

PAYGRADE 5

	Assistant Athletic Coach (part-time)	YES
	Office Technician	YES

PAYGRADE 4		
	Cook	YES
	Custodial Supervisor	YES
	Receptionist	YES
	Telephone Operator	YES
PAYGRADE 3		
	General Clerk	YES
	Groundskeeper II	YES
PAYGRADE 2		
	Cafeteria Clerk	YES
	Custodian II	YES
	Duplication Clerk	YES
	Mail Clerk I	YES
PAYGRADE 1		
	Custodian	YES
	Food Service Worker	YES
	Groundskeeper I	YES

DIT Administrator Salaries (Based ON DTCC SALARY PLAN D)

DTCC 12 MONTH EMPLOYEE SCHEDULE

Years	No Degree	Assoc. Degree	Bach. Degree	Bach. Degree 15	Bach. Degree 30	Mast. Degree	Mast. Degree 15	Mast. Degree 30	Mast. Degree 45	Doctorate
0	43,893	46,764	48,661	50,559	52,506	54,403	56,301	58,248	60,145	61,070
1	45,109	47,980	49,878	51,776	53,674	55,620	57,566	59,464	61,362	62,335
2	46,277	49,197	51,046	52,895	54,890	56,788	58,686	60,632	62,529	63,552
3	46,618	49,343	51,143	52,944	55,377	57,275	59,124	60,973	62,871	63,746
4	46,958	49,586	51,289	52,992	55,912	57,761	59,562	61,313	63,163	64,038
5	48,710	51,289	52,992	54,793	56,496	58,248	60,000	61,703	63,503	64,330
6	50,413	52,992	54,793	56,496	58,248	60,000	61,703	63,503	65,206	66,082
7	52,214	54,793	56,496	58,248	60,000	61,703	63,503	65,206	66,909	67,834
8	53,917	56,496	58,248	60,000	61,703	63,503	65,206	66,909	68,709	69,537
9	55,620	58,248	60,000	61,703	63,503	65,206	66,909	68,709	70,413	71,289
10	56,058	60,000	61,703	63,503	65,206	66,909	68,709	70,413	72,116	72,992
11	56,496	60,438	63,503	65,206	66,909	68,709	70,413	72,116	73,917	74,744
12	56,496	60,875	63,892	66,909	68,709	70,413	72,116	73,917	75,620	76,495
13	56,496	60,875	63,892	67,347	70,413	72,116	73,917	75,620	77,372	78,199
14	56,496	60,875	63,892	67,347	70,851	73,917	75,620	77,372	79,124	79,999
15	56,496	60,875	66,130	68,272	72,603	75,620	77,372	79,124	80,827	81,703
16	56,496	60,875	66,520	68,709	73,041	77,372	79,124	80,827	82,627	83,454
17	56,496	60,875	66,909	69,148	73,041	77,761	79,561	81,265	83,016	83,892
18	56,496	60,875	66,909	69,148	73,479	77,761	79,561	81,265	83,016	83,892
19	56,496	60,875	66,909	69,148	73,479	77,761	79,561	81,265	83,016	83,892
20	56,496	60,875	66,909	69,148	73,479	79,124	81,265	83,454	85,595	87,834
21	56,496	60,875	66,909	69,148	73,479	79,561	81,751	83,892	86,081	88,271
22	56,496	60,875	66,909	69,148	73,479	79,561	81,751	83,892	86,081	88,271
23	56,496	60,875	66,909	69,148	73,479	79,561	81,751	83,892	86,081	88,271
24	56,496	60,875	66,909	69,148	73,479	79,561	81,751	83,892	86,081	88,271
25	56,496	60,875	66,909	69,148	73,479	81,265	83,454	85,595	87,834	89,975
26	56,496	60,875	66,909	69,148	73,479	81,751	83,892	86,081	88,271	90,413
27+	56,496	60,875	66,909	69,148	73,479	82,238	84,330	86,569	88,710	90,850

DIT Administrator Salaries shall be calculated by the following percentages:

YEAR	% of Calculated "Full" Salary
Plan Year	60%
Year #1	70%
Year #2	80%
Year #3	90%
Year #4	100%

DTCC "Amdinistration" (SALARY PLAN D)

Multiply Salary by Index

		INDEX				
		Years in Level				
	CLASSIFICATION	0	1	2	3	4
Level I	Assistant Business Manager	1.04	1.05	1.06	1.07	1.08
	Assistant Dean of Student Services					
	Assistant Director of Administrative Services					
	Assistant Director of CCP					
Level II	Director of College Relations	1.09	1.10	1.11	1.12	1.12
	Assistant to the Campus Director					
	Assistant Dean of Instruction					
	Assistant Vice President for Finance					
	Assistant Vice President for Human Resources					
	Assistant VP for Marketing and Public Relations					
	Business Manager					
	Dean of Student Services					
Level III	Director of Administrative Services	1.26	1.28	1.28	1.28	1.28
	Director of Human Resources					
	Associate Vice President for Academic Affairs					
	Assistant Vice President for Educational Support					
	Associate VP for Institutional Advancement					
Level IV	Dean of Instruction	1.37	1.37	1.37	1.37	1.37
	Director of Corporate and Community Programs					
	Assistant Campus Director					
	Vice President for Academic Affairs					
Level V	Vice President for Finance	1.55	1.55	1.55	1.55	1.55
	VP for Human Resources and College Relations					
	Vice President & Campus Director					

Delaware Institute of Technology
Charter School Application

APPENDIX C4

Staffing Plan

DIT DETAILED STAFFING PLAN

10/19/2010

YEAR	YEAR 1 (12-13)	YEAR 2 (13-14)	YEAR 3 (14-15)	YEAR 4 (15-16)
9th Grade	90	120	150	150
10th Grade	90	90	120	150
11th Grade	0	90	90	120
12th Grade	0	0	90	90
TOTAL STUDENTS	180	300	450	510
PERSONNEL				
SALARY PLAN D (Admin)				
Executive Director (D5)	70% \$ 86,000	80% \$ 98,000	90% \$ 111,000	100% \$ 126,000
Dean of Instruction (D3)	70% \$ 78,000	80% \$ 90,000	90% \$ 101,000	100% \$ 112,000
Dean of Students (D2)	70% \$ 55,000	80% \$ 62,000	90% \$ 70,000	100% \$ 78,000
SALARY PLAN D (Admin) SUB-TOTAL	3 \$ 219,000	3 \$ 250,000	3 \$ 282,000	3 \$ 316,000
SALARY PLAN A (Teachers)				
FULL-TIME				
English Department Chair	1 \$ 50,000	1 \$ 52,000	1 \$ 54,000	1 \$ 56,000
English Teacher 2		1 \$ 37,000	1 \$ 39,000	1 \$ 41,000
English Teacher 3			1 \$ 39,000	1 \$ 41,000
English Teacher 4				1 \$ 41,000
Math Department Chair	1 \$ 60,000	1 \$ 62,500	1 \$ 65,000	1 \$ 67,500
Math Teacher 2		1 \$ 40,000	1 \$ 42,000	1 \$ 44,000
Math Teacher 3			1 \$ 42,000	1 \$ 44,000
Math Teacher 4				1 \$ 44,000
Math Teacher 5				1 \$ 44,000
Science Department Chair	1 \$ 60,000	1 \$ 62,500	1 \$ 65,000	1 \$ 67,500
Science Teacher 2		1 \$ 40,000	1 \$ 42,000	1 \$ 44,000
Science Teacher 3		1 \$ 40,000	1 \$ 42,000	1 \$ 44,000
Science Teacher 4			1 \$ 42,000	1 \$ 44,000
Science Teacher 5				1 \$ 44,000
SS & LA Department Chair	1 \$ 40,000	1 \$ 42,000	1 \$ 44,000	1 \$ 46,000
Social Studies Teacher 2		1 \$ 37,000	1 \$ 39,000	1 \$ 41,000
Social Studies Teacher 3			1 \$ 39,000	1 \$ 41,000
Language Arts Teacher 1	1 \$ 35,000	1 \$ 37,000	1 \$ 39,000	1 \$ 41,000

Language Arts Teacher 2	1	\$		1	\$	37,000	1	\$	39,000	1	\$	41,000	7
Technology Department Chair	1	\$	50,000	1	\$	52,000	1	\$	54,000	1	\$	56,000	7
Technology Teacher 2	1	\$		1	\$	42,000	1	\$	44,000	1	\$	46,000	7
Technology Teacher 3													
Technology Teacher 4													
Health Department Chair													
Health & PE Teacher 2	1	\$	35,000	1	\$	37,000	1	\$	39,000	1	\$	41,000	7
Health & PE Teacher 3													
Elective Teacher 1													
Student Advisor													
Guidance Counselor	1	\$		1	\$	60,000	1	\$	50,000	1	\$	52,000	13
SALARY PLAN A (Full-Time) SUB-TOTAL	7	\$	330,000	15	\$	678,000	24	\$	1,102,000	28	\$	1,321,000	13
PART-TIME													BUDGET LINE
Science Teacher 2	0.5	\$	30,000	0.25	\$	11,000	0.5	\$	23,000	0.5	\$	24,000	7
Drivers Ed Teacher	0.25	\$	10,000	0.33	\$	20,000	0.5	\$	30,000	0.66	\$	40,000	7
Educational Diagnostician	0.25	\$	15,000										13
Technology Teacher 2	0.5	\$	20,000										7
Technology Teacher 3													7
Health Department Chair	0.25	\$	12,500	0.5	\$	26,000							7
Athletic Director	0.2	\$	5,000	0.3	\$	10,000	0.4	\$	15,000	0.5	\$	20,000	13
Substitute Teacher Budget		\$	5,800		\$	12,600		\$	19,000		\$	23,000	12
SALARY PLAN A (Part-Time) SUB-TOTAL		\$	98,300		\$	105,600		\$	87,000		\$	107,000	
SALARY PLAN B													BUDGET LINE
FULL TIME													
Director of Operations (B20)	1	\$	60,000	1	\$	62,000	1	\$	64,000	1	\$	68,000	8
Director's Administrative Assistant (B8)	1	\$	28,000	1	\$	29,000	1	\$	30,000	1	\$	31,000	10
Operations Administrative Assistant (B8)													10
School Nurse (B11 - 10 month)	1	\$	30,000	1	\$	31,000	1	\$	32,000	1	\$	33,000	9
School Secretary (B6)				1	\$	25,000	1	\$	26,000	1	\$	27,000	10
Guidance Secretary (B6)													10
Para-Professionals (B7 - 10 month)							1	\$	22,000	2	\$	27,000	10
Maintenance Supervisor (B8)	1	\$	28,000	1	\$	29,000	1	\$	30,000	1	\$	31,000	13
Custodian (B1)													11
SALARY PLAN B (Full-Time) SUB-TOTAL	4	\$	146,000	5	\$	176,000	7	\$	234,000	10	\$	312,500	11

PART TIME								BUDGET LINE
Assistant to the Director (B19)	0.1	\$	24,000	0.25	\$	30,000	0.5	\$ 40,000 13
Operations Administrative Assistant (B6)	0.5	\$	14,000	0.75	\$	21,500		10
School Secretary (B6)	0.75	\$	18,000					10
Guidance Secretary (B6)				0.5	\$	12,500	0.75	\$ 11,700 13
HR Specialist III (B15)	0.25	\$	11,500	0.33	\$	16,000	0.66	\$ 34,000 13
Para-Professionals (B7 - 10 month)				0.75	\$	15,000		13
Food Service Worker (B1 - 10 month)	0.5	\$	7,200	0.5	\$	7,400	0.75	\$ 11,700 13
Food Service Worker (B1 - 10 month)				0.5	\$	7,400	0.5	\$ 7,800 13
Custodian (B1)				0.75	\$	13,800	0.75	\$ 14,625 11
Custodian (B1)				0.75	\$		0.75	\$ 14,625 11
SALARY PLAN B (Part-Time) SUB-TOTAL		\$	36,700	\$	72,100	\$	89,700	\$ 82,750

EPER STAFF								BUDGET LINE
Academic Bowl Advisor	0			0.5	\$	405	0.75	\$ 846 24
Book Club Advisor	0			0.5	\$	405	0.75	\$ 846 24
Band Director	0.25	\$	1,210	0.5	\$	2,475	0.75	\$ 5,170 24
Chlor Director	0.25	\$	440	0.5	\$	900	0.75	\$ 1,880 24
Chess Club Advisor	0			0.33	\$	267	0.66	\$ 846 24
Drama Director	0			0.33	\$	713	0.66	\$ 2,256 24
Honor Society Advisor	0			0.25	\$	270	0.5	\$ 1,128 24
Key Club Advisor	0			0.25	\$	270	0.5	\$ 1,128 24
Math League Advisor	0.25	\$	264	0.5	\$	540	0.75	\$ 1,128 24
School Newspaper Advisor	0.25	\$	748	0.5	\$	1,530	0.75	\$ 3,196 24
Science Olympiad Advisor	0.25	\$	264	0.5	\$	540	0.75	\$ 1,128 24
Student Government Advisor	0.25	\$	308	0.5	\$	630	0.75	\$ 1,316 24
Yearbook Advisor	0.25	\$	748	0.5	\$	1,530	0.75	\$ 3,196 24
EPER STAFF SUBTOTAL		\$	3,982	\$	10,475	\$	16,838	\$ 24,064

COACHING STAFF								BUDGET LINE
Head Football Coach	0			0.5	\$	2,610	1	\$ 5,452 24
Assistant Football Coach 1	0			0			0.5	\$ 2,820 24
Assistant Football Coach 2	0			0			0.5	\$ 1,410 24
Boys Soccer Head Coach	0.5	\$	2,288	0.75	\$	3,510	1	\$ 4,888 24
Boys Soccer Assistant Coach	0			0.5	\$	1,260	1	\$ 2,632 24
Girls Soccer Head Coach	0.5	\$	2,288	0.75	\$	3,510	1	\$ 4,888 24

Girls Soccer Assistant Coach	0		0.5	\$	1,260	0.5	\$	1,288	1	\$	2,632	24
Cross Country Head Coach	0.5	\$	0.75	\$	2,565	1	\$	3,496	1	\$	3,572	24
Volleyball Head Coach	0		0.5	\$	2,340	0.75	\$	3,588	1	\$	4,888	24
Volleyball Assistant Coach	0		0			0			0.5	\$	1,316	24
Field Hockey Head Coach	0		0.5	\$	2,288	0.75	\$	3,510	1	\$	4,784	24
Field Hockey Assistant Coach	0		0			0			0.5	\$	1,316	24
Boys Basketball Head Coach	0		0.5	\$	2,552	0.75	\$	3,915	1	\$	5,336	24
Boys Basketball Assistant Coach	0		0			0.5	\$	1,350	0.75	\$	2,070	24
Girls Basketball Head Coach	0		0.5	\$	2,552	0.75	\$	3,915	1	\$	5,336	24
Girls Basketball Assistant Coach	0		0			0.5	\$	1,350	0.75	\$	2,070	24
Boys Swimming Head Coach	0		0.5	\$	2,288	0.75	\$	3,510	1	\$	4,784	24
Boys Swimming Assistant Coach	0		0			0			0.5	\$	1,316	24
Girls Swimming Head Coach	0		0.5	\$	2,288	0.75	\$	3,510	1	\$	4,784	24
Girls Swimming Assistant Coach	0		0			0			0.5	\$	1,316	24
Winter Track Head Coach	0.5	\$	0.75	\$	2,565	1	\$	3,496	1	\$	3,572	24
Winter Track Assistant Coach	0		0			0			0.5	\$	1,316	24
Baseball Head Coach	0.5	\$	0.75	\$	3,510	1	\$	4,784	1	\$	4,888	24
Baseball Assistant Coach	0		0			0.5	\$	1,260	0.75	\$	1,932	24
Softball Head Coach	0.5	\$	0.75	\$	3,510	1	\$	4,784	1	\$	4,888	24
Softball Assistant Coach	0		0			0.5	\$	1,260	0.75	\$	1,932	24
Boys Lacrosse Head Coach	0		0.5	\$	2,340	0.75	\$	3,588	1	\$	4,888	24
Boys Lacrosse Assistant Coach	0		0			0			0.5	\$	1,260	24
Girls Lacrosse Head Coach	0		0.5	\$	2,340	0.75	\$	3,588	1	\$	4,888	24
Girls Lacrosse Assistant Coach	0		0			0			0.5	\$	1,260	24
Boys Tennis Coach	0		0.5	\$	1,710	0.75	\$	2,622	1	\$	3,572	24
Girls Tennis Coach	0		0.5	\$	1,710	0.75	\$	2,622	1	\$	3,572	24
Golf Coach	0		0.5	\$	1,710	0.75	\$	2,622	1	\$	3,572	24
Boys & Girls Track Assistant Coach	0.5	\$	0.75	\$	3,510	1	\$	4,784	1	\$	4,888	24
Boys & Girls Track Head Coach 1	0		0.5	\$	1,260	0.75	\$	1,932	1	\$	2,632	24
Boys & Girls Track Head Coach 2	0		0.5	\$	1,260	0.75	\$	1,932	1	\$	2,632	24
Official Scorekeepers		\$	1	\$	1,600		\$	2,000		\$	2,400	24
Event Staff	1			\$	800	1	\$	1,000	1	\$	1,200	24
COACHING STAFF SUBTOTAL		\$	15,784	\$	55,588		\$	89,278		\$	122,902	
FULL-TIME STAFF TOTAL	14	\$	695,000	\$	1,104,000	23	\$	1,618,000	41	\$	1,949,500	
PART-TIME, EPER & COACHING TOTAL		\$	135,000	\$	177,700		\$	176,700		\$	189,750	
STAFF SALARIES GRAND TOTAL		\$	830,000	\$	1,281,700		\$	1,794,700		\$	2,139,250	

OTHER EMPLOYEE COSTS										
FICA(6.25%)	\$	51,875		\$	80,106		\$	112,169		\$ 133,703
Medicare (1.5 %)	\$	12,450		\$	19,226		\$	26,921		\$ 32,089
Workers/Deferred Comp (1.75%)	\$	14,525		\$	22,430		\$	31,407		\$ 37,437
Unemployment Comp (0.2%)	\$	1,660		\$	2,563		\$	3,589		\$ 4,279
Pension (16% - FT ONLY)	\$	111,200		\$	176,640		\$	258,880		\$ 311,920
Healthcare (\$8K/FT employee)	\$	112,000		\$	184,000		\$	272,000		\$ 328,000
OTHER EMPLOYEE COSTS TOTAL	\$	303,710		\$	484,965		\$	704,966		\$ 847,427
PERSONNEL GRAND TOTAL	\$	1,133,710		\$	1,766,665		\$	2,499,666		\$ 2,986,677

Delaware Institute of Technology
Charter School Application

Appendix D

D Estimates & Quotes

- D1 Supply Estimates
- D2 Copier Quote
- D3 Computer Quote
- D4 Insurance Quote
- D5 Square Footage Calculations
- D6 Facility Letter of Support

Delaware Institute of Technology
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APPENDIX D1

Supply Estimates

DIT Furniture & Supply Estimates

OFFICE & CLASSROOM SUPPLIES			Year 1		Year 2		Year 3		Year 4	
ITEM	Office Depot Item Number	EACH	QTY	TOTAL	QTY	TOTAL	QTY	TOTAL	QTY	TOTAL
Copy Paper (10 reams)	348-037	\$ 34.52	60	\$ 2,071.20	100	\$ 3,452	150	\$ 5,178	170	\$ 5,868
Post-it Value Pack (18-pk)	877-832	\$ 10.70	6	\$ 64.20	10	\$ 107	15	\$ 161	17	\$ 182
Receipt Book	436-832	\$ 6.09	5	\$ 30.45	6	\$ 37	7	\$ 43	8	\$ 49
Manila File Folders (100)	698-675	\$ 24.99	24	\$ 599.76	36	\$ 900	48	\$ 1,200	60	\$ 1,499
Hanging Folders (25)	810-994	\$ 3.23	10	\$ 32.30	18	\$ 58	25	\$ 81	30	\$ 97
3-Ring Binders 1"	930-743	\$ 3.55	24	\$ 85.20	36	\$ 128	48	\$ 170	60	\$ 213
3-Ring Binders 2"	930-842	\$ 5.25	24	\$ 126.00	36	\$ 189	48	\$ 252	60	\$ 315
3 Ring-Binders 3"	930-891	\$ 7.99	12	\$ 95.88	24	\$ 192	36	\$ 288	48	\$ 384
Mailing Labels (1000)	297-977	\$ 16.07	1	\$ 16.07	2	\$ 32	3	\$ 48	4	\$ 64
Mailbox (36)	333-875	\$ 53.20	1	\$ 53.20	1	\$ 53	1	\$ 53	1	\$ 53
9X12 envelopes (100)	330-840	\$ 10.22	2	\$ 20.44	4	\$ 41	6	\$ 61	7	\$ 72
Security envelopes (500)	634-056	\$ 12.75	4	\$ 51.00	8	\$ 102	12	\$ 153	15	\$ 191
Mailing Tape (8-pack)	415-060	\$ 11.47	1	\$ 11.47	2	\$ 23	3	\$ 34	4	\$ 46
Masking Tape (3-pack)	444-611	\$ 1.65	10	\$ 16.50	20	\$ 33	30	\$ 50	40	\$ 66
Invisible Tape (16-pack)	473-576	\$ 7.49	5	\$ 37.45	10	\$ 75	15	\$ 112	20	\$ 150
Tape Dispenser	520-328	\$ 2.40	20	\$ 48.00	10	\$ 24	10	\$ 24	10	\$ 24
Stapler	275-714	\$ 3.15	20	\$ 63.00	10	\$ 32	10	\$ 32	10	\$ 32
Standard Staples (3-pack)	432-087	\$ 3.18	7	\$ 22.26	10	\$ 32	15	\$ 48	20	\$ 64
3-hole Punch	427-151	\$ 2.04	15	\$ 30.60	10	\$ 20	10	\$ 20	10	\$ 20
Office 3-hole punch	332-608	\$ 21.82	2	\$ 43.64	1	\$ 22	1	\$ 22	1	\$ 22
15" Paper Cutter	330-440	\$ 34.06	1	\$ 34.06	0	\$ -	1	\$ 34	0	\$ -
Scissors	793-312	\$ 7.83	20	\$ 156.60	20	\$ 157	20	\$ 157	20	\$ 157
Binder Clips (24)	199-952	\$ 6.58	20	\$ 131.60	40	\$ 263	60	\$ 395	75	\$ 494
Paper Clips (10-pack)	308-353	\$ 1.98	6	\$ 11.88	10	\$ 20	15	\$ 30	20	\$ 40
Glue Sticks (18 pack)	711-744	\$ 9.36	3	\$ 28.08	5	\$ 47	8	\$ 75	10	\$ 94
Pens (dozen)	894-615	\$ 1.51	20	\$ 30.20	30	\$ 45	40	\$ 60	50	\$ 76
Correction Tape (10-pack)	826-876	\$ 10.58	2	\$ 21.16	4	\$ 42	6	\$ 63	8	\$ 85

Dry-Erase Pens (Dozen)	259-271	\$ 7.64	20	\$ 152.80	30	\$ 229	40	\$ 306	50	\$ 382
Dry-Erase Erasers	307-512	\$ 0.78	20	\$ 15.60	30	\$ 23	40	\$ 31	50	\$ 39
Dry-Erase Cleaner (1 gal)	127-731	\$ 11.48	4	\$ 45.92	8	\$ 92	12	\$ 138	15	\$ 172
Pencils (72-pack)	733-601	\$ 1.51	6	\$ 9.06	10	\$ 15	15	\$ 23	18	\$ 27
Pencil Sharpener	824-748	\$ 6.83	12	\$ 81.96	12	\$ 82	12	\$ 82	12	\$ 82
Printing Calculator	505-304	\$ 42.46	5	\$ 212.30	2	\$ 85	2	\$ 85	2	\$ 85
Calculator	736-152	\$ 7.64	10	\$ 76.40	5	\$ 38	5	\$ 38	5	\$ 38
AA Batteries (36-pack)	344-352	\$ 43.62	3	\$ 130.86	6	\$ 262	10	\$ 436	15	\$ 654
Scanner	581-875	\$ 169.99	2	\$ 339.98	0	\$ -	1	\$ 170	0	\$ -
Fax Machine	432-206	\$ 299.99	1	\$ 299.99	0	\$ -	0	\$ -	1	\$ 300
Wall Clocks	404-941	\$ 12.04	20	\$ 240.80	10	\$ 120	10	\$ 120	10	\$ 120
Media Cart	617-305	\$ 211.50	2	\$ 423.00	1	\$ 212	1	\$ 212	1	\$ 212
ViewSonic Projector	120-715	\$ 445.99	8	\$ 3,567.92	8	\$ 3,568	8	\$ 3,568	5	\$ 2,230
SUB-TOTAL				\$ 9,528.79		\$ 10,851		\$ 14,051		\$ 14,695

FURNITURE

ITEM	Office Depot Item Number	EACH	Year 1		Year 2		Year 3		Year 4	
			QTY	TOTAL	QTY	TOTAL	QTY	TOTAL	QTY	TOTAL
Chairs (4-pack)	424-961	\$ 189.80	75	\$ 14,235	50	\$ 9,490	60	\$ 11,388	25	\$ 4,745
30x60 Tables	369-009	\$ 72.26	175	\$ 12,646	110	\$ 7,949	125	\$ 9,033	55	\$ 3,974
High Back Chairs	211-302-062	\$ 135.84	20	\$ 2,717	16	\$ 2,173	16	\$ 2,173	6	\$ 815
Desk	211-615-150	\$ 321.84	20	\$ 6,437	10	\$ 3,218	10	\$ 3,218	10	\$ 3,218
4-Drawer File Cabinets	211-450-137	\$ 299.30	16	\$ 4,789	8	\$ 2,394	8	\$ 2,394	6	\$ 1,796
4-Shelf Bookshelves	211-520-858	\$ 225.57	10	\$ 2,256	8	\$ 1,805	8	\$ 1,805	6	\$ 1,353
4x8 Dry Erase Boards	538-472	\$ 324.33	10	\$ 3,243	8	\$ 2,595	8	\$ 2,595	6	\$ 1,946
SUB-TOTAL				\$ 46,322		\$ 29,624		\$ 32,606		\$ 17,848

MAINTENANCE SUPPLIES

ITEM	Office Depot Item Number	EACH	Year 1		Year 2		Year 3		Year 4	
			QTY	TOTAL	QTY	TOTAL	QTY	TOTAL	QTY	TOTAL
Paper Towel Rolls (12)	468-810	\$ 29.74	20	\$ 595	40	\$ 1,190	60	\$ 1,784	75	\$ 2,231
Facial Tissue (30)	393-430	\$ 29.74	4	\$ 119	8	\$ 238	12	\$ 357	15	\$ 446
Bath Tissue (96)	436-672	\$ 83.20	10	\$ 832	20	\$ 1,664	30	\$ 2,496	36	\$ 2,995
All Purpose Cleaner (1-gal)	548-184	\$ 16.14	15	\$ 242	25	\$ 404	40	\$ 646	50	\$ 807
Sprayers (3-pack)	922-005	\$ 6.99	4	\$ 28	3	\$ 21	3	\$ 21	2	\$ 14
Sponges (74/10-pack)	292-853	\$ 28.03	1	\$ 28	2	\$ 56	2	\$ 56	3	\$ 84
10 quart Buckets	922-021	\$ 9.86	6	\$ 59	4	\$ 39	3	\$ 30	2	\$ 20
Soap Dispenser	918-002	\$ 25.86	10	\$ 259	5	\$ 129	5	\$ 129	5	\$ 129
Antibacterial Soap (1 gal)	890-471	\$ 16.09	36	\$ 579	75	\$ 1,207	100	\$ 1,609	125	\$ 2,011
Floor Cleaner (1 gal)	293-172	\$ 30.24	10	\$ 302	10	\$ 302	12	\$ 363	15	\$ 454
Mop Bucket & Press	672-370	\$ 73.27	2	\$ 147	1	\$ 73	1	\$ 73	1	\$ 73
Mop Heads	134-521	\$ 4.94	6	\$ 30	6	\$ 30	6	\$ 30	6	\$ 30
Mop Handle	134-811	\$ 13.22	3	\$ 40	3	\$ 40	3	\$ 40	3	\$ 40
Push Broom	291-434	\$ 15.37	2	\$ 31	2	\$ 31	2	\$ 31	2	\$ 31
Broom Handle	406-800	\$ 3.92	2	\$ 8	2	\$ 8	2	\$ 8	2	\$ 8
Dustpan	397-151	\$ 20.74	2	\$ 41	2	\$ 41	2	\$ 41	2	\$ 41
Trash Bags (16 gal) (1000)	358-066	\$ 45.53	1	\$ 46	2	\$ 91	3	\$ 137	4	\$ 182
Trash Bags (56 gal) (100)	649-333	\$ 44.66	10	\$ 447	18	\$ 804	25	\$ 1,117	30	\$ 1,340
Waste Can (3-pack)	293-441	\$ 19.89	10	\$ 199	10	\$ 199	10	\$ 199	10	\$ 199
SUB-TOTAL				\$ 4,030		\$ 6,566		\$ 9,165		\$ 11,134

Delaware Institute of Technology
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APPENDIX D2

Copier Quote

Proposal for the Delaware Institute of Technology

Lanier 040 (NEW)

Digital copier
Five paper sources
Stapling
Holepunch
Network print
Network scan
Fax

Lease: \$275/60 plus tax

Maintenance for 15,000 copies a month includes all parts, labor, and supplies, except paper is \$112 a month. Overages are .0075 cents per page.

Joyce Hein
Office 302 453 1500
Mobile 302 275 2209
joyce@exceldigital.com



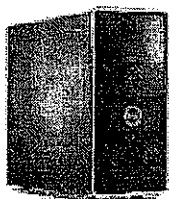
Delaware Institute of Technology
Charter School Application

APPENDIX D3

Computer Quote

Windows® . Life without Walls™ . Dell recommends Windows 7.

Print Summary

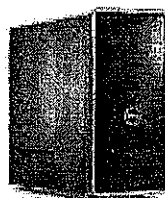
**Inspiron 560**

Starting Price \$723.99
EPP Discount \$87.98

Subtotal **\$636.01**



Free 5 to 7 day shipping
on select systems \$699+



+ Tech Specs

As low as \$20.00/month*†

Apply | Learn More

Discount Details

Preliminary Ship Date: 12/2/2010

[My Selections](#) [All Options](#)

• Inspiron 560

Date

11/22/2010 2:12:49 PM Central Standard Time

Catalog Number

29 Retail 6099

Catalog Number / Description

Product Code

Qty

SKU

Id

Inspiron 560:
Inspiron 560 Minitower w/ Black Bezel

PMBBH

1

[224-7502]

1

Network Card:
Integrated 10/100/1000 Ethernet

IN

1

[430-3628]

13

Color Bezels:
Black Bezel

IBLACK

1

[313-9040]

9

Processors:
Intel® Pentium® dual-core E5700(3.0GHz,2MB L2,800MHz)

PME57

1

[317-5363]

2

Operating System:
Genuine Windows® 7 Home Premium, 64Bit, English

W7HP6E

1

[330-6097][330-7105][420-6436]
[420-6576][420-7938][420-8873]
[420-9352][420-9691][421-0092]
[421-0323][421-0756][421-2041]
[421-2087][421-4117][463-2282]

11

Monitor: 20.0" Dell ST2010-BLK HD Monitor with VGA cable	ST2010B	1	[320-8301]	5
Memory: 3GB DDR3 SDRAM - 3 DIMMs	3G1333D	1	[317-5434]	3
Hard Drive: 500GB Serial ATA Hard Drive (7200RPM) w/DataBurst Cache™	500S	1	[342-0214]	8
Video Card: Integrated Intel® GMA X4500 Graphics	X4500HD	1	[320-8419]	6
Keyboard: Dell USB Entry Keyboard	EKL	1	[330-3620]	4
Mouse: Dell USB Optical Mouse	OMI	1	[330-8652]	12
Speakers: No Speaker Option	N	1	[313-2198]	18
Optical Drives: 16X DVD+/-RW Drive	W7DVDRW	1	[313-9049][421-1363]	16
Floppy Drive: Dell 19 In 1 Media Card Reader	19MCRU2	1	[342-1868]	10
Modem: No Modem Option	N	1	[313-3137]	14
Sound: Integrated 7.1 Channel Audio	IS	1	[313-9055]	17
Hardware Services: 1 Year Basic Service Plan, DMLP	T1O	1	[923-6817][933-0380][934-3330] [950-3337][950-9797]	29
Microsoft Works and Office: Microsoft® Office Home and Student 2010	DHS	1	[410-0451]	22
Security Software: McAfee SecurityCenter, 30-Day Trial	MC1130D	1	[410-2444]	25
Datasafe: Dell Online Backup 2GB for 1 year	DOB2GB	1	[420-9518][988-0099][988-7707]	34
Adobe Software: Adobe® Acrobat® Reader 9.0 Multi-Language	AAREAD	1	[410-1867]	15

Print

Delaware Institute of Technology
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APPENDIX D4

Insurance Quote



BELLEVUE INSURANCE SERVICES, LLC

N. LEE DOTSON, AAI, CIC

12/3/2009

Rodney Bailey
17 Bay Blvd
Newark, DE 19702

Re: Insurances for DIT Charter

Dear Rodney:

I am pleased to offer the following quotes for the insurance for DIT Charter:

Property Insurance based on \$500,000-	\$2,500
Liability Insurance based on 180 students-	\$9,000
D&O Insurance for Board Members &	
Professional Liability for School-	\$6,000
Accident and Health Insurance-	<u>\$1,800</u>
	\$19,300

Please feel free to contact me with any questions.

Sincerely,

A handwritten signature in black ink, appearing to read 'N. Lee Dotson', written over the word 'Sincerely,'.

N. Lee Dotson

14...Iverside Road
Wilmington, DE 19810
DE: 302 246-2400
PA: 484 352-1003
FAX: 302 475-2638

LEE@BELLEVUE-INSURANCE.COM

Delaware Institute of Technology
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APPENDIX D5

Square Footage
Calculations

FACILITIES

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Students	180	300	450	510	600
Classrooms (@900 s.f)	4500	8100	10800	11700	13950
PE	3000	3000	3000	3000	3000
Cafeteria (DIT Multi-purpose)	1800	3000	4500	5000	6000
Library/Media Center	0	0	0	0	0
Admin	500	600	800	900	1350
Student Services (10% of classrooms)	150	150	300	300	300
Health/Nurse/Wellness	1500	1500	2000	2200	2200
Guidance	400	475	525	600	675
Tech Ed	4000	6000	8000	9000	10000
School Based Alternative	700	900	1200	1400	1500
Science	2000	3500	5000	5380	6190
Student Activities	300	375	450	500	670
Teacher rooms	240	300	360	400	550
Auditorium	0	0	0	0	0
Computer Labs (2)	1800	1800	1800	1800	1800
Special Ed (Self Contained)	0	0	0	0	0
Permanenet Obstructions	2000	2640	3240	3440	3840
SUBTOTAL	22890	32340	41975	45620	52025
Toilets, Walls, Storage, Corridors, Utilities	7554	10672	13852	15055	17168
TOTAL	30444	43012	55827	60675	69193
TOTAL PER STUDENT	169	143	124	119	115
FACILITY NEEDS (per DOE)	30,000 s.f.	43,000 s.f.	56,000 s.f.	60,000 s.f.	70,000 s.f.
ANTICIPATED BUILDING SIZE	35,000 s.f.	35,000 s.f.	58,000 s.f.	58,000 s.f.	66,000 s.f.

*All calculations/estimates shown are in square feet, and based on DOE formulas for secondary schools.

Delaware Institute of Technology
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APPENDIX D6

Facility Letter of Support

BAFFONE INVESTORS

December 3, 2010

Delaware Institute of Technology
Charter School
Board of Directors
C/O Bill Conley

Dear Board of Directors:

It was a pleasure to meet with the Board's representative and learn more about the proposed Technology Charter School. We were impressed with the goals and vision for the new school.

If the State of Delaware awards the Delaware Institute of Technology a Charter, Baffone Investors is interested in providing a building to serve the New School's requirements. Please contact us as soon as you know the State's decision.

Sincerely,

A handwritten signature in black ink, appearing to read "V.D. Baffone", with a long horizontal flourish extending to the right.

Vincent D. Baffone
Partner, Baffone Investors

Delaware Institute of Technology
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Appendix E

E Curriculum Documents

- E1 Curriculum Matrix
- E2 Career Pathway Courses & Sequence
- E3 Core Course Descriptions
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Delaware Institute of Technology
Charter School Application

APPENDIX E1

Curriculum Matrix

Delaware Institute of Technology (DIT) Charter School

CURRICULUM MATRIX

10/18/2010

General Requirements	9th Grade	Cr.	10th Grade	Cr.	11th Grade	Cr.	12th Grade	Cr.
English	ELA 9: Fundamentals of Communication	1	ELA 10: Literature	1	ELA 11: World Literature	1	ELA 12: Literature Analysis & Technical Communication	1
Social Studies	Government & Economics	1	US History	1	World History & Geography	1		
Science	Earth/Physical Science	1	Biology	1.5	Chemistry	1.5	AP Physics C	1.5
Math	Integrated Math I	1	Integrated Math II	1	Integrated Math III	1	Integrated Math IV	1
	Integrated Math II		Integrated Math III		Integrated Math IV		AP Calculus AB	
World Language	Spanish I	1	Spanish II	1				
General Requirements	Physical Education	0.5	Drivers Education	0.5	Physical Education	0.5	Senior Project (Capstone)	0.5
	Health	0.5						
Career Pathway	Career Pathway 9 (see below)	1	Career Pathway 10 (see below)	1	Career Pathway 11 (see below)	1	Career Pathway 12 (see below)	1
Electives					Elective Course (see below)	1	Elective Courses (see below)	2
TOTAL	9th GRADE	7	10th GRADE	7	11th GRADE	7	12th GRADE	7

Delaware Institute of Technology
Charter School Application

APPENDIX E2

Career Pathway Courses
& Sequence

Delaware Institute of Technology (DIT)

Career Pathway & Elective Course Descriptions

Career Pathway:	Architecture & Design
For students interested in a career as a/an:	Architect, City & Regional Planner, CAD Designer, Product Designer, Construction Manager, Interior Designer, or Landscape Architect.
First Year Course:	Introduction to Drafting (CAD I)
Second Year Course:	Architectural Drafting (CAD II)
Third Year Course:	Architectural Design (CAD III)
Fourth Year Course:	Architectural Problem Solving
Electives:	Landscape Architecture Urban Affairs & Planning Music Technology Computer Graphics Art Project Management Entrepreneurship
Academic Options:	Global Studies

Introduction to Drafting (CAD I)

Students in this course will explore the drafting skills necessary to produce drawings and understand how these skills will be used to find solutions to various design problems. This class will allow students to explore, identify and understand precise representations and accurate scale drawings that are essential to the architecture and design industry. Students will investigate, categorize and understand how a working knowledge of computer-aided drafting helps to communicate design ideas and solutions, as well as the essential elements of design (i.e. research, development, revision and the integration of previous learning experiences) to solve complex challenges.

1 Credit, Pre-requisite: None

Architectural Drafting (CAD II)

This second level course will allow students to demonstrate knowledge of the drafting skills necessary to produce architectural renderings and the application of these skills to find solutions to various design problems. Students will exhibit and apply precise representations and accurate scale drawings that are essential to the industry. This class will allow students to demonstrate a working knowledge of computer-aided drafting and use it to communicate design ideas and solutions. Students will also demonstrate and apply the essential elements of design (i.e. research, development, revision and the integration of previous learning experiences) to solve complex technological challenges.

1 Credit, Pre-requisite: Introduction to Drafting (CAD I)

Architectural Design (CAD III)

Students enrolled in this third level course will apply their architectural drafting and design skills to the solution of various design problems. This class will give students the ability to apply and transfer precise representations and accurate scale drawings that are essential to industry standards. Students will apply and transfer how a working knowledge of computer-aided drafting helps to communicate design ideas and solutions as well as the essential elements of design (i.e. research, development, revision and the integration of previous learning experiences) to solve complex technological challenges.

1 Credit, Pre-requisite: Architectural Drafting (CAD II) & Geometry

Architectural Problem Solving

This course will allow students to apply their architectural drafting and design skills to the solution of real-world design problems. Students will demonstrate their ability to solve complex problems, and apply their knowledge of computer-aided design to help communicate solutions. Students will be expected to demonstrate their ability to utilize the essential elements of design (i.e. research, development, revision and the integration of previous learning experiences) to solve complex technological challenges.

1 Credit, Pre-requisite: Architectural Design (CAD III)

Landscape Architecture

This course is designed for the Architecture & Design student to broaden their design skills through the exploration of the Landscape Architecture field. Students will examine the fundamentals of landscape design, planting plans, large-scale residential and commercial design, landscape construction and construction details, and elevations and grading. Students will also explore the function and purpose of various landscape elements and land features.

1 Credit, Pre-requisite: Architectural Design (CAD III)

Urban Affairs & Planning

This course will introduce students to the broad field of Urban Affairs and City Planning. Students will examine a wide range of topics that include city planning, historic preservation, land use and environmental planning, energy issues, zoning and land use controls, and urban transportation. Students will examine contemporary issues and utilize their design and problem solving skills to create solutions to real-life current urban problems.

1 Credit, Pre-requisite: Architectural Design (CAD III)

Career Pathway:	Biomedical Technology
For students interested in a career as a:	Physician, Nurse, Dentist, Pharmacist, Paramedic, Dietitian, Medical Research Scientist, Medical Technologist, Radiologist, Physicians Assistant, Veterinarian, or Biomedical Engineer.
First Year Course:	Principles of Biomedical Science
Second Year Course:	Human Body Systems
Third Year Course:	Medical Intervention
Fourth Year Course:	Biomedical Innovation
Electives:	Pharmacology Music Technology Computer Graphics Art Entrepreneurship
Academic Options:	AP Biology Global Studies

Principles of the Biomedical Sciences™

Using the Project Lead The Way™ (PLTW) dynamic high school biomedical curriculum, this course will include the study of human medicine, research processes and an introduction to bioinformatics. Students will investigate the human body systems and various health conditions including heart disease, diabetes, sickle-cell disease, hypercholesterolemia, and infectious diseases. Key biological concepts including: homeostasis, metabolism, inheritance of traits, feedback systems, and defense against disease are embedded in the curriculum. The course is designed to provide an overview of all the courses in the Biomedical Sciences program and to lay the scientific foundation necessary for student success in the subsequent courses.

1 Credit, Pre-requisite: None

Human Body Systems™

Continuing with the Project Lead The Way™ (PLTW) curriculum, students will engage in the study of the processes, structures, and interactions of the human body systems. Important concepts in the course include: communication, transport of substances, locomotion, metabolic processes, defense, and protection. The central theme is how the body systems work together to maintain homeostasis and good health. Students will design experiments, investigate the structures and functions of body systems, and will monitor body functions such as muscle movement, reflex and voluntary actions, and respiratory operation. Students work through interesting real world cases and often play the role of biomedical professionals to solve medical mysteries.

1 Credit, Pre-requisite: Principles of the Biomedical Sciences

Medical Interventions™

The third course in the Project Lead The Way™ (PLTW) curriculum allows students to investigate the variety of interventions involved in the prevention, diagnosis and treatment of disease. The course is a “How-To” manual for maintaining overall health and homeostasis in the body as students explore how to prevent and fight infection, how to screen and evaluate the code in human DNA, how to prevent, diagnose and treat cancer, and how to prevail when the organs of the body begin to fail. Students will be exposed to the wide range of interventions related to immunology, surgery, genetics, pharmacology, medical devices, and diagnostics. Lifestyle choices and preventive measures are emphasized throughout the course as well as the important roles scientific thinking and engineering design play in the development of interventions of the future.

1 Credit, Pre-requisite: Human Body Systems & Biology

Biomedical Innovation™

Designed to be the “capstone course” of the Biomedical Career Pathway, Project Lead The Way’s (PLTW) Biomedical Innovation™ course allows students to design and conduct experiments related to the diagnosis, treatment, and prevention of disease or illness. Students apply their knowledge and skills to answer questions or to solve problems related to the biomedical sciences. They may work with a mentor or advisor from a university, hospital, physician’s office, or industry as they complete their work. Students are expected to present the results of their work to an adult audience, which may include representatives from the local healthcare or business community.

1 Credit, Pre-requisite: Medical Interventions

Pharmacology

The course is designed to introduce the principles of pharmacology and therapeutics. Students will examine pharmacologic terms and definitions and principles which are essential to understanding drug properties and actions. Students will focus on the pharmacologic agents related to infectious, ophthalmic, pulmonary, allergic, dermatologic, and gastrointestinal disorders. Students will gain knowledge of pharmacokinetic principles of drug absorption, distribution and metabolism, and elimination. Students will gain a working knowledge of the top 200 most commonly prescribed drugs, their pharmacological actions/properties, and their classification.

1 Credit, Pre-requisite: Medical Interventions

Career Pathway:	Computer & Information Technology
For students interested in a career as a:	Computer Programmer, Software Developer, Computer Engineer, Database or Network Administrator, Computer Systems Manager or Analyst, or Web Developer.
First Year Course:	Introduction to Computer Programming
Second Year Course:	AP Computer Science
Third Year Course:	Introduction to Information Technology (IT)
Fourth Year Course:	Advanced Information Technology (IT)
Electives:	Computer Graphics Art Digital Electronics Music Technology Project Management Entrepreneurship Introduction to Drafting (CAD I)
Academic Options:	AP Statistics Discrete Math Global Studies

Introduction to Computer Programming

Introduction to Computer Programming is the first course in Computer and Information Technology Career Pathway. This course will teach students how to use computers to solve complex problems, and to examine existing computer programs to better understand their purpose and how they function. Students will learn proper programming techniques, data types and their uses, and how to control program flow. At the completion of this course, successful students will be prepared to enroll in Advanced Placement (AP) Computer Science.

1 Credit, Pre-requisite: None

Advanced Placement (AP) Computer Science

AP Computer Science A emphasizes object-oriented programming methodology with an emphasis on problem solving and algorithm development. This course has been developed to be the equivalent of a first-semester college course in computer science. Students will encounter classic programming scenarios as well as design their own solutions to more recent problems. Students will also be introduced to the study of data structures and abstraction. Proper testing procedures and quality assurance will be taught so that students can ensure program viability and upgradeability.

1 Credit, Pre-requisite: Intro to Computer Programming

Introduction to Information Technology (IT)

This third year course will allow students to apply what they have learned about programming to broader and more complex computer and information technology issues and topics. Students will learn about the broad spectrum of computer hardware, including hardware found inside the computer and all of the peripheral hardware to ensure a working knowledge of all computer components. This course will also explore how computers are connected to both small networks and the others around the world.

1 Credit, Pre-requisite: AP Computer Science

Advanced Information Technology (IT)

The Advanced Information Technology course will allow students to build upon previous coursework and will continue to explore network connectivity, the Internet and information technology. Students will learn about database design, scalability and querying techniques. Network security and design will also be studied to create more reliable data transfers and secure transactions. Students in this course will explore advanced IT topics and participate in projects that are of interest to their particular field of interest.

1 Credit, Pre-requisite: Intro to Information Technology (IT)

Computer Graphics Art

Computer Graphics Art is a comprehensive program that introduces the student to computer graphic art and will enable students to create fine art media on the computer. This computer graphics course will allow the student to gain the necessary skills for additional training through other educational sources. Students will develop an appreciation of traditional artistic expression, as well as an understanding of the role of contemporary media as a verbal and visual means of communication in today's society. Through theory and a comprehensive hands-on training, the student will learn computer graphic art fundamentals, traditional art fundamentals, drawing, color theory, basic rendering, and basic foundations of graphic design, graphic art history, and computer graphics digital imaging.

1 Credit, Pre-requisite: None

Career Pathway:	Engineering
For students interested in a career as a/an:	Chemical Engineer, Civil Engineer, Mechanical Engineer, Environmental Engineer, Agricultural Engineer, Aeronautic Engineer, or Electrical Engineer.
First Year Course:	Introduction to Engineering Design
Second Year Course:	Principles of Engineering
Third Year Course:	Engineering Disciplines
Fourth Year Course:	Engineering Design & Development
Electives:	Digital Electronics Music Technology Computer Graphics Art Introduction to Drafting (CAD I) Introduction to Computer Programming Project Management Entrepreneurship
Academic Options:	AP Statistics Global Studies

Introduction to Engineering Design

Using the Project Lead The Way™ (PLTW) dynamic high school engineering curriculum, this course will utilize a combination of activities-based, project-based, and problem-based (APPB) learning. APPB learning not only creates an environment for applying engineering concepts to real problems, but also prepares students to solve problems, lead teams, conduct research, analyze data, and understand the real-world impact of engineering. The Introduction to Engineering Design™ course will explore the design development process, and students will create and analyze models to solve engineering problems.

1 Credit, Pre-requisite: None

Principles of Engineering

Continuing with the Project Lead The Way™ (PLTW) dynamic high school engineering curriculum, the Principles Of Engineering™ course explores technology systems and manufacturing processes. Mechanical engineering is a broad profession creatively engaged in the design, production and operation of devices, machines and systems which extend our physical abilities. Topics will include mechanical and technological systems, energy, manufacturing processes, automatic control, and the response of materials to forces and energy flows. Students will continue to utilize a combination of activities-based, project-based, and problem-based (APPB) learning as they explore and address the social and political consequences of technological change.

1 Credit, Pre-requisite: Introduction to Engineering Design & Algebra I

Engineering Disciplines

This course will utilize a combination of several Lead The Way™ (PLTW) courses needed for students to fully explore the various disciplines of engineering. Topics will include Civil Engineering™ (project planning, site planning, design), Aerospace Engineering™ (aerodynamics, astronautics, space-life sciences, systems engineering), Chemical Engineering (materials science, genetic engineering, alternate energy, environmental protection), and Mechanical Engineering (robotics, manufacturing, fluid mechanics). Students will continue to utilize a combination of activities-based, project-based, and problem-based (APPB) learning. Electrical, Biomedical, Environmental and other engineering disciplines will also be explored to provide students with a well-rounded understanding of the engineering industry.

1 Credit

Pre-requisite: Principles of Engineering

Engineering Design & Development

Designed to be the “capstone course” of the Engineering Career Pathway, Lead The Way’s (PLTW) Engineering Design and Development™ is a research course that requires students to formulate solutions to open-ended engineering questions. With a community mentor and skills gained in their previous courses, students create written reports on their applications, defend the reports, and submit them to a panel of outside reviewers at the end of the school year.

1 Credit, Pre-requisite: Engineering Disciplines & Algebra II

Digital Electronics

The Digital Electronics course covers basic electron theory, resistors, analog and digital waveforms, Boolean Algebra, circuit design, and microprocessors. The course is project-based according to Project Lead the Way™ (PLTW) curriculum, and is designed to challenge juniors and seniors in either the Engineering or Computer & Information Technology Career Pathways.

1 Credit, Pre-requisite: Must be a Junior or Senior

Music Technology

Music Technology is designed to broaden the arts education opportunities of students, to offer musical experiences beyond those of the traditional performing ensembles, and to provide students with real-world applications of technologies currently in use in the music industry. A basic knowledge of written notation and musical terminology is recommended before taking this course; however, essential concepts will be briefly reviewed as they pertain to each unit. Students may opt to augment their projects with additional instruments, equipment and resources from home. The course will explore sound production, recording and transmission, electronic music composition and arranging, live audio reinforcement, multi-track studio recording, editing, mixing and mastering. There will also be an examination of current legal and ethical issues regarding digital music and the recording industry.

1 Credit, Pre-requisite: None

Career Pathway:	Leadership Academy
For students interested in a career as a/an:	Organizational Leader/Manager, Lawyer, Policy Analyst, Business Operations Manager, Entrepreneur, or Community Leader.
First Year Course:	Introduction to Leadership
Second Year Course:	Organizational Behavior
Third Year Course:	Leadership & Management
Fourth Year Course:	Project Management
Electives:	Policies & Legal Issues Entrepreneurship Introduction to Drafting (CAD I) Music Technology Computer Graphics Art Introduction to Computer Programming
Academic Options:	AP Statistics Global Studies Psychology

Introduction to Leadership

Designed to provide a context for the introduction of leadership, this course presents a range of theoretical perspectives and a common vocabulary for discussing leadership. The course will include an analysis of historical concepts and contemporary theories, leadership vocabulary, an analysis of great leaders throughout history, elements of effective leadership and leadership styles. Students will focus on the attributes of quality leadership in order to provide the foundation necessary to be an effective leader.

1 Credit, Pre-requisite: None

Organizational Behavior

This course is a study of theory and practice regarding the structure of organizations and their development. Different forms of organization will be reviewed as to situations appropriate to their use and the changes they commonly encounter in their life cycles. Topics will include workplace dynamics, supervision, workplace communication, group dynamics, team leadership, and contract administration. Special emphasis will be placed on leading organizational change through an understanding of organizational culture, strategic planning, and resistance to change.

1 Credit, Pre-requisite: Intro to Leadership

Leadership & Management

This course is designed to provide a higher level of understanding of Leadership as it applies to Organizations and Organizational Management. Broad topics will be explored and examined from a leadership perspective. Topics will include personal effectiveness (communication, decision making, integrity, etc.), leading and managing people and work, and implementing change. Students will be challenged to apply complex leadership theories and styles while role-playing as various stake-holders in an organization.

1 Credit, Pre-requisite: Organizational Behavior

Project Management

The Project Management Curriculum is designed for the development of skills of a project manager. Students come away from each module with practical, immediately usable skills, and ways of tackling and overcoming problems. Simulations and real life projects will be introduced and managed throughout the course. The course prepares students to sit for the highly regarded Project Management Institute (PMI) exam as a Certified Associate in Project Management (CAPM). The CAPM® credential recognizes a demonstrated understanding of the fundamental knowledge, processes and terminology that are needed for effective project management performance.

1 Credit, Prerequisite: Must be Junior or Senior

Policies & Legal Issues

A major component of leading and managing ANY organization involves the creation and use of policies. From large political and government agencies to a small non-profit community agency, policies rule how we navigate and manage day-to-day operations. This course provides an introduction to policy, policy analysis, an introduction to law, business law, labor relations, civic responsibilities, and the legal and ethical implications of the policies that dictate how we run our government, businesses, and our society.

1 credit, Prerequisite: Must be a Junior or Senior

Entrepreneurship

This course provides the framework for ANY Delaware Institute of Technology (DIT) student to begin the process of creating a successful business. Students will review various business models and develop the skills necessary for drafting a business plan. Topics will include business models, market analysis, marketing strategies, business management and operations, and business finance. Students will make a presentation to a panel of community business professionals as the capstone of this course.

1 credit, Prerequisite: Must be Junior or Senior

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APPENDIX E3

Core Course
Descriptions

Delaware Institute of Technology (DIT) Charter School

Core Content Course Descriptions

MATHEMATICS

IMP I (9th)

The first-year curriculum contains an introduction to problem-solving strategies, the use of variables, and the meaning and use of functions and graphs, as well as concepts from statistics, geometry, and trigonometry. These mathematics ideas are set in varied contexts, such as the settlement of the American West, games of chance, Edgar Allan Poe's *The Pit and the Pendulum*, and measurement of shadows.

IMP II (9th or 10th)

In this course, students work with powerful mathematical ideas, including the chi-square statistic, the Pythagorean theorem, and linear programming, and learn a variety of approaches to solving equations. Problem contexts include statistical comparison of populations, the geometry of the honeycomb, and maximization of profits from a cookie store.

IMP III (10th or 11th)

Students extend their understanding of material studied in preceding years of the curriculum, while learning about and applying new topics such as combinatorics, derivatives, and algebra of matrices. A baseball pennant race, population growth, and decision-making on land use provide some of the contexts for the mathematical concepts.

IMP IV (11th or 12th)

Fourth-year IMP has a more varied subject matter than a calculus-focused course, and includes topics such as circular functions, computer graphics, and statistical sampling. Units build on the strong knowledge base of students who have completed three years in the program. Problem settings include a Ferris-wheel circus act and election polling.

AP Calculus AB

This course parallels the first semester course in calculus as given in most colleges. Concepts include the fundamentals of analytic geometry and functions, limits and continuity, methods of differentiation with emphasis on its application to maximum/minimum problems and velocity, and methods of integration with emphasis on area and volume. The course is designed for students wishing to prepare for the AB Advanced Placement test. Successful test results may lead to calculus course credits in most colleges, as well as placement out of the equivalent college course.

SCIENCE

Earth/Physical Science

This course is comprised of three units from the DRC: Unit 1 Energy, Unit 2 Alchemy and Unit 3 Earth Systems.

The energy unit addresses both mechanical and radiant energy with respect to transfer and transformation. Students will use an integrated investigative approach to explore the mechanisms and effects of this transfer and transformation both conceptually and quantitatively, supporting the Law of Conservation of Energy.

In the second unit, students become active learners as they investigate foundational chemistry concepts including safety, atomic structure, isotopes, periodicity, ionic and covalent bonds, and basic nomenclature and balancing of chemical equations.

In the third unit, students investigate Earth's systems and their interactions. A large focus of this unit is on the internal and external forces that affect the surface of the earth. Students explore the rock cycle and understand how plate tectonics theory can be used to explain earthquakes and volcanoes.

Biology

This course is comprised of three units from the DRC: Nature of Science and Evolution, Chemical and Cellular Basis for Life and Genetics and Biotechnology.

The first unit explores the nature of science and the theory of evolution by natural selection. Students investigate how science is distinguished from other ways of knowing by the use of empirical observations, experimental evidence, logical arguments, and healthy skepticism. Students also investigate how evolution explains the unity and diversity of species found on Earth and why evolution is important now as it is applied to current medical, agricultural, environmental, and other societal issues.

In the second unit students explore the Cellular and Chemical Basis for Life. Students examine various cells and the relationship of structure/function at the cellular level. Students investigate the concepts of energy conservation and chemical recycling through understanding the life processes of cell respiration and photosynthesis. Students explore the mechanisms and importance of maintaining homeostasis in cellular and multi-cellular organisms.

In the third unit students investigate the storage of genetic information in DNA, its transmission from cell to cell and from generation to generation, and its expression during protein synthesis. Students investigate patterns of inheritance for various traits using principles of Mendelian and molecular genetics. Students also investigate the application of biotechnology for meeting human needs in the areas of genetics, reproduction, development, and evolution. Students investigate social, ethical, and legal issues that can arise from the application of genetics and biotechnology to the diagnosis and treatment of genetic disorders and to the manipulation of genetic material and reproductive processes.

Chemistry

This course is based on the DRC and intends to use “a Natural Approach to Chemistry” by Tom HSU. This course builds conceptual understanding of core chemistry concepts through connections with everyday experiences and experimental investigations. Students explore how chemistry is both how we create the materials of human technology, and how the natural world builds and renews itself.

“A Natural Approach to Chemistry incorporates the “Five-E” model (Engage, Explore, Explain, Elaborate, Evaluate). It provides a well-tested structure for the program’s pedagogy. Concepts progress from hands-on observation in the lab (engage, explore), to conceptual understanding of what happened (explain, elaborate), and finally to rigorous quantitative analysis (evaluate). This approach teaches problem solving and critical thinking skills in a manner that has proven to be far better than the “theory-followed by verification” model used by most traditional chemistry texts.

The labs use a hands-on, guided-inquiry approach to build student understanding. Chapters begin with an exploratory lab which is designed to engage students in the concepts in the chapter.

Chapters close with a summative lab, which asks students to put concepts together to explain a more challenging phenomenon, often with quantitative analysis using their own data.

A Natural Approach to Chemistry emphasizes (and builds from) the foundational concepts of atoms, systems, and energy.”

AP Physics C

This course ordinarily forms the first part of the college sequence that serves as the foundation in physics for students majoring in the physical sciences or engineering. The sequence is parallel to or preceded by mathematics courses that include calculus. Methods of calculus are used wherever appropriate in formulating physical principles and in applying them to physical problems. The sequence is more intensive and analytic than that in the B course. Strong emphasis is placed on solving a variety of challenging problems, some requiring calculus. The subject matter of the C course is principally mechanics and electricity and magnetism, with approximately equal emphasis on these two areas. The C course is the first part of a sequence which in college is sometimes a very intensive one-year course but often extends over one and one-half to two years, with a laboratory component.

This course prepares the student for two AP exams. One is focused on Newtonian mechanics and the other is devoted to classical electricity and magnetism. Calculus is used in formulating principles and in solving problems throughout the course. It is designed to meet the needs of the 12th grade student who is interested in a career in science. Students will be prepared to take the AP Physics C exams in the spring if they participate fully throughout the school year. Extensive laboratory work is done using computers with the latest probe technology and using traditional equipment. Homework problems are assigned with each topic. Students are expected to spend considerable time outside of class review notes and working on homework problems

ENGLISH LANGUAGE ARTS

ELA9 Fundamentals of Communication

This course is designed to refine reading and writing skills in conjunction with the study of various genres such as short stories, poetry, drama, non-fiction, and novels. Students will learn how writers carefully craft language to implicitly create images, express ideas, reveal universal truths, tell stories, and create vivid and engaging characters. Students will understand that informational text is organized with features and structures designed to assist readers in understanding the content. Students will learn how to utilizing specific strategies to analyze these features and structures, in order to gain a better understanding and recall of the content. Students will develop effective oral communication skills necessary for the presentation of opinions and ideas to different audiences.

This course also includes advanced grammar study and multiparagraph compositions. Prompt based exercises, text-based writing, and active reading comprehension strategies will be emphasized. Students will be required to write papers, analyze literature, give oral presentations, and participate in group discussions. Students will complete a research project and learn strategies for choosing a topic, developing a thesis, assessing resources and documenting sources.

ELA 10 U.S. Literature

This course builds on the communication skills developed in the ninth grade course . This course includes an in-depth study of American writers from each literary genre whose challenging works represent various periods in American literature from the colonial period to the modern works of 20th century writers. Extensive study of specific writers and their works is emphasized. Students will understand how the literature of America reflects its cultural and social history. Formal essays together with specific research skills are included along with challenging vocabulary and grammar study. Students will work to improve their reading comprehension, build their vocabulary, and refine their writing through various types of literature and essays. Students will learn how authors make decisions based on purpose and intended audience and how an author's background, culture, and experiences contribute to the power of his or her distinctive style, which conveys the author's view on the human experience. Students will learn the elements of expressive text, how persuasive texts and speeches use the power of language to influence people and how to utilize different text structures to comprehend informational text.

Students will complete a research project with an emphasis on synthesizing information from a variety of sources and formats to support a chosen thesis. The research project will be coordinated with the students' science course and will focus on some aspect of how science and technology have impacted human societies.

ELA 11 World Literature

This course engages students in the careful reading and critical analysis of world literature. Close textual study allows students to deepen their understanding of elements of writing such as structure, style, theme, figurative language and tone. Interpretation is enhanced by awareness of textual detail and historical context. The study of literature is accompanied by thoughtful discussion and reflective writing that demonstrates both an understanding of and appreciation for great literature. Students study the play, the short story, the novel, and poetry in literary units in order to recognize and understand universal themes in literature across time and culture. Literary elements such as theme, character, tone, mood, and structure are emphasized.

Students will learn the elements of an argument and how to analyze writing to identify the parts of an argument. Students will learn what rhetoric is and how authors use different techniques/strategies to convince readers. Students will learn strategies such as inferencing and identifying figurative language in order to go beyond the "surface" of the text to find meaning.

Students will learn how to respond to a text using analysis and evaluation and how responding to a text enables them to express personal connections.

Students will be required to successfully complete a formal research paper that includes accurate documentation and focuses on world literature, composition, and vocabulary. The research project will be coordinated with the historical research component of the World History course.

ELA 12 Literature Analysis & Technical Communication

This course emphasizes advanced literary analysis and evaluation of non-fiction literature. A variety of multicultural literature will be used and includes short stories, poetry, drama, non-fiction, and novels. The curriculum encourages students to practice comprehension strategies to find meaning in complex reading material and to expand their base of literary knowledge. Analytical writing along with a variety of other writing assignments that develop style and voice will be emphasized. Students will learn how writers utilize writing techniques, their own experiences, and thoughtful effort to produce writing that achieves their desired purpose (Eg ? Eg. College application essay, business letter)

Students will be required to successfully complete a formal research paper that includes accurate documentation. The senior English research project will be coordinated with completion of the Senior Capstone project for the students' chosen career pathway.

SOCIAL STUDIES

Government/Economics

This course combines an overview of governmental systems with an examination of how people deal with the problem of unlimited wants and scarce resources. Governmental units of study will include constitutional and legal aspects of government and the decision-making process used in our political system. Economic topics will emphasize different economic systems, supply and demand, and macro economic subjects of taxes, inflation, and unemployment. The primary goal of the civics standards is student understanding of the purpose and means of authority and freedom and the relationship between them. Students will study the assumptions upon which governments are founded, and the organizations and strategies governments employ to achieve their goals. Students will learn the underlying principles of representative democracy, the constitutional separation of powers, and the rule of law, with specific respect to the United States. Students will develop the skills which citizens must possess in order to accept their responsibilities while protecting their rights and the rights of others. Students will learn to translate their beliefs into actions and their ideas into policies.

This course will include 3 units from the DRC Social studies pilot: Citizen Public Policy , Responsibilities of Citizenship and Economic Stability,

Project Citizen: Public Policy

This unit, which is aligned to Civics Standard Four, requires students to demonstrate and use effective citizenship skills. The high school benchmarks require students to work with government programs and agencies, plus understand the process of working within a political party, a commission engaged in examining public policy, or a citizens' group. Project Citizen, organized by the Center for Civic Education, is an ideal format for students to explore relevant community problems and then use skills developed throughout this unit to attempt to influence future public policy and solve an identified problem.

Background Information from the Clarifications Document

There are numerous situations in which an individual intends to participate but is unable to do so because he or she lacks the knowledge and skills needed to proceed. For example, one might intend to testify at a public hearing but be frustrated because he or she did not understand parliamentary procedures, understand how to research or advocate a position, or get placed on an agenda. Those who wish to participate benefit from an understanding of how government agencies operate and from a set of skills that enable one to advance beyond intent.

The focus here is government programs and agencies, which are usually made up of bureaucrats rather than elected officials. This benchmark requires understanding the most prominent means for communicating with government programs and agencies, with emphasis on the means for influencing them. These would include the most common lobbying techniques. Students should understand what

they are and why they work. The benchmark specifies working with, not working against, government agencies. Opposing the plans and decisions of such agencies may be a common motive for political engagement, but it is not what Civics Four 9-12a calls for.

Civics Four 9-12b calls for understanding through experience. There may be some basic processes common to working with parties, commissions, and citizens' groups, but such processes are just the requirements for working within any group of people. The processes of local party organizations vary widely due to personalities and different local traditions. Many workers in a political party are volunteers, as in other special interest groups. Why would someone volunteer for a political party? How are political parties organized?

The process of working within commissions usually involves the processes of information gathering. An example would be the recent discussions in Delaware about recycling and the plans offered by Delaware Solid Waste Authority (DSWA). An environmental group would want to prepare information relative to their point of view about recycling to present to a recycling advisory board, the state legislature, or the DSWA. Citizens' groups are the loosest of the three categories when it comes to organization, but there are some organizational and communication skills and processes common to such groups.

Responsibilities of Citizenship

The unit emphasizes participatory responsibilities. Students will understand why citizens need to inform themselves on issues involving all levels of government, why they need to participate in the civic process, and why they should help uphold the laws of the land. This requires understanding the consequences of failing to fulfill these responsibilities.

American democracy imposes a cost on its citizens. For government to be effective, it must have an effective citizenry that understands what is required to maintain individual freedoms and liberties. Citizens have responsibilities that, if met, ensure the health of American democracy. Citizens should hold governmental officials accountable by:

- Voting and keeping informed;
- Contributing to the common defense through military service if necessary;
- Checking the judicial powers of government and safeguarding the rights of the accused by serving on juries;
- Contributing to public safety and order by obeying the law and reporting violations of the law; and,
- Performing public service when the need arises.

Economic stability unit

Economics analyzes how individuals and societies produce, allocate, distribute, and expend resources. Students learn to examine the inherent relationship between costs and benefits, and the values associated with them. An understanding of economic principles, whole economies, and the interactions between different types of economies helps students comprehend the movement and exchange of information, capital, and products across the globe. Citizens need to be able to assess the impact of market influences and governmental actions on the economy in which they live. The study of economics equips them to make personal economic choices, and to participate responsibly and effectively in social decision-making as citizens in an increasingly competitive and interdependent global economy.

This unit focuses on the overarching question, "How can economic stability be achieved?" Unlike the study of individual markets, the total economy is the sum of all markets in a society. Understanding involves the ability on the part of the students to analyze how changes in one market will impact others.

Background Information

When either the consumption or production decisions are added up for a year, the information tracks the health of an economy. Economists have come to refer to these changes in economic activity over time as the business cycle. The length of the cycle varies and reflects the decisions consumers, producers, and governments make and the impact these decisions have on an economy.

Social Studies 10- United States History

This course places major emphasis on the interaction of key events, persons, and groups with political, economic, social, and cultural influences on state and national development in the late nineteenth, twentieth, and early twenty-first centuries. Students will trace and analyze chronological periods, examine the relationship of significant themes and concepts in United States history, and develop skills and processes of historical thinking and inquiry that involve chronological thinking, comprehension, analysis, interpretation, and research that uses primary and secondary sources. This course traces U. S. history from Reconstruction to the present. Emphasis is placed on the chronology, trends, and historical interpretations of major political, economic, and social events which have shaped American society through the twenty first century. Attention is given to the relationship of past events to current issues and the changing role of the United States in a global context.

Social Studies 11- World History

This course focuses on the "big picture" of significant historical developments and is global in its thematic and comparative approach. The emphasis is on cultural comparisons, connections, and change throughout the social history of the world. Students will explore the influence of revolution and social change in the transition from early modern to contemporary societies. Students will understand the interaction of peoples in the global integration of the 20th century as they analyze the political and economic global issues in the first half of the 20th century, investigate the impact of the Cold War on integration and investigate the impact of creation of international organizations on global integration. The emphasis of the course will be the development of higher-level thinking skills as applied to the study of the development of human history. Students will be expected to analyze and synthesize information from a variety of sources. Students will present conclusions in written/oral reports and in oral presentations. Related areas from the humanities and social sciences including art, literature, mythology, philosophy, religion, and political science will be incorporated.

This course includes units from the DRC Social Studies pilot "Dams" and "Historical Research"

Historical Research unit

By completing a National History Day (NHD) project, students are exposed to research skills that need to be learned and used to guide the historical research. Secondly, the students are exposed to a new way of thinking about the world and sources around them. They are taking the knowledge that they learned at the 6–8 level and are applying it in a new way. Instead of questioning a source or document, the student learns to question a historian's use of the sources in creating history.

Students continue to master a deeper understanding of the use of documents and artifacts and how historians use them to conduct research and to draw conclusions. The individual questions a researcher asks become part of an overall strategy of research—the problem of where and how to find the answers. Teachers should ask students to develop research strategies, given a particular historical problem, and examine the difficulties inherent in some research. Sources have to exist to be researched; dialogue between two historical figures cannot be replayed without someone present recording what was said.

When this standard is fully mastered, a student is ready to apply it in his/her daily adult life as a citizen by critically examining the documentary evidence put forth to support a point of view or assertion. In addition, a citizen needs to ask questions of the person who advocates a particular position. Where did they get their information? What factors influenced their point of view? How much is based on facts and how much is based upon interpretation? An understanding of the role of documentary support behind an assertion is essential for future citizenship.

Historical sources can be used to see where a historian strays from his/her sources and injects an interpretation not based upon the sources. By this point, students clearly understand primary and secondary sources and how to critically examine them. Now the standard adds the idea that sources

can be used in many ways, some of which, while not strictly dishonest, are clearly opinionated conclusions, rather than facts based upon documents. A historian can stray from the sources and interject an interpretation not based upon the sources. At the prior cluster, 6–8, students learned that a researcher needs to be skeptical of every document. Now students learn that, while reading what a historian writes, we must be skeptical of his or her use of the sources. When does the historian base their argument solidly upon sources, and when does the historian express an interpretation based upon their overall research on that topic? One must not be so critical of historians at this point. Sometimes interpretation is the only way to fill in a period or description of something for which there are no documents. But, a person reading the historian's account must be aware that it is interpretation.

Goal Statements

- Students will organize events through chronologies to suggest and evaluate cause-and-effect relationships among those events.
- Students will study the ways in which individuals and societies have changed and interacted over time.

The study of history is grounded in chronology. Historians rely on chronology to arrange events and ideas in history and to analyze and explain change, or lack of change, over space and time. Chronology is the main way historians arrange events and trends in history to see patterns of continuity and change in history. Historical events happen at a specific time and location, and reflect the history, culture, and geography of the time and place in which they occur. Although each society is unique, certain trends and ideas recur across time and space. In addition, understanding the order of events is crucial if one is to understand the importance and meaning of those events.

In the 9–12 cluster, students continue deeper into the understanding of the results and consequences of chronologies by analyzing how some things change in history and how some do not. They also are ready to apply it to daily adult life as a citizen by analyzing contemporary issues.

Students who fully master this standard are ready to apply it in daily adult life as a citizen by analyzing contemporary issues, by researching or hypothesizing how that particular situation came to exist or how that particular policy came to be, and by demonstrating the ability to determine consequences.

Students need to learn how to organize what looks like a mess of historical records and information. The limitations of chronology come from its seamlessness. When is it possible to link events in a cause-and-effect relationship? Where do we begin to claim that an event caused or affected a later situation—10 years ago, 100 years ago, 500 years ago? And, what do we put into our chronology, and what do we leave out? Both questions are part of the judgments a historian makes while researching a topic—judgments that by definition are imperfect.

Pandemics Unit

The complexities of today's world are, in part, a consequence of changes that have been in the making for centuries—even millennia. Important historical continuities can be discerned that link one period

with another. And even though history may not repeat itself in any precise way, certain historical patterns do recur. Studying one development in world history in light of an earlier, similar development can sharpen our understanding of both.

The avian bird flu is one of the latest viruses that has caused wide spread concerns over a possible pandemic.

Source - <http://www.mosnews.com/news/2006/03/20/azerflu.shtml>

Social Studies 12-Global Studies

In this course, students examine contemporary social, economic, political, and environmental change in a global context; the individual's role in the global society and events that shape our world. Topics and themes may include global issues such as distribution of resources, the spread of disease, human rights, sustainable development, empowerment of women, indigenous peoples, causes of poverty, ecological degradation, and migration.

Students practice the techniques of critical reading and thinking, of expository writing, and oral expression. They develop and apply these skills through study of a broad range of globally relevant issues.

This course includes the Social Studies pilot units Dams.

Dams unit

The relationship between the natural environment and human culture is a two-way street. Too often, only one part is asserted: that the form of the natural environment influences (or, in extreme cases, determines) the human culture of a place. Mountains may prove obstacles to communication, but transport technology overcomes the barriers. Climate may limit the growth of certain crops, but irrigation or greenhouse protection can extend a plant's natural limits. This is not to say that the natural environment does not pose risks: hurricanes, earthquakes, volcanic eruptions, or droughts all pose risks to human settlement. But as human technology expands, people are able to adapt to the constraints once placed by the natural environment.

Besides technological adaptation, human culture has increasingly modified the natural environment, shaping it to its needs. Clearing forests for agriculture; paving surfaces for urban areas; damming rivers; exploiting minerals; and polluting air, streams, and oceans are all examples of the permanent changes to the natural world resulting from human culture.

<http://www.ireference.ca/search/water/>

Places are the resolution of the forces of nature and adaptations by human culture. Moreover, as this relationship changes over time, so too do places. This unit will focus on how human culture is both influenced by, and adapts to, the natural world. Students should treat a human challenge to the environment as a diversion of energy to human society from the path it follows in the natural system.

Rather than simply comparing the nature of the physical environment with what people do with it, students should consider human perception. An environment may be considered hazardous by an objective observer, but explaining human adaptation involves knowing how the environment is perceived by those who use it. People might not be expected to settle on the sides of active volcanoes, as in Central America, or build on the shores of hurricane-prone coasts—that they do requires understanding how they perceive the environment and deal with the risk.

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APPENDIX E4

Interactive Mathematics
Program Research



RESEARCH SUPPORTING THE INTERACTIVE MATHEMATICS PROGRAM

The Interactive Mathematics Program (IMP) is the collaborative effort of mathematicians, teacher-educators, and teachers working together since 1989. Developed with support from the National Science Foundation (NSF)¹ and other funding agencies, the IMP first edition was published after more than 10 years of research, pilot testing, evaluating, field testing, revising, and detailed reviewing.

IMP is a comprehensive program of problem-based mathematics that integrates traditional material, such as algebra, geometry, and trigonometry, with coverage of important topics such as statistics and probability, which have been underemphasized in many traditional programs. The IMP four-year core curriculum meets college entrance requirements and prepares students to use problem-solving skills in higher education and on the job.

Research on Learning

The IMP authors drew on contemporary research about how students learn and developed a program that would offer students multiple ways to learn mathematics in a problem-solving context.² In the classroom, the teacher's goal is to challenge students to conjecture, to build arguments, and to formulate and solve problems. IMP students ask questions and learn key concepts and skills through an integrated and balanced treatment of all strands of mathematics.

A salient feature of . . . NSF-funded curricula at every level is their emphasis on the sense-making activity of mathematics that requires reasoning and justification as part and parcel of understanding. . . . Moreover, the level of sophistication and degree of justification increases as students progress through the grades.³

Research on Program Effectiveness

Several long-term studies of student performance and participation show that the IMP curriculum improves students' learning and increases their study of advanced mathematics. Studies conducted during the pilot testing, a comprehensive NSF-funded evaluation during field testing, and further studies of the published curriculum yield several important conclusions.⁴

- On standardized tests, IMP students consistently perform as well as, and often better than, their peers enrolled in traditional high school mathematics course sequences.

¹ IMP materials development was sponsored by the National Science Foundation under award number EIS-9255262. Any opinions, findings, and conclusions or recommendations expressed in this publication are those of the authors and do not necessarily reflect the views of the National Science Foundation.

² National Research Council. (2001). *Adding It Up: Helping Children Learn Mathematics*. J. Kilpatrick, J. Swafford, & B. Findell (Eds.). Mathematics Learning Study Committee, Center for Education, Division of Behavioral and Social Sciences and Education. Washington, DC: National Academy Press.

National Research Council. (2000). *How People Learn: Brain, Mind, Experience and School*. J. D. Bransford, A. L. Brown, & R. R. Cocking, Committee on Developments in the Science of Learning and Committee on Learning Research and Educational Practice, Commission on Behavioral and Social Sciences and Education. Washington, DC: National Academy Press.

Schoenfeld, A. H. When good teaching leads to bad results: the disasters of "well-taught" mathematics courses. *Educational Psychologist*, 23(2), 145–166.

³ Robinson, E. & M., J. Maceli. (2000). The Impact of Standards-Based Instructional Materials in Mathematics in the Classroom. In M. Burke & F. Curcio (Eds.), *Learning Mathematics for a New Century* (2000 Yearbook of the National Council of Teachers of Mathematics, pp. 112–126). Reston, VA: National Council of Teachers of Mathematics.

⁴ Schoen, H. (1993). Interactive Mathematics Program. In N. L. Webb, H. Schoen, & S. D. Whitehurst (Eds.), *Dissemination of nine pre-college mathematics instructional materials projects funded by the National Science Foundation, 1981–91*. Madison: University of Wisconsin–Madison, Wisconsin Center for Education Research.

Webb, N. L. (2003). The Impact of the Interactive Mathematics Program on Student Learning. In S. Senk & D. R. Thompson (Eds.), *Standards-Based School Mathematics Curricula: What are they? What do students learn?* (pp. 375–398). Mahwah, NJ: Lawrence Erlbaum Associates.

Wolff, E. (2001). Summary of Matched-Sample Analysis Comparing IMP and Traditional Students at Philadelphia High School for Girls on Mathematics Portion of Stanford-9 Test. In J. Merlino & E. Wolff, *Assessing the Costs/Benefits of an NSF "Standards-Based" Secondary Mathematics Curriculum on Student Achievement*. Philadelphia, PA: The Greater Philadelphia Secondary Mathematics Project.

- On tests focusing on quantitative reasoning, general problem solving, and statistics, IMP students significantly outperform their peers in traditional programs.
- IMP students demonstrate more positive attitudes about mathematics and take more mathematics courses, including advanced courses, compared to their peers in traditional programs.

⁵ Webb, N. L., & M. Dowling (1996). Impact of the Interactive Mathematics Program on the retention of underrepresented students: Cross-school analysis of transcripts for the class of 1993 for three high schools. *Project Report 96-2*. Madison: University of Wisconsin-Madison, Wisconsin Center for Education Research (WCER).

⁶ Ibid.

Closing the achievement gap

Data gathered from student subgroups show that IMP has a positive effect on student achievement among diverse student populations. In a transcript study of three high schools, IMP students were compared with their peers who took the traditional high-school mathematics course sequence. A statistically significant, higher percentage of IMP students completed at least three years of college-preparatory mathematics, and a statistically significant, higher percentage continued their studies in advanced courses in mathematics.⁵

This finding was true for all ethnic groups of significant size at each of the three schools in the study. (See Figure 1.) The finding was also true for both female and male students. Advanced courses undertaken by the IMP students included mathematical analysis, trigonometry and analytic geometry, precalculus, and calculus.⁶

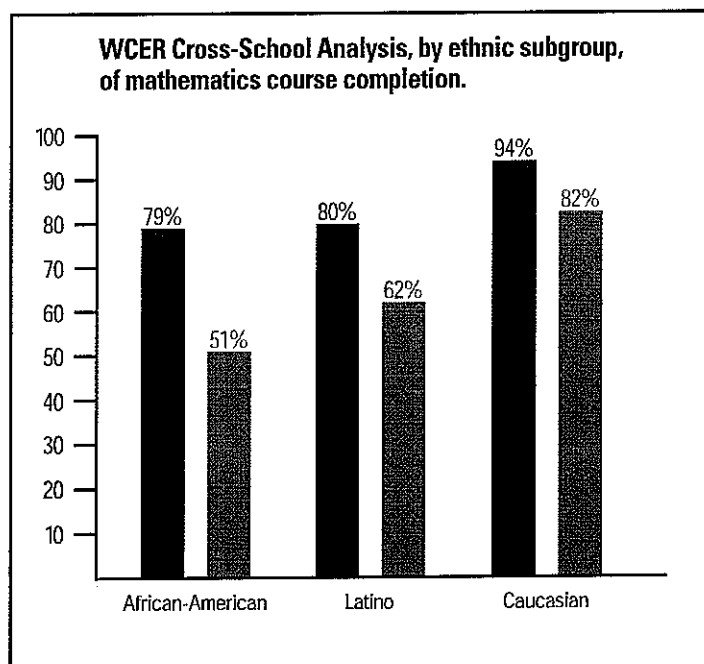
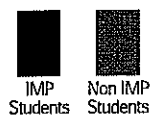


Figure 1

A statistically significant, higher percentage of IMP students completed at least three years of college-preparatory mathematics, as compared with their non-IMP peers. (Webb, 1996)

Key

Percentage of students completing at least three years of college-preparatory mathematics



A 1998 study analyzed standardized test scores among IMP students attending seven comprehensive high schools in Pennsylvania.⁷ The African-American student population in these schools ranged from 52 to 98 percent of the total. The study examined the students' SAT 9 standardized test scores. To match student groups from IMP with non-IMP student groups, the analysis excluded some special categories of students. Scores for the IMP group exceeded those for the non-IMP group in every subscore, including reading and science. The Mathematics Performance Index for IMP student groups was 18.6 points higher than for non-IMP student groups.

⁷ In J. Merlino & E. Wolff, (2001). *Assessing the Costs/Benefits of an NSF "Standards-Based" Secondary Mathematics Curriculum on Student Achievement*. Philadelphia, PA: The Greater Philadelphia Secondary Mathematics Project.

⁸ Webb, p. 385.

⁹ Merlino and Wolff, p. 24.

High-achieving student groups

Other studies show the IMP curriculum has positive effects for students who are identified as high achievers. At one school, where background data were available from seventh grade CTBS tests, students who scored in the upper quartile on these tests were identified as high performers.⁸

A separate analysis of these students yielded these results:

- IMP students achieved higher mathematics grade-point averages than non-IMP students.
- IMP students achieved higher overall grade-point averages than non-IMP students, even when accounting for mathematics grades.

Among the students in the analysis who chose to take the college aptitude SAT test, IMP students had a higher mean mathematics score than non-IMP students. Of students taking the test, the IMP group also had a higher percentage of students doing "very well" (600 or higher) than the non-IMP group.

In Philadelphia, Pennsylvania, the IMP curriculum was implemented in three special-admission schools—schools that draw students from the entire eighth-grade student population in Philadelphia and, consequently, accept applicants who are among the top-achieving student population. The 1998 study mentioned earlier analyzed standardized test scores of the IMP students at these three high schools. Scores for the IMP group exceeded those for the non-IMP group in every subscore on the SAT 9 standardized test, including reading and science. At these schools, the Mathematics Performance Index for the IMP student group was 7.8 points higher than for the non-IMP student group.⁹

Other indicators of student achievement

A carefully controlled, longitudinal study was conducted from 1996 to 2002 in a suburban United States high school that simultaneously adopted both the IMP curriculum and a "4 x 4 block" schedule. In a standard scheduling system, the day is typically divided into eight 45-minute classes that meet for a 180-day school year. In the

4 x 4 block schedule, courses meet for 90 school days for periods lasting an hour and a half. Although total class time is the same, the longer class periods provide the opportunity for students and teachers to work in greater depth on a subject.

One aspect of the study compared the Advanced Placement (AP) performance of IMP students using block scheduling to that of students in previous years who were using a traditional schedule and program. Students who used IMP in a block schedule showed these characteristics:

- A larger number of students enrolled in Calculus BC, the most advanced AP mathematics course.
- A larger number of students completed the AP Calculus BC exam.
- Scores on the AP Calculus BC exam were higher.¹⁰

¹⁰ Kramer, S. L. (1997a, February and 1997b, March). What we know about block scheduling and its effects on math instruction, Parts 1 and 2. *Bulletin: National Association of Secondary School Principals*, 81, 586, 587.

Kramer, S. L. (2003). *The Joint Impact of Block Scheduling and a Standards-Based Curriculum on High School Algebra Achievement and Mathematics and Course Taking*. PhD diss., University of Maryland.

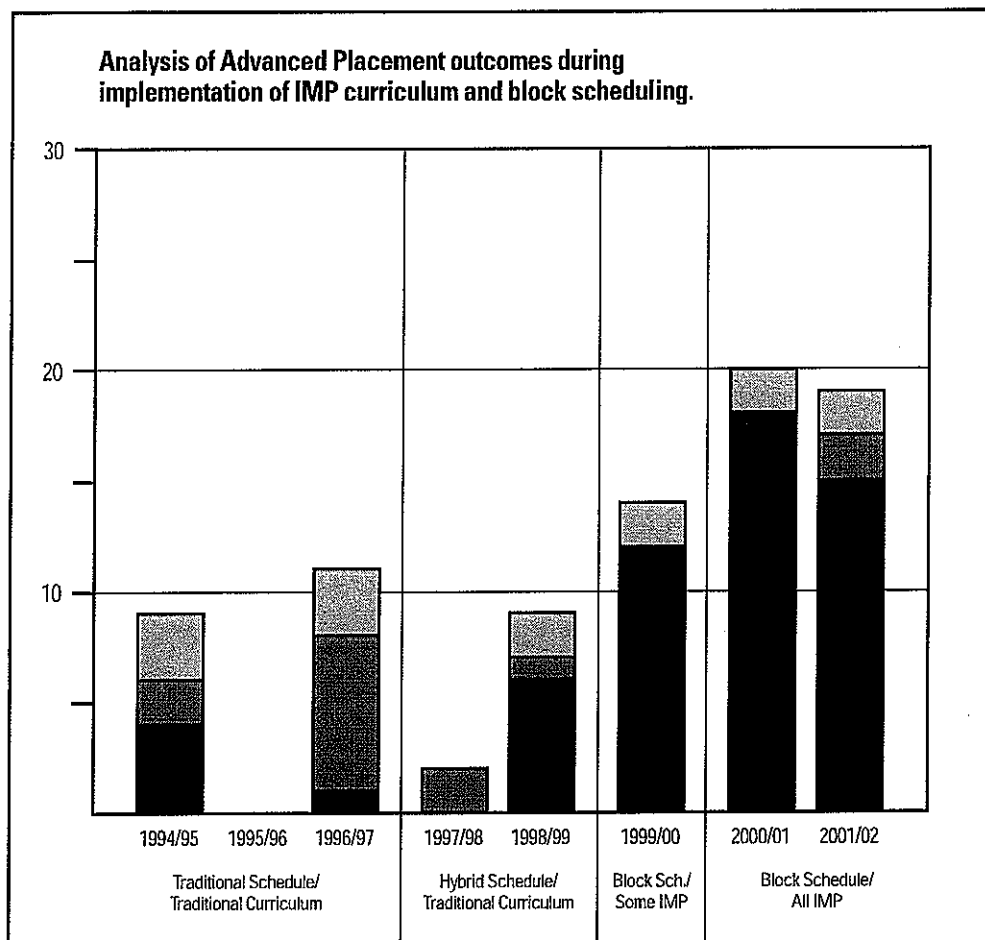


Figure 2

Block scheduling and the IMP curriculum were implemented over a three-year period. During that time, the number of students receiving the highest possible score of "5" on the BC Calculus exam increased. (Kramer, 2003)

Key

Number of Students Completing BC Calculus Exam with Passing Grade of "3" or higher.



Achievement beyond traditional content

Evidence that IMP students do as well as or better than non-IMP students on standardized tests is especially meaningful in view of the additional benefits provided by the program. During the four-year span of the IMP curriculum, students devote roughly 20 to 30 percent of their classroom time learning mathematical content, such as statistics, that is covered only briefly—or not at all—in traditional mathematics course sequences. They also learn communication and problem-solving skills that are crucial in the workplace.

Research has carefully documented the achievement of IMP students in these areas. For example, in a 1996 study using the five statistics items from the Second International Mathematics Study, grade nine IMP student groups achieved a mean score of 3.06 (out of 5) compared with a score of 1.02 for the non-IMP student groups. The two groups were matched on the basis of eighth-grade achievement tests; the difference in results is statistically significant at the .01 level. In parallel studies at the tenth and eleventh grade, IMP students as a group had scores that were higher, to a statistically significant degree, in the areas of quantitative reasoning and general problem solving.¹¹

Changing attitudes toward mathematics

Other studies have examined attitudes of IMP students toward mathematics as a field of knowledge. Findings show that IMP students are more likely to value what they are learning and to perceive mathematics as being useful in their daily lives.¹²

Success in admission to college

Finally, one of the major criteria by which parents measure success is whether a program allows students to gain admission to colleges of their choice. The IMP curriculum is recognized as meeting college preparatory mathematics requirements. IMP students are routinely admitted to major state college and university systems, all the schools of the Ivy League, other nationally recognized schools such as Stanford and Wellesley, and historically Black colleges such as Howard and Spellman. A list of schools where IMP students have been accepted is available on the Web at www.mathimp.org. The Web site also contains extensive information about the IMP program.

¹¹ Webb, N. L. & Dowling, M. (1997). Comparison of IMP Students with Students Enrolled in Traditional Courses on Probability, Statistics, Problem Solving, and Reasoning. *Project Report 97-1*. Madison: University of Wisconsin-Madison, Wisconsin Center for Education Research.

¹² Clarke, D., et al. (1992). The Other Consequences of a Problem-Based Mathematics Curriculum. *Research Report No. 3*. Mathematics Teaching and Learning Centre, Australian Catholic University.

Boaler, J. et al. (2002). Choosing a math curriculum: Information from Greendale High School. Stanford, CA: Stanford University Teaching and Learning Center. Available: <http://www.stanford.edu/~jboaler/curriculum/stanford.html>.

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APPENDIX E5

My Voice Survey

APPENDIX E5: MY VOICE ASSESSMENT & RESOURCE GUIDE

DIT intends to use an assessment tool from Pearson called "*My Voice*" Survey. This product includes surveys for students, parents, and faculty, resource guides, custom data reports and professional development around "8 Conditions that need to be in place if students are to strive for, and fulfill, their academic, personal and social promise." This is based on more than two decades of research by Dr. Russell Quaglia of Aspirations Unlimited and the Quaglia Institute for Student Aspirations (QISA). These 8 conditions emphasize relationships, engaged learning, and students' sense of purpose. The 8 conditions are:

- **Belonging:** Feeling like you are a part of a group, while knowing you are special for who you are.
- **Heroes:** Having someone who believes in you and who is there when you need them.
- **Sense of Accomplishment:** Being recognized for many different types of success, including hard work and being a good person.
- **Fun & Excitement:** Enjoying what you are doing, whether at work, school, or play.
- **Curiosity & Creativity:** Asking "why?" and "why not?" about the world around you.
- **Spirit of Adventure:** Being excited to try new things, even when you are not sure if you will be good at them.
- **Leadership & Responsibility:** Making your own decisions and accepting responsibility for your choices.
- **Confidence to Take Action:** Setting goals and taking the steps you need to reach them.

DIT intends to explicitly teach these 8 conditions to students through activities and discussions in their weekly advisory period. (Lessons will be based on the *My Voice* Survey resource guide. Teachers will have professional development.) DIT also intends to embed these 8 conditions throughout the culture of the school including classrooms, extracurricular activities and athletics.

The *My Voice* Survey assesses how students, parents and faculty perceive the school environment, what motivates and inspires the students to achieve, and how well the students, parents and faculty believe the school is meeting those objectives. Once the Conditions in the school have been assessed, the *My Voice* Survey supporting materials and professional development may be used to "improve relationships with students and parents, make teaching more relevant and engaging, improve student achievement, and raise student aspirations."

Surveys will be distributed to parents based on their preferred mode of communication (identified upon student registration), which includes mail, email, or text. Additionally, parents who do not complete the surveys will have an additional opportunity to complete the survey during the required annual Student Success Plan conference. Students will complete the survey during their advisory period, and Faculty will complete the survey during their Professional Learning Community time.

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APPENDIX E6

Memoranda of
Understanding/Agreement

MEMO OF UNDERSTANDING THE DELAWARE SCIENCE COALITION

(Revised June 17, 2009)

Background

This memo of understanding defines the roles and responsibilities of each stakeholder in the Delaware Science Coalition. This Coalition is a partnership with the purpose to improve the K- 12 science teaching, learning, professional development, and science education in all Delaware public schools and to help all Delaware public school students meet or exceed the Delaware Science Standards.

The partnership includes the Department of Education (DOE), public school districts, and charter schools. Advisors to the Coalition include representatives of the Delaware business community, The Delaware Foundation for Science and Mathematics Education (DFSME), higher education, and community-related science organizations. The partnership is open to all public school districts and charter schools.

The Coalition exists to support the highest quality science instruction for the grades K through 12 students in Delaware. This includes high quality sustained professional development, curriculum and supplies, assessment materials, and assistance to districts and schools.

PURPOSE of the DELAWARE SCIENCE COALITION

The purpose of the Delaware Science Coalition is to improve the instruction and learning of science for each student in the state to enable students to perform to world class standards.

MISSION of the DELAWARE SCIENCE COALITION

Build and maintain capacity at the district and school level to ensure that all students in grades K-12 meet and exceed the Delaware Science Standards as part of becoming successful, productive citizens is the mission of the Delaware Science Coalition.

Goals

- Professional Development for all Teachers – Support and sustain a system that provides all K-12 teachers of science with on-going exemplary professional development opportunities in order for teachers to acquire the skills, strategies, and knowledge needed to implement the Delaware Science Standards.
- Sustain Science Reform – Maintain a network of teachers who will lead and sustain science reform efforts at the school, district, and state level.

- Organizational Culture – Continue to support the organizational culture that embeds science as an integral part of the K-12 statewide recommended curriculum.
- Policy Alignment – Build and sustain a process to ensure that school, district, and state policies are supportive of excellence and equity and support the Delaware Science Standards.
- Stakeholders – Focus and coordinate the activities of community stakeholders to support systemic reform of science as articulated in the Delaware Science Standards.

GOVERNANCE OF THE COALITION

The Coalition will be directed by a Steering Committee made up of the DOE Education Associate for K-12 Science, the DOE Director of Curriculum, one representative from each school district, representation from the Charter Schools, representation from the business community, representation from higher education, and representation from science agencies.

The purpose of the Steering Committee is to:

- Establish and approve operating policies and practices for the Coalition that promotes the goals of science reform.
- Set and approve the annual budget for the Coalition and monitor expenditures.
- Take a leadership role in developing and overseeing a strategic plan for K-12 science education in Delaware
- Promote partnerships among the K-12 system, higher education and the business community.

Committee Operations:

The Steering Committee will:

- Be led by two co-chairs from district or charter representatives
- Will meet at least once each quarter
- Will set the agenda for each meeting
- Will form sub-committees as needed
- Will be advised by a Steering Leadership group consisting of the two co-chairs, the DOE Education Associate for K-12 Science, the DOE Director of Curriculum Development, the Foundation for Science and Mathematics Education, and one corporate representative.

DEPARTMENT OF EDUCATION

The Department of Education endorses the Delaware Science Coalition as an approach to helping students meet the Delaware Science Standards through the support of a coordinated, comprehensive, coherent approach to professional development for teachers. DOE will work with the Coalition to support standards-based K-12 science programs as follows:

- Ensure funds for maintaining and operating the Delaware Science Coalition, K-12.
- Provide coherent and viable curricular units consistent with standards and appropriate pedagogy aimed at improving student science knowledge and understanding.
- Provide diagnostic assessment for learning.
- Organize and ensure the quality of the professional development program aligned with the curricular units through the leadership of the Education Associate for K-12 Science in order to powerfully prepare teachers to bring about student achievement.
- Continue to operate the Science Resource Center to supply and refurbish the science materials as required by the curriculum and assessments implemented as part of the program through the leadership of the Warehouse Manager.
- Engage the science teaching community through professional learning communities at the district and school level.
- Act as fiscal agent for the Coalition through leadership of the Department of Education.
- Be advised by the Steering Leadership, Steering Committee, and Department of Education leadership.

SCHOOL DISTRICTS PARTICIPATING IN THE DELAWARE SCIENCE COALITION

The Delaware school districts and charter schools participating in the Science Coalition support the implementation of the comprehensive, inquiry-based K-12 science curriculum in our schools. The goal is to bring about systemic change in the teaching and learning of science in Delaware classrooms.

As members of the Coalition, the school districts and charter schools agree to:

- Use the Coalition units as the core district/charter curriculum at grades K-12.
- Use the Coalition assessments as a means of assessing the level of student understanding of core concepts and determining instructional needs.
- Support professional development associated with the use of the curriculum units to each teacher with the goal of providing professional development on all grade-level units within an agreed-upon time frame.
- Support a district instructional coach (science specialist) whose job is to strengthen professional learning through instructional improvement on curricular units, pedagogy, assessment, and materials support. The instructional coach (science specialist) will work directly with teachers to bring about positive classroom changes to increase student achievement and will work with other instructional coaches to improve instruction and increase student achievement. The instructional coach will not have full time classroom teaching responsibilities.
- Provide work space for the instructional coach (science specialist) and opportunities to provide coaching.

Member district agree to support the district instructional science coach. District instructional science coaches agree to the following:

- Directly work with teachers, as needed, to improve inquiry-based teaching and thereby learning. This includes lesson planning, implementation, assessment, and reflection. Co-teaching, observation, modeling, or other effective strategies to accomplish this goal are at the discretion of the coach.
- Engage the district science community in professional dialogue about instructional practices including current research and practices consistent with instructional improvement and student achievement.
- Attend Coalition meetings and curricular unit trainings (as needed).
- Provide data to the Coalition to assess the effectiveness of the program.
- Ensure that building level administration is informed as to the Coalition priorities, guidelines, and initiatives.

- Use technology to communicate in a manner best suited to the goals above.
This may include e-mail, telephone conversations, webinars, electronic bulletin boards, blogs, or other methods.

We agree to join the Delaware Science Coalition partnership in professional development programs offered for the purpose of improving the K-12 science instruction and support the implementation of the comprehensive, inquiry-based K-12 science curriculum in Delaware.

Signed:

Rodney Bailey, Executive Director
Delaware Institute of Technology Charter School

Date

Timothy Nolan, Board President
Delaware Institute of Technology Charter School

Date

Catherine Houghton, Dean of Instruction
Delaware Institute of Technology Charter School

Date

MEMORANDUM OF UNDERSTANDING THE DELAWARE MATHEMATICS COALITION

PURPOSE OF THIS MEMORANDUM

This Memorandum of Understanding defines the roles and responsibilities of each stakeholder in the Delaware Mathematics Coalition. The Coalition is a partnership whose purpose is to improve K-12 mathematics teaching, learning, and professional development. The Coalition will support Delaware teachers in their efforts to help all public school children meet or exceed the Delaware Mathematics standards and assist students in becoming mathematically literate.

The Coalition is a partnership of Delaware public school districts, including charter schools, and the Department of Education (DOE). Advisors to the Coalition include representatives of the Delaware business community acting through the Delaware Foundation for Science and Mathematics Education (DFSME), and Institutions of higher learning. The Coalition and its affiliates will undertake joint projects that are funded through outside grants and community-related mathematics organizations.

VISION of the DELAWARE MATHEMATICS COALITION

The Mathematics Coalition envisions classrooms in which confident and competent problem solvers are developed. All students and teachers are productively engaged in challenging, standards-based mathematics, and are supported by knowledgeable instructional leaders.

MISSION of the DELAWARE MATHEMATICS COALITION

The mission of the Mathematics Coalition is to identify and endorse research-based best practices in mathematics instruction. We advocate, at the state and district level, for the implementation of these practices in every mathematics classroom so that all students achieve the mathematics proficiency necessary to succeed in post-secondary education and the workplace.

GUIDING PRINCIPLES

- The purpose of the partnership is to support continuous standards-based improvement of mathematics education in Delaware schools through many levels of leadership including administration, specialists, lead teachers, and classroom teachers.
- Adoption and implementation of standards-based curricula is the responsibility of individual school systems. The Coalition will assist them in this endeavor and will provide cost effective standards-based mathematics professional development programs.
- Costs will be shared in a way that will equitably benefit all partners.
- DFSME will seek to coordinate business support for implementation of standards-based mathematics education for Delaware students.

GOVERNANCE OF THE COALITION

The Coalition will be governed by a Coalition Board made up of one representative from each school district. Charter schools will be considered a "district," and the collection of them will have one vote. The Advisors to the Board will include the Executive Director of the Mathematics Coalition, the DOE Education Associate for K-12 Mathematics, the DOE Director of Curriculum, the Director of the DFSME, the Director of the Mathematics and Science Educational Resource Center (MSERC) at the University of Delaware, Project Directors of grants that support the work of the Coalition, and such others as the Coalition Board deems appropriate.

The purpose of the Coalition Board is to:

- Establish and approve operating policies and practices for the Coalition that promote the goals of improving mathematics education,
- Set and approve the annual budget for the Coalition and monitor expenditures,
- Take a leadership role in developing and overseeing a strategic plan for K-12 mathematics education in Delaware and,
- Promote partnerships among the K-12 system, higher education and the business community.

Board Operations:

The Coalition Board will be led by elected co-chairs (no less than two, and up to three people elected annually from district representatives, preferably from different counties). A Coalition Steering Committee will be made up of the elected co-chairs, along with the Math Coalition's Executive Director, representatives from the Department of Education, a representative from higher education, and the Executive Director of the Delaware Foundation for Science and Mathematics Education. The Steering Committee will meet at least once each quarter to plan meetings. They will also undertake other tasks as appropriate.

For issues requiring a majority vote, eligible voters shall be limited to one representative from each district. Charter schools will be considered a "district," and the collection of them will have one vote.

DEPARTMENT OF EDUCATION

The Department of Education endorses the Delaware Mathematics Coalition as an approach to helping students meet the Delaware Mathematics Standards through the support of a coordinated, comprehensive, coherent approach to professional development for teachers. DOE will work with the Coalition to support standards-based K-12 mathematics programs as follows:

1. Assist the Delaware Mathematics Coalition in the development of funding sources to maintain Coalition activities.
2. Support professional development program aligned with the mathematics Standards and GLEs through the leadership of the Education Associate for K-12 Mathematics.
3. Support an independent evaluation of the professional development program and its impact on student learning in mathematics.
4. Act as fiscal agent for non-MSP funded activities of the Coalition through the leadership of the Education Associate and the Director of Financial Management.

SCHOOL DISTRICTS AND CHARTER SCHOOLS PARTICIPATING IN THE DELAWARE MATHEMATICS EDUCATION COALITION

The Delaware school districts and charter schools participating in the Mathematics Coalition support the implementation of the comprehensive, standards-based K-12 mathematics curriculum in our schools. The goal is to bring about systemic change in the teaching and learning of mathematics in Delaware classrooms.

As members of the Coalition, the school districts and charter schools agree to:

1. Use standards-based mathematics curriculum as the core district/charter curriculum at grades K-12.
2. Support professional development associated with the use of standards-based mathematics with the goal of providing professional development at all grade-levels within an agreed-upon time frame.
3. Identify, in cooperation with program leadership, mathematics specialists who will support lead teachers and be responsible for program implementation and professional support of teachers throughout the district. It is expected that the mathematics specialists will be content and pedagogical leaders.

Memorandum of Understanding, 2010-2011
The Delaware Mathematics Coalition

4. Support professional development for all principals and selected administrative personnel in participating schools on standards-based instruction, including issues of student assessment, teacher evaluation, district/school mathematics curriculum maps, and district/school mathematics program.
5. Collect and provide data to assess progress in the implementation of the K-12 mathematics program; cooperate with DOE in assessing the impact on student learning and achievement.
6. Promote partnerships with other school districts and local businesses, engaging local industry personnel to support the curriculum implementation process in classroom instruction and school activities.
7. Insure that district curriculum is aligned with the state Mathematics standards.
8. Work towards integration, both among mathematics topics and between mathematics and other areas (language arts, science, career and technical, etc.) as appropriate, to meet desired student outcomes.

Memorandum of Understanding, 2010-2011
The Delaware Mathematics Coalition

Memorandum of Understanding 2010-2011
Delaware Math Coalition

We agree to join the Delaware Math Coalition partnership in professional development programs offered for the purpose of improving the K-12 math teaching in Delaware to assist the students in becoming mathematically literate.

Signed:

Michael W. Stetter, Ed.D.
Director, Curriculum Development

Date

Nancy Wilson, Ph.D., Associate Secretary
Administration & Innovation Branch

Date

Lilian Lowery, Ed. D., Secretary of Education
Delaware Department of Education

Date

Rodney Bailey, Executive Director
Delaware Institute of Technology Charter School

Date

**K-12 Social Studies Recommended Curriculum Pilot
between Delaware charter schools and school districts
and the Department of Education**

The K-12 Social Studies Recommended Curriculum Pilot project offers a multi-year instructional collaboration to develop and implement model standards-aligned curriculum and resulting instruction.

As a participating charter school, the Delaware Institute of Technology will:

1. **Implement within the existing scope and sequence** the approved instructional units and embedded assessments, currently available online at the Delaware Recommended Curriculum (DRC) link:
http://www.doe.k12.de.us/infosuites/staff/ci/content_areas/socialstudies.shtml
2. **Complete the Social Studies Pilot Unit Survey** after instruction in each unit is finished. The survey is found on the DRC link above.
3. **Collect student work** for analysis. Four to five samples from individual students, at varying score points, are recommended for each assessment within a unit.

Signed:

Rodney Bailey, Executive Director
Delaware Institute of Technology Charter School

Date

Timothy Nolan, Board President
Delaware Institute of Technology Charter School

Date

Catherine Houghton, Dean of Instruction
Delaware Institute of Technology Charter School

Date

Delaware Institute of Technology
Charter School Application

Appendix F

F Policies & Procedures

- F1 Student Code of Conduct
(Student Handbook)
- F2 Commitment to Excellence

Delaware Institute of Technology
Charter School Application

APPENDIX F1

Student Code of Conduct
(Student Handbook)

Delaware Institute of Technology (DIT) Charter School

Student Code of Conduct, Policies & Procedures (Student Handbook)

Section I CORE PRINCIPLES

Section II OPERATING PROCEDURES

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Effective August 1, 2012

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1. EDUCATION

Board of Education

Mission Statement

To provide a challenging college preparatory curriculum to meet the educational and emotional needs of motivated students with an interest in Technology in a safe, highly productive learning environment.

Goals:

1. To explore alternative funding sources while promoting a sound, responsible fiscal budget.
2. To continually review the curriculum to coincide with the accountability of student achievement goals for Reading, Math and Science.
3. To maintain a safe school environment by helping students with character education and to encourage students and staff to follow healthy life styles.
4. To maintain a networked, standardized and equitable technology program that will be utilized to meet the needs of the DIT community.
5. To maintain and upgrade the school infrastructure and pursue plans for future needs development.
6. To provide support for a quality staff development program at all personnel levels.
7. To actively pursue open communications and build partnerships between the community and the school.
8. To support School Improvement ideas which lead to positive change for the DIT.

Graduation Expectations:

Prior to graduation, Delaware Institute of Technology (DIT) students will:

1. Demonstrate academic skills necessary to be independent learners.
2. Interact well and work cooperatively with others.
3. Demonstrate a working knowledge of technology.
4. Demonstrate concern, understanding, and respect for self, others, community, environment, and world.
5. Use critical and creative thinking skills to solve problems.
6. Demonstrate knowledge of personal wellness practices.
7. Communicate ideas and feelings effectively in a variety of ways.
8. Demonstrate the ability to access information.

Program of Study:

The Delaware Institute of Technology (DIT) Charter School's College Preparatory Curriculum requires a minimum of 24 credits to graduate:

	<u>Minimum</u>	<u>Recommended</u>
Science	4 credits	5.5 credits
Math	4 credits	4 credits
English	4 credits	4 credits
Social Science	3 credits	3 credits
Foreign Language	2 credits	2 credits
Major (Career Pathway)	3 credits	4 credits
Physical Education	1 credit	1 credit
Health	0.5 credit	0.5 credit
Driver Education	0 credits	0.5 credit
Senior Exhibition	0.5 credit	0.5 credit
<u>Electives</u>	<u>2 credits</u>	<u>3 credits</u>
TOTAL	24 credits	28 credits

Majors:

- **Architecture & Design**
 - For students interested in a career as an Architect, City & Regional Planner, CAD Designer, Product Designer, Construction Manager, Interior Designer, or Landscape Architect.
- **Computer & Information Technology**
 - For students interested in a career as a Computer Programmer, Software Developer, Computer Engineer, Database or Network Administrator, Computer Systems Manager or Analyst, or Web Developer.
- **Engineering**
 - For students interested in a career as a Chemical Engineer, Civil Engineer, Mechanical Engineer, Environmental Engineer, Aeronautic Engineer, or Electrical Engineer.
- **Biomedical Technology**
 - For students interested in a career as a Physician, Nurse, Dentist, Pharmacist, Paramedic, Dietitian, Medical Research Scientist, Medical Technologist, Radiologist, Physicians Assistant, Veterinarian, or Biomedical Engineer.
- **Leadership Academy**
 - For students interested in a career as an Organizational Leader/Manager, Lawyer, Policy Analyst, Business Operations Manager, Entrepreneur, or Community Leader.

Typical Student Program:

9th Grade

<ul style="list-style-type: none">• Science 1 credit• Math 1 credit• English 1 credit• Social Studies 1 credit	<ul style="list-style-type: none">• Major 1 credit• World Language 1 credit• Health 0.5 credit• Physical Education 0.5 credit
<ul style="list-style-type: none">• Students typically will complete 7 credits in the 9th grade• At least 6 credits required to enter 10th grade	

10th Grade

<ul style="list-style-type: none">• Science 1.5 credits• Math 1 credit• English 1 credit• Social Studies 1 credit	<ul style="list-style-type: none">• Major 1 credit• World Language 1 credit• Driver Education 0.5 credit
<ul style="list-style-type: none">• Students typically will complete 7 credits in the 10th grade• At least 12 credits required to enter 11th grade	

11th Grade

<ul style="list-style-type: none">• Science 1.5 credits• Math 1 credit• English 1 credit• Social Studies 1 credit	<ul style="list-style-type: none">• Major 1 credit• Elective 1 credit• Physical Education 0.5 credit
<ul style="list-style-type: none">• Students typically will complete 6 or 7 credits in the 11th grade• At least 18 credits required to enter 12th grade	

12th Grade

<ul style="list-style-type: none">• Science 1.5 credits• Math 1 credit• English 1 credit	<ul style="list-style-type: none">• Major 1 credit• Electives 2 credits• Senior Project 0.5 credit
<ul style="list-style-type: none">• All seniors are required to complete a senior exhibition to graduate• At least 24 credits required to graduate	

Grade Level Requirements:

Students' grade level is determined by the credits at the beginning of the year

10th Grade	6 credits
11th Grade	12 credits
12th Grade	18 credits

*Students do not qualify for Driver's Education until they achieve 10th grade (sophomore) status.

Driver's Education, Extracurricular and Athletic Eligibility Requirements:

In order to be eligible for driver's education, any extracurricular or sports activity, students must meet the following requirements during each semester:

- Freshman 2.0 GPA (77)
- Sophomores 2.1 GPA (78)
- Juniors 2.2 GPA (79)
- Seniors 2.5 GPA (81)

*Any student who does not possess the minimum GPA will be considered "on probation" through the next mid-term report. At that time, the student must have the minimum GPA or they will be suspended from the athletic or extracurricular activity until the minimum GPA is achieved.

Graduation Requirements:

The MASTER OF TECHNOLOGY diploma denotes superiority of academic achievement and technical competency mastery. The requirements are as follows:

1. Successfully complete ALL courses with a 75% (C) or better
2. Successfully complete the senior exhibition with a 90% or above
3. Graduate with at least 26 credits
4. Graduate with minimum GPA of 3.4

A STANDARD Diploma will be issued to students who have completed 24 credits, but have not met the requirements of a MASTER OF TECHNOLOGY Diploma.

Senior Exhibition:

In order to graduate, all DIT seniors must successfully complete a Senior Exhibition with a passing grade of 70 or higher. This project will consist of a **research paper** (submitted in A.P.A. format), a **product** designed to show technical skills mastery from the students' chosen major program of study, and a **presentation**. The writing portion of this project will be completed in part during students' senior English class. All other stages of the project will take place during the required Senior Exhibition course.

Grading Policy:

Outstanding Achievement	93-100	A
Excellent Achievement	85-92	B
Satisfactory Achievement	75-84	C
Minimum Achievement	70-74	D
Failure	69 or below	F
Incomplete		I
No Credit		N

Honor Roll

Students passing all classes (excluding physical education and driver's education) and establishing a 3.00 grade point average or higher will be placed on the honor roll.

Exams:

All core courses will require both a mid-term and final exam. At no time will Delaware Institute of Technology seniors be excused from taking a final exam.

Homework Policy:

Homework is a meaningful part of program and course content as well as the student learning process, and students should complete homework in a thorough, legible, and timely manner. It fosters positive attitudes, good habits, and also facilitates knowledge acquisition in specific areas. Research has shown that several hours a week of home study time, especially with parent monitoring, reinforces the learning that takes place at school. Teachers are responsible for assigning homework commensurate with course content and evaluating or utilizing it in ways that emphasize individualized learning. Administrators support teachers in their efforts regarding homework and make every effort to inform parents of the importance of homework in the educational development of their child. Therefore, the Delaware Institute of Technology, recognizing the role and value of homework and study habits in the educational process, encourages students, parents, and staff to approach and utilize homework in a manner that will enhance classroom learning.

Schedule Change Policy:

Students should make firm choices in selecting courses during program planning. Courses selected after careful study in consultation with teachers, parents, and counselors should require no major change.

Every attempt to reschedule students who completed summer school and/or failed major subjects without going to summer school will be made. During the first week of school, counselors will be working only with those students without schedules. During the second week of the semester, schedule changes will not be made without the approval of the student's teacher and parents. Course changes are limited to selecting another course more appropriate to the student's needs.

Tech Prep:

Delaware Institute of Technology and several local colleges have developed a Tech Prep program, which enables DIT students to earn college credit while still in high school. If a student enrolls in a Tech Prep program at DIT and completes his/her course competencies, the student will receive college credit and advanced college placement. Because DIT and several local colleges coordinate their similar occupational programs, a student in this program can transition from high school through college without duplication of time and effort or additional expense.

Students interested in the Tech Prep program should talk with their instructor or counselor.

National Honor Society

The National Honor Society is an honorary organization whose selection is based on scholarship, service, leadership and character. Membership in this organization is a privilege, not a right. Once a student is selected, the student must maintain the high standards established in order to remain in the organization.

1. Students who have a 3.0 G.P.A. are scholastically eligible to begin the selection process.
(This scholastic standard is subject to change)
2. Eligible students (with parent/guardian consent) complete a form listing all leadership positions, extra-curricular accomplishments and service given to the school and community.
3. Faculty members rate the students in the categories of service, leadership, and character.
4. A five-person Faculty Council (appointed by the Director) will review student forms and faculty ratings. Applicant interviews will be held if necessary. Students receiving a majority vote of the Faculty Council will receive an invitation to join the National Honor Society.

2. ATTENDANCE

Absence:

Philosophy:

The Delaware Institute of Technology (DIT) Charter School firmly believes that attendance is a major key to success in all aspects of life. Research shows that regular attendance in school not only has a direct connection to success in high school, but success beyond high school. Good attendance develops habits of punctuality, develops self-discipline and responsibility, and keeps disruptions of the learning environment to a minimum. Irregular attendance or tardiness by students not only inhibits their own studies, but also interferes with the progress of those students who are in regular and prompt attendance.

Instructional Time:

The Delaware Institute of Technology administration and staff place the highest priority on instructional time. Instructional time is that time in which a student is actively engaged in learning while in attendance in the classroom. All teachers at DIT incorporate grades for daily work completed while students are in class. Much emphasis is placed on these learning applications during instructional time, as well as quizzes, tests, assignments, homework, and make-up work grades. In essence, a student may do very well on these types of progress checks, but do very poorly on classroom learning applications; therefore, regular daily attendance is required of all students.

DIT STUDENTS ARE LIMITED TO EIGHT (8) UNEXCUSED ABSENCES PER SEMESTER.
ALL STUDENTS WHO EXCEED THIS LIMIT MUST APPEAL FOR CREDIT.

Absences must be properly verified in accordance with the State School Attendance Rules and Regulations and Title 14 of the Delaware Code:

1. All students and parents shall be informed of all attendance regulations.
2. Upon returning from absence, a student must submit a written note from a parent explaining the reason for each absence to his/her homeroom teacher. If a student does not present a note containing one of the three (3) acceptable excuses within three (3) days of returning to school, the absence will be unexcused **for appeal purposes**. **No notes** or verification of absences will be accepted after these three (3) days.
3. If necessary, the school **may request** that doctor's validation be submitted for absence if absences exceed eight (8) days per semester.
4. All Absence notes are retained on file for the current year's absences.
5. DIT will make a reasonable attempt to contact the parents if a student is absent from school.
6. Periodic notice will be given to parents and students regarding cumulative absences and the potential for student failure.

A letter to parents/guardians will be sent at five (5) and eight (8) and nine (9) absences.

Reasons recognized as acceptable/excused absences are the following:

1. Illness of students: A student who is ill should not be in school. Students who are absent more than 3 days per quarter or over 12 days for the school year may be asked to provide medical evidence from a doctor for absences to be excused. Students who are not in school all day because of illness or unexcused absence may not practice, participate, or attend any after school or evening activity. Going to the doctor for illness does not exempt one from this policy. Advance (24 hours or more) appointments for a doctor or dentist are exempt with documentation.
2. Serious illness or death of a family member.
3. Grave emergencies requiring the student's presence.
4. Educational experiences such as excursions and trips sponsored by the school and not available at other times.
5. Health care appointments, which cannot be scheduled outside the school day. Excuses should be presented prior to appointments, whenever possible.
6. Requests to accompany parents/guardians on trips, if requests are submitted in advance by the parent/guardian.
7. Other absences will be excused at the discretion of the Executive Director or Dean of Students.

****Parent notes are not recognized as excused absences.**

Absence for other reasons must have approval of the school administration and will be considered on the basis of whether it is/was necessary and in the best interest of the student and parent. Students absent from school without parental knowledge will be considered truant and receive no credit for work missed.

Appeals for Absences:

Extenuating circumstances that warrant consideration of an appeal will be reviewed by the appeals committee. **Students wishing to file an appeal must secure an appeal form from the counselor and have it completed and returned to the DIT office by January 15th for all students in the first semester; by May 15th for seniors in the second semester; and by May 31st for underclassmen in the second semester.**

IF A STUDENT FAILS TO APPEAL FOR CREDIT, THAT STUDENT WILL NOT RECEIVE CREDIT FOR ANY COURSES TAKEN DURING THAT SEMESTER.

Early Dismissal:

If a student is to be dismissed from school prior to the end of the school day, a note indicating the reason for and time of the dismissal must be on file with the main office no **later than 8:30 a.m.** on the day of the dismissal. No early dismissal will be granted without verification by the parent.

Every effort should be made to schedule appointments during non-school hours or on days when school is not in session. Early dismissals will be limited to three (3) per semester. The need for additional early dismissals must be requested by the parent/guardian prior to the scheduled appointment.

Make-up Work:

Regular attendance is required as it is difficult for students to make-up missed instructional time.

Work may be made up for all absences except truancy. Class learning applications, which occur during instructional time and constitute daily grades cannot be made up. Therefore, these absences will affect a student's grade.

On the day a student returns from an absence, he/she must contact his/her teachers to determine what needs to be done for make-up work. The teacher will establish the time allowance for making up missed work. Academic coaching is available after school to assist in this effort.

Absence from Exams:

During final exams, students must notify the school prior to the scheduled exam if they will be absent from an exam. If the reason for absence is valid, students may reschedule the exam at the teacher's discretion. If the reason is not valid or the school has not been notified prior to the exam, no make-up exam will be scheduled and the grade will be a zero.

Truancy: (Absence From School Without Valid Excuse).

Truancy Regulation as Enacted by General Assembly of the State of Delaware 1982:

Definition: Truancy or Truant shall refer to a pupil enrolled in grades 1 through 12 inclusive who has been absent from school without a valid excuse, as defined in Rules and Regulations of the State Board of Education, for more than three (3) days or the equivalent thereof during a given school year.

Penalties."(a) Any person in the State having control over a child as defined in 2702 of this Title who violates the provisions of 2702 shall be fined not less than \$5.00 for the first such offense and not less than \$24.00 nor more than \$50.00 for each subsequent offense in a given school year. In default of payment of such fine, the defendant may be imprisoned for not more than two (2) days for the first offense and not more than five (5) days for the second offense.(b) Justices of the Peace shall have jurisdiction of offenses under this section. (c) Any pupil 16 years of age or older who is truant, as defined in 2706 of this Title, on more than three (3) separate occasions during one (1) school year may be expelled from school by the Board of Education of the school district for the remainder of the school year."

Tardiness to School:

All students are expected to be punctual to school. Students who arrive after the start of school are tardy. A student who is late to school should present a written explanation for the tardiness. Every third late to school will result in an after-school detention.

Calendar Information:

Any additional days lost because of bad weather or other forced closings shall be made up at the end of the regularly scheduled school year so that the total school year will not exceed 188 teacher days and 180 pupil days.

The Delaware Institute of Technology will make every effort to avoid conflict with religious holidays when scheduling in-service days, parent conference days, or any student activity, such as athletic events, concerts, tests, exams, or trips.

The opening of school shall not be delayed more than two hours because of inclement weather. If schools cannot be opened within two hours of the regular beginning time, the school will be closed for that day.

Closing of school because of inclement weather shall be the decision of the Director based upon the conditions that exist within the community and other local school districts. However, unless the conditions are extremely severe, DIT will not be closed earlier than one hour before the regular dismissal time.

When is a Student Sick Enough to Stay Home?

- Students with temperatures of 100 degrees or higher should stay home from school. They should not return until they have had a normal temperature for 24 hours. Most people have lower body temperatures first thing in the morning, so if the student has no obvious flu symptoms, he/she should go to school.
- Students who have been prescribed antibiotics for contagious diseases such as strep throat, tonsillitis, bronchitis, or pneumonia should not return to school until they have taken medication for 24 hours.
- Students who are vomiting or have diarrhea should stay home. Again, the 24 hour rule is a good guideline.
- When in doubt (and if there are no fever or flu-like symptoms), send students to school. Students typically “perk up” once they get to school. Adults try to do their jobs even when not feeling 100 percent, and it is an important message to give since school is their “job.”
- Many students complain of headaches, stomach aches, and fatigue rooted in stress. Everything from preparing for a major exam to coping with a death in the family can bring about physical symptoms. Consider what is happening at home or talk with the teacher to see if any problems have cropped up in the classroom.
- It is strongly recommended that sick days are not made appealing. Students who are rewarded with videos, TV, or special foods may prefer home to school. Staying home sick should mean staying in bed and not leaving the house.

3. Health Services

Nurse:

The school nurse is provided to give medical assistance to all students who may become ill during the course of the school day. If illnesses or incidents are serious enough to warrant students leaving school, the school will contact the parent if at all possible. Students may not go home without the permission of the nurse, Dean of Students or Executive Director.

The school nurse is the ONLY school employee who is permitted to administer medication. When prescription or non-prescription medication is sent to school, it must be in the original container. A written order from the child's physician is required to administer prescription medication and the original container constitutes such authorization. Parental permission is required to administer non-prescription medication. All students shall take prescription drugs or non prescription medications brought into the school environment to the school nurse. Failure to do so may result in a student being treated as if he/she were in possession of a drug or a drug-like substance. Students who need such medications for emergency purposes may obtain written permission from the Executive Director or designee authorizing the possession of such prescription drugs or medication; such authorizations shall be for a specific period of time. Students who share, sell, or otherwise distribute such authorized medications shall be subject to the appropriate penalties.

Wellness Center (to be established at DIT by 2015):

The Wellness Center, open to students during school hours, provides the following free services to enrolled students **having obtained parental consent**:

- Acute medical care (on a limited basis)
- Sports physicals
- Complete physical examinations
- Immunizations
- Mental health counseling
- Dietary counseling

The purpose of the Wellness Center is not to replace the family physician. If and when possible, students will be referred to their family physician and healthcare resources. Students must be referred to the Wellness Center by the school nurse, counselor, or the student's parent/guardian. The Wellness Center is staffed by a physician, a physician assistant, a licensed clinical social worker, and a registered dietician. The Wellness Center is open to provide services by appointment during the school day and during the summer with reduced hours. All questions can be addressed with the staff at the Wellness Center.

4. Transportation Services

Bus Safety:

Riding the school bus is a privilege. A student who does not respect the rights of others, or endangers his/her life and the lives of others may be suspended from riding the bus. Students are required to follow the rules and regulations posted on all buses as well as the discipline policy of the Delaware Institute of Technology.

SCHOOL BUS CODE OF CONDUCT:

The following are the Delaware Institute of Technology's guidelines for student conduct while riding, entering or exiting a school bus. These guidelines are established to preserve the safety of all DIT students who use a DIT school bus for transportation.

STUDENTS WILL ADHERE TO THE FOLLOWING:

- Obey the driver promptly, and be courteous to the driver and to fellow students. Students are to conduct themselves while on the bus in such a way that it will not distract the driver.
- Observe classroom conduct when on the bus and at stop areas.
- Not smoke, use profanity, eat or drink on the bus.
- Not throw articles of any kind, in, out, or around the bus.
- Be at their bus stop on time for pickup.
- Wait for the bus on the sidewalk or shoulder, not the roadway.
- Keep a safe distance from the bus while it is in motion.
- Enter the bus without crowding or disturbing others and occupy their seats immediately. Students should stay in their seat until the bus arrives at the discharge point.
- Get on or off the bus only when it is stopped.
- Remain seated and facing forward.
- No student shall occupy a position in the driver area in front of the white floor line that may distract the driver's attention or interfere with the driver's vision.
- Stay out of the driver's seat and avoid unnecessary conversation with the driver.
- Follow highway safety practices in accordance with the Motor Vehicle Laws of the State of Delaware and walk on the side of the road facing traffic when going to or from the bus or bus stop along the highway. Before crossing the road to board the bus or after being discharged from the bus, cross only upon an audible clearance signal from the driver.
- Not cross the road until it is clear of all traffic or that traffic has come to a complete stop, and then walk in front of the bus far enough to be seen by the driver at all times.
- Not call out to passers-by or open the bus windows without permission from the driver, nor extend head or arms out of the windows.
- Place no book bags, books, projects, or any other equipment in the aisles. These items should be kept on their laps. Also, keep feet out of the aisles.
- Keep the bus clean, sanitary, and orderly and not damage or abuse the equipment.
- Other forms of misconduct that will not be tolerated are indecent exposure, obscene gestures, sexual harassment, spitting, stealing, and other acts that may be addressed in the DIT Code of Conduct.

SCHOOL BUS DISCIPLINE PROCEDURES

The bus driver has the same authority over the student as the classroom teacher. This means that the driver may use reasonable forms of disciplinary action. However, only the Executive Director or Dean of Students may suspend a student's riding privileges.

In the case of student misconduct on the bus, an immediate report of the incident will be written by the bus driver and handed in to the Dean of Students. The Dean of Students will also forward a copy to the Executive Director. Typically offenders will be advised by the drivers that they will be reported to the Dean of Students or Executive Director. Parents will be advised immediately by the Dean of Students if school authorities deem suspension of bus privileges to be the appropriate disciplinary action taken.

Disciplinary action will follow the guidelines of the Delaware Institute of Technology Discipline Referral Form. DIT's demerit system will be used to determine bus suspensions.

- **When a student accumulates 10 demerits from bus misconduct, the following actions will occur:**
 1. Student assigned 10 school demerits
 2. Detention
- **When a student accumulates 20 demerits from bus misconduct, the following actions will occur:**
 1. Student assigned 20 school demerits
 2. Detention
 3. Suspension of bus privileges for three (3) school days.
- **When a student accumulates 30 demerits from bus misconduct, the following actions will occur:**
 1. Student assigned 30 school demerits
 2. Detention
 3. Suspension of bus privileges for five (5) additional school days
 4. Student placed on a bus behavioral contract
 5. Conference involving the offending student, the student's parent(s) or guardian(s) and the Dean of Students.
- **When a student accumulates 40 or more demerits from bus misconduct, the following actions will occur:**
 1. Student assigned 40 school demerits
 2. Detention
 3. Suspension of bus privileges for the remainder of the school year.

*At this point, the student and their parent(s) or guardian(s) have the right to appeal to the Executive Director and Dean of Students.

- **Fighting on the bus automatically results in the suspension of bus privileges for ten (10) school days. In addition, the student will receive school discipline and attend a conference at school with their parent(s) or guardian(s), Executive Director, and Dean of Students.**

5. Student's Rights and Responsibilities

Lawful Authority of Teachers over Pupils:

"Every teacher and administrator in the public schools of this state shall have the right to exercise the same authority as to control behavior and discipline over any pupil during any school activity, as the parents or guardians may exercise over such pupils." Section 701, Title 14, (Delaware Code).

Guidelines:

The various rights of students set forth in the following sections reflect those guaranteed to all citizens in accord with the Constitution of the United States, the laws of the State of Delaware, and the rules and regulations of the State Board of Education.

A democratic nation acquires its strength through the ability of the citizens to make choices, participate in the decision-making processes, express themselves in a free and constructive manner, inquire into the operation of educational and related institutions, and implement procedures which bring about improvement in the quality of individual and community life. The educational process in the schools must become the vehicle by which the meaningful principles of democracy are both taught and practiced. In assuming this viable objective, school officials must assure that advice, counsel, and supervision are provided students as they progress from a state of immaturity and decisiveness to a state of mature and responsible decision-making and involvement.

The rights assumed by students must be accompanied by corresponding responsibilities as they exercise their rights. They must further accept the consequences of their actions, recognize the limits of their freedoms, and have concern and consideration for the rights of others.

Student rights, thus, involve equivalent responsibilities:

1. To accept every person as an individual human being and to promote intercultural and group relations and understanding.
2. To apply their abilities and interests to the improvement of their knowledge and to the development and application of learning skills.
3. To recognize and function within the policies established by the school boards and school officials.
4. To attend school for the purpose of obtaining a quality and meaningful education.
5. To abide by the rules and regulations necessary for the orderly conduct of school activities by the administration and faculty.
6. To implement and abide by the rules and regulations developed through the cooperation of the student-faculty committees.

7. To contribute cooperatively toward the improvement of the teaching-learning situation and to strive for the overall betterment of the total school environment.
8. To maintain respect for school officials and students and to exhibit conduct reflecting self-control, self-regulation, and self-discipline.
9. To plan, organize and participate in school activities which provide constructive learning opportunities and contribute toward the educational process of all students.
10. To assure all students have a voice in student government through their duly selected representative and to cooperate with the student officers in the development and implementation of student related policies.
11. To contribute toward the overall improvement of the school curriculum through active involvement in both classroom and extra-curricular activities.
12. To develop a sense of pride and respect for the school and the ideas for which it stands.

Curriculum:

RIGHTS - Students have the right:

1. To have access to clear and precise curriculum descriptions that will help them to make informed choices.
2. To participate in programs appropriate to their individual needs at all grade levels.
3. To equal access to any extra-curricular activity corresponding to their interests and abilities provided they are in compliance with attendance, discipline, and academic eligibility policies.

RESPONSIBILITIES - Students have the responsibility:

1. To seek clarification, if necessary, from informed persons in the school.
2. To strive for mastery of academic skills by full participation in coursework.
3. To explore any extra-curricular activity that corresponds to their ability and interests.

Grades:

RIGHTS - Students have the right:

1. To receive notice of a teacher's grading system at the beginning of each course.

RESPONSIBILITIES - Students have the responsibility:

1. To ask for an explanation of the grading system.

Guidance:

RIGHTS - Students have the right:

1. To be informed as to the nature of the guidance services available in their school and community.
2. Of access to counselors/advisors on the staff.

RESPONSIBILITIES - Students have the responsibility:

1. To use counseling services for their educational and personal development, where appropriate.
2. To use counselor/advisor for necessary service.

Student Records:

The Family Education Rights and Privacy Act (FERPA) of 1974 gives students and parents certain rights, responsibilities, and protection in regard to student records.

The law grants to eligible students and to parents of students under the age of 18, the right to inspect, to challenge, and to a degree, control the release of information about a student in high school. Generally, written permission is necessary to release information about students, but a school is permitted to forward educational records on request of an official from a school in which a student seeks or intends to enroll.

Parents requesting release of any information must sign a release form before any information will be forwarded. Students who are 18 years of age or in post-secondary institutions are to sign their own releases; forms may be obtained at the school.

An education agency or institution may disclose personally identifiable information from the education records of a student only on the condition that the party to whom the information is disclosed will not disclose the information to any other party without the prior written consent of the parent of the student or the eligible student. This law allows schools to release directory information, but parents and students must know that this is being done by the school so that they may notify the school if they object to this kind of disclosure. Generally, the Delaware Institute of Technology does not release directory information. Directory information might include such items as a student's name, address, telephone number, parents' names, birth date, age, height, weight, and grade level. If a parent or student objects to directory information being released under any circumstances, he or she is to inform the school in writing.

The Delaware Institute of Technology does release information such as school publications, honor roll listings, awards, honors, and activity participation.

Student Government:

RIGHTS - Students have the right:

1. To form and operate a student government within their particular school under the direction of a faculty advisor. This right shall be carried out within the guidelines and practices recommended by the National and State Student Council Associations and within the rules and regulations of the school district.
2. To seek office in student government, regardless of race, sex, color, creed or political beliefs.

RESPONSIBILITIES - Students have the responsibility:

1. To work as members of the student government on the needs and concerns expressed by the student body.
2. To conduct election campaigns in a positive, mature manner with all due respect provided other candidates.

Dress/Uniform Code:

RIGHTS - Students have the right:

1. To work in an atmosphere of serious learning. Studies have shown that students maintain a better attention span and do better in school when they are neatly dressed and not distracted by personal appearance.

RESPONSIBILITIES - Students have the responsibility:

1. To comply with the Delaware Institute of Technology (DIT) Charter School Dress/Uniform Code.

***Although the school will administer discipline for violations of the dress code, the ultimate responsibility for ensuring that students comply with the dress code lies with parents/guardians. Each parent/guardian is responsible for purchasing the correct items of clothing to enable each child to arrive at school in the proper uniform on a daily basis. By enrolling a child at DIT, parents/guardians agree to support the dress code and ensure that children are dressed appropriately.**

***Exceptions to the policy for health reasons will be considered by the school administration with proper verification from a doctor and the parent/guardian.**

***Exceptions to the policy for religious reasons will be considered by the school administration with proper verification from a religious leader and the parent/guardian.**

Students are expected to dress in the school uniform as follows:

- Clothing must fit comfortably and not be tight or baggy.
- Clothing must be clean and in good condition (not torn, excessively faded, marked or stained)
- Students must **enter** the building everyday in dress code and remain in dress code while in the building, with **no exceptions**.
- The DIT Physical Education Uniform is required for PE participation (as described below).

Shirts (must be purchased through DIT authorized supplier)

- Polo Shirts:
 - Short or long sleeve
 - Color: White w/navy logo

*Shirts worn underneath must be plain white and not exceed the length of shirt sleeve.
- Oxford Shirts:
 - Long sleeve
 - Color: White w/navy logo
- Turtlenecks or Mock Turtlenecks:
 - Long sleeve
 - Color: White w/navy logo

Sweater or Fleece (must be purchased through DIT authorized supplier)

Colors: White w/navy logo or Navy Blue w/silver logo

* Any shirt worn underneath must be an approved uniform shirt or plain white tee shirt.

Pants

Color: Navy Blue

Style: Cotton (or Polyester) Twill or Chino Style Pants (no denim)

Size: Must fit at the natural waist and not be excessively baggy or long.

Shorts/Skorts

Color: Navy Blue

Style: Cotton (or Polyester) Twill or Chino Style Shorts/Skorts (no denim)

May be worn: 1st day of school until October 15th and after April 1st

Skirts

Color: Navy Blue

Style: Cotton (or Polyester) Twill or Chino Style Skirts (no denim)

May be worn: All year

Tights/Hosiery: Must be solid white, navy or "nude" in color

Belts – MUST BE WORN AT ALL TIMES (with any garment having belt loops)

Color: All brown or all black

Style: Smooth or braided leather

Shoes

- Sneakers: Plain all white low top leather sneakers
- Dress: Plain all brown or all black leather dress shoes or "Docksiders"

Socks

- Color: Solid white or navy blue
- Style: Must be solid in color

PE Uniform (must be purchased through DIT authorized supplier)

- T-shirt and/or sweat shirt: Heather gray w/navy logo
- Shorts and/or sweat pants: Navy blue w/silver logo
 - Students will not be eligible to participate in PE while not in uniform

Hats/Coats:

- No hats are permitted to be worn in the school at any time.
- Coats and jackets are to be kept in each student's locker.

Hair/Makeup/Accessories:

- No "non-normal" colored or dyed hair
- No gothic or excessive makeup.
- No contact lenses that obscure the eye.
- No rings, shoes, necklaces or other accessories that glow or light-up.
- No more than one* necklace of less than 24 inches length.
*necklaces may have multiple stands or "layers"
- No hanging belts.
- No sunglasses (unless a doctor's note is provided).
- No book bags with cartoon characters or obscene wording.

Students in violation of the DIT dress code will be subject to the following discipline procedures:

- First offense: Sent to office until proper uniform is brought to school.
- Second offense: Sent to office until proper uniform is brought to school and one after-school detention.
- Third (and each subsequent) offense: Sent to office until proper uniform is brought to school, one day of suspension, 10 demerits assigned.

Student Backpacks:

The Delaware Institute of Technology (DIT) Charter School presumes a student possesses and is responsible for all items in a students' book bag, purse, locker, or similar bag or container used to carry books or personal property.

RIGHTS - Students have the right:

1. To privacy of their personal possessions, unless the Executive Director or their designee has a reasonable suspicion of a students' possession of alcohol, drugs, drug like substance, drug paraphernalia or of a student's unauthorized possessions of the following items: A weapon, stolen property, or dangerous instruments in the school environment.

RESPONSIBILITIES - Students have the responsibility:

1. Not to carry, conceal or possess any materials that are illegal, disruptive, dangerous or offensive to others.

All students are permitted to carry book bags, or purses throughout the school day. No book bags with cartoon characters or obscene wording on them is permitted.

Book Bags are subject to search under the following conditions:

- 1) DIT staff member has reasonable suspicion that a search should be made for the welfare of the student and/or school.
- 2) Upon presentation of a warrant.
- 3) With the permission of the student after he/she has been appraised of constitutional rights.

Search and Seizures:

RIGHTS - Students have the right:

1. To privacy in their personal possessions unless the principal or designee has reasonable cause to believe that illegal materials are being concealed by the student.

RESPONSIBILITIES - Students have the responsibility:

1. Not to carry or conceal any materials which are illegal, cause harm or injury, or may disrupt the educational process. (examples chains or hair picks)

Right of Search and Seizure:

Lockers are school property and are assigned to students for their use. Books and other material recognized by the school as having educational value may be stored in the locker. Outer garments may be kept in the locker. Lockers are not transferable by students. The school principal or a designee shall reserve the right to inspect any locker at any time, with or without the student's presence or consent. Lockers are jointly accessible to students and school officials and may be subject to search at the discretion of school officials. Articles that are not of an educational value, may be deemed harmful to a student or group of students, or may cause damage to the school or school property, may be confiscated by the school principal and held for proper disposition or disposal. The school shall reserve the right to withdraw the use of lockers after due cause. The school shall not be held responsible for money or personal articles of value left in lockers.

General searches of school property may be conducted by the school administration whenever there is appropriate cause (For example: to ensure sanitation standards, suspected theft, and possession of illegal substances or weapons).

Administrators have the authority to search a student's automobile on school property in the presence of the owner and with the owner's consent. In the event a student is not agreeable, the administrator shall have the right to detain the student until the proper authorities arrive to conduct the search. Failure to open any part of the motor vehicle on the request of the school authorities may result in the police being called to conduct a search and will result in loss of privilege to drive the vehicle on campus.

II. Operating Policies

Affectionate Behavior:

Show of affection should be reserved for proper places and times. The school is not the proper place. Embracing, kissing, holding hands, or other such acts of affectionate behavior are inappropriate and will be corrected immediately. Continuation of such behavior could result in disciplinary action.

Athletics:

- Fees: All Athletes will be responsible for a non-refundable \$95 activity fee per sport they participate in. This cost may be offset pre-season by fundraising efforts.
- Physicals: Any student wishing to play a sport must have a physical after May 1st of the academic year they are participating in. Forms are available at www.doe.state.de.us/programs/diaa/forms.shtml#medical.
- Grades: In addition to DIAA regulations (www.doe.state.de.us/programs/diaa), there will be minimum GPA requirements for all DIT students as follows:
 - Freshman 2.0 GPA (77)
 - Sophomores 2.0 GPA (77)
 - Juniors 2.2 GPA (79)
 - Seniors 2.5 GPA (81)

*Any student who passes the DIAA requirements for participation but does not possess the minimum GPA will be considered "on probation" through the next mid-term report. At that time, the student must have the minimum GPA or they will be suspended from interscholastic games until the minimum GPA is achieved.

Athletic Code of Conduct:

- No drinking or other illegal substance use. There is zero tolerance and no exceptions will be made. Athletes in violation of this rule will be removed from the team immediately.
- Athletes will set the best possible example (attitude, behavior, language, actions) at all times in the classroom, on the field, on the bus, at another school, and any place athletes assemble.
- Athletes must arrive at practice and games on time (early). Failure to do so will result in suspended playing time at the coach's discretion.
- There are no valid excuses for missing practice unless notice with good reason was made to the head coach prior to that practice.
- Athletes are expected to display positive attitudes and follow directions given by their coaches. The coaches will not tolerate grumbling, horse-play, or other disruptive acts during games or practices.
- Athletes must show courtesy towards teammates at all times. Coaches will not tolerate name-calling, teasing, criticizing, or other expressions designed to hurt feelings or cause injury.
- Athletes are expected to show courtesy to opponents and officials. The decision of the official is binding. Arguing official judgments and calls will not be tolerated.

- Parents should avoid any taunting of opponents or disagreement with the referees, in order to teach sportsmanship to our youth. All communications to youth or teammates should be general and positive (i.e. "Good pass," "Nice tackle," "Way to go"). Parents should avoid giving coaching instructions or criticizing your child.
- Failure to follow the Rules and The Student Code of Conduct will result in appropriate discipline (including reduced playing time). For severe and uncorrected problems, athletes may be removed from the team.
- Players will be held accountable for ANY conduct the coaching staff deems detrimental to the team and the Delaware Institute of Technology (DIT) Charters School's image.
- Athletes shall understand that misbehavior in the classroom during the school day may result in disciplinary action by the coaching staff and punishment subject to the discretion of the Athletic Director regardless of actions taken by the school administration.

Class Dues:

Students are required to pay class dues each year by **September 30th** in order to participate in class activities. Dues can be paid through fundraisers. If dues are not paid, the student cannot participate in class activities that are supported by dues. Activities include such events as dances, class sponsored trips, homecoming activities, prom, etc. Dues are to be paid to the class advisor.

Freshmen	\$10.00
Sophomore	\$10.00
Junior	\$15.00
Senior	\$20.00

Driving Policy:

Students driving to school must complete student parking contracts available in the main office. Driving to school and parking on school property is a privilege, which may be denied. Students who are issued parking permits accept the responsibility of adhering to school policies and safe driving practices. To obtain a Parking Permit the following items must be present when applying:

- Parking Contract & Vehicle Registration Form
- Valid Delaware Driver's License
- Proof of current Liability Insurance for each Vehicle Registering
- Registration Fee - \$25.00 (permits purchased after February 1st are \$15.00)

Rules

1. DIT reserves the right to revoke parking permits at any time without refund if a student fails to comply with any school policies (parking, discipline, attendance, academic, etc).
2. Parking permits are the property of DIT and cannot be duplicated or altered in any way.
3. Lost or stolen permits are the responsibility of the student. Replacements permits will be issued for an additional \$20 registration fee (\$10.00 after February 1st).
4. Permits are non-transferable and must be returned to the office if a student withdraws or transfers.
5. Parking permits are not considered valid unless they are hung from the rear view mirror with the printed information completely visible, no other passes or sunshields may block.

6. Parking in any location other than a designated student parking area is prohibited.
7. Purchasing a parking permit does not guarantee you the same spot daily – no spots are reserved.
8. Speeding or reckless driving is prohibited and may result in loss of parking permit.
9. DIT is not responsible for the vehicle or its contents, and advises students to leave cars locked at all times.
10. Once parked, students should proceed immediately to the school, there is to be no loitering or visitation in the parking lot.
11. Tardiness resulting from not being able to find a parking space will not be excusable.
12. Authorized personnel who have reason to believe a search is necessary for the health, safety and protection of the students and the orderly conduct of the school may search any vehicle brought onto school property.
13. All Delaware vehicle codes apply in the school parking lots.

Failure to adhere to the above conditions places your vehicle subject to a revocation of your parking permit, and other discipline consequences assigned by the Delaware Institute of Technology (DIT) Charter School Administration.

The Delaware Institute of Technology (DIT) Charter School is not responsible for student property that is lost, stolen, or damaged on school property or at school sponsored events.

Deliveries:

Delaware Institute of Technology will not accept deliveries of any kind (Examples: flowers, pizza, etc.) for students for any occasion.

Fire Drills:

Instructions are posted in every room for evacuation procedures for occupants during a fire or a drill. Fire drills should be carried out with seriousness of purpose and complete silence.

Food, Drink, Candy, and Gum:

No food or candy may be consumed anywhere in the school building except in the cafeteria. Canned drinks, juice bags, and beverages in foam cups are also not permitted anywhere except in the cafeteria.

Exceptions:

- A. Bottled water and other bottled beverages are permitted anywhere in the building provided the student assumes complete responsibility for the proper disposal of the container. Consuming bottled beverages in the school building is a privilege which may be revoked by the Dean of Students for students who cannot act responsibly with the beverage contents, container, or both.
- B. Chewing gum at DIT is also a privilege which may be revoked by the Dean of Students.

Fundraisers:

Fundraisers will be conducted only after obtaining approval from the student activity director.

Lockers:

Homeroom teachers will assign lockers to all students if they are available. Teachers will conduct locker inspections to ensure lockers are kept in good order. **The school assumes joint control of the lockers with students** (See Right of Search and Seizure). Lockers must be cleaned out at the end of the school year. Items left at the end of the year will be donated to the appropriate charities or discarded.

Lunchroom Conduct:

As anywhere in the building and on school grounds, all school rules are in effect during lunch. In addition, the following rules are specific to the lunchroom:

1. Students should be in the lunchroom by the end of the five-minute transition time.
2. Going to locker rooms during lunch is forbidden.
3. No saving places or cutting in line.
4. Students should be courteous and polite to the cafeteria staff, monitoring teachers and administrators, and other students.
5. Students should remain seated during lunch, except for returning trays, throwing away trash, or purchasing food.
6. Excessive litter during the lunch period will not be tolerated.
7. Permission must be obtained from staff member before leaving the lunchroom.

Possession of Nuisance Devices:

A nuisance device is any object or item that has no legitimate educational purpose and may interfere with the orderly conduct of school business. The following items are prohibited at DIT and **will be confiscated and returned only to parents or guardians at the end of the school year.**

- Cellular phones*
- Pagers*
- Laser pointers
- Radios/ Walkmans/ iPods/ music playing devices*
- Electronic games*
- Blackberry's/ PDAs*
- Obscene reading material
- Games (toys, puzzles, playing cards)
- Squirt guns and similar items

*Personal communication and/or electronic devices are permitted to be used **before** and/or **after** the official school day. If brought to school, these items **MUST** be stored out of sight throughout the entire school day.

Posting of Signs:

Nothing may be posted anywhere in the building without prior approval from the Director or their designee. Only masking tape may be used to post materials. Staples and thumbtacks may only be used on bulletin boards. Nothing may ever be placed on painted or glass surfaces. The group or individual that posts materials must be responsible for the immediate removal whenever the event has concluded.

Safety Glasses:

Title 14 of Delaware School Law section 8302 Eye protection devices required in Schools reads as follows:

"Every person shall wear eye protection devices when entering, participating in, observing or performing any function in connection with any courses or activities taking place in eye protection areas of any school, college, university, or other public or private educational institution in this state. Persons covered in this section of state law include, without limitation, any student or teacher in, staff member or other employee of, or visitor to, any of the foregoing educational institutions."

Students may be assigned safety glasses for particular courses and/or lessons in which they are required. In the event of broken, lost, or stolen safety glasses, students will be required to buy replacements. All glasses **MUST** meet OSHA standards with glasses marked **Z87** on their frames by the manufacturer.

Sexual Harassment:

The Delaware Institute of Technology is committed to protecting the rights and dignity of all students. DIT will not tolerate sexual harassment. Further, sexual harassment is a form of sexual discrimination and is a violation of federal and state law.

Sexual harassment is defined as any unwelcome advances or requests for sexual favors and other verbal or physical conduct of a sexual nature which leads to negative consequences if the student does not submit; or which has the purpose or effect of unreasonably interfering with an individual's study or creates an intimidating, hostile, or offensive school environment.

The following types of actions may constitute sexual harassment, whether the harasser is a student, teacher, or other school employee:

- Demanding sexual favors accompanied by implied threats about the person's student status or implied promises of preferential treatment.
- Deliberate assaults.
- Sexually demeaning comments or jokes directed at one's sex.
- "Accidental" or unwanted brushes or touches.
- Staring, leering, or ogling.

It is a violation of DIT Policy to retaliate in any way against employees or students who raise allegations of sexual harassment. Immediate and appropriate corrective action will be taken should cases of sexual harassment occur.

Students who believe that they are being subjected to sexual harassment should discuss the matter with DIT's Title IX Coordinator. The Title IX Coordinator will do the following:

- Provide advice.
- Investigate the problem.
- If the case is found to be valid, implement prompt and appropriate corrective action.

Smoking Policy:

Smoking, possessing, using, dispensing, or selling tobacco products on school grounds or on school buses is prohibited. Any tobacco product or smoking device will be confiscated and not returned.

Student Phone Usage:

Students are not permitted to use the secretaries' phones. Students may only use the phone in the Main Office for emergencies. Student personal cell phones may be used after the conclusion of the school day. Secretaries will not receive or deliver any messages to students during the school day unless the message constitutes a confirmed emergency from a parent or guardian.

Textbooks

All students are expected to cover their textbooks and to replace the cover if it becomes worn during the school year. If a textbook is misused, a fine will be imposed. If a textbook is lost, it is to be paid for according to the following schedule:

Less than 2 years year old	100% of cost
2 – 3 years old	75% of cost
4 or more years old	50% of cost

Vandalism:

Students found defacing or destroying school property will be suspended pending a hearing with their parents/guardians as early as possible following the offense. Replacement or repair of the vandalized school property will be paid for by the students or the students' parents/guardians. Every effort will be made to compel students to make restitution by performing useful services for the school at the prevailing minimum wage if the cost of repair or replacement cannot be paid by the student or the parents/guardians.

Visitors:

Visitors to DIT must report to the main office. No one is allowed on campus without permission. Students are not to bring guests or children to school. No children are permitted at DIT at any time.

III. Student Code of Conduct

Philosophy:

The Delaware Institute of Technology staff and administration are committed to developing and maintaining a climate where student creativity, responsibility, and self-direction are recognized and nurtured in an atmosphere free from coercion and fear. The staff and administration recognize that students have rights as citizens, and these rights are in part guaranteed under the Fourteenth Amendment and the Bill of Rights. At the same time, a school, as any other institution, cannot function without reasonable rules that are consistently and effectively enforced.

Not all individuals choose to or are able to behave within the boundaries of individual responsibilities and freedom. It is, therefore, necessary to set up a conduct guide and a procedure for dealing with those individuals who exceed social, legal, and conduct boundaries. Disciplinary action, thus, becomes necessary when an act, among others, 1) disrupts the educational process; 2) violates the personal and/or educational rights of an individual; or 3) violates state and/or federal laws.

What is the Code of Student Conduct?

The Code is an official declaration of DIT which:

- Specifies the rights and responsibilities of students
- Defines conduct that disrupts a positive environment
- Standardizes procedures for disciplinary actions
- Defines grievance procedures

Provisions in the Code apply to all students. Students and parents/guardians are presumed to have reviewed the Code and by attending DIT, and agree to be bound by its terms.

Non-Discrimination Policy

The Delaware Institute of Technology (DIT) Charter School is an equal opportunity educational institution and does not discriminate, or permit its employees to discriminate, on the basis of race, religion, color, national origin, sex, marital status, political affiliation, age, or handicap in its actions, programs, or employment practices.

For information regarding civil rights or specific grievance procedures contact the DIT School Director.

Enforcement of the Code of Conduct:

The Code of Conduct is enforced:

1. On school property prior to, during, and following regular school hours.
2. While students are on the school bus for any purpose.
3. At all school-sponsored events and other activities where school teachers/administrators have jurisdiction over students.

The Code of Conduct shall also apply to out-of-school conduct by a student if the District believes that the nature of such conduct indicates that the students present a threat to health, safety, or welfare of others.

Such out-of-school conduct shall include, but is not limited to the following:

1. Acts of violence that are punishable by law;
2. Sexual offenses that are punishable by law;
3. The sale, transfer or possession of drugs that would constitute an offense punishable by law.

Nothing in this section dealing with out-of-school conduct will have any effect on, or alter in any way, the application of the Code for in-school conduct.

Additionally, the principal is authorized to take administrative action when a student's misconduct to and from school has a harmful effect on the other students or on the orderly educational process.

Policies and Procedures:

In accordance with the State of Delaware, the Delaware Institute of Technology Board of Education through its administration has developed policies and procedures governing the conduct of students while they are in school.

Nothing in this guide is intended to mean that changes or additions may not be made as circumstance demands. When new rules are developed or existing rules changed, the Superintendent will review all proposed rules and regulations or changes prior to their being recommended to the Board of Education.

General Procedures for Handling Violations of the Conduct Guide:

1. Routine matters of discipline, which generally fall in the area of classroom disruption, will be addressed immediately by the teacher. Some form of positive intervention involving the student and the teacher will occur.
2. If a positive approach to the problem does not achieve the desired results, the teacher may reprimand the student and/or issue a discipline referral.
3. For repeated infractions that can no longer be tolerated or cannot be resolved by the teacher and/or counselor, the teacher will request a parent conference involving the student,

teacher, counselor and Dean of Students. If after all these steps are taken, a student continues to disrupt a specific class, he/she may be removed from class.

4. A student will accumulate demerits for discipline referred to the office. Students are assigned 10 demerits for Type I offenses, 20 demerits for Type II offenses, and 40 demerits for Type III offenses.

5. At the accumulation of 60 demerits, a parent conference will be requested with the parent/guardian and Dean of Students and a referral made to guidance. At 80 demerits or for any single Type III Offense, a meeting with the parent/guardian, the Dean of Students, and the counselor will occur to place the student on a behavioral contract. At 100 demerits or violation of the contract, an Administrative Hearing may be scheduled to determine if a recommendation for expulsion or change in placement is in order. A Director's Hearing may be requested for an accumulation of demerits, or for any single Type III Offense.

Type I Offenses (10 Demerits)

- Affectionate Behavior
- Class Disturbance
- Cutting Class
- Dress Code Violation (3rd and subsequent violations)
- Eating (food or candy) or drinking (non bottled beverages)
- Failure to Report to Suspension/Detention
- Horseplay
- Late to School/Class
- Unauthorized Area
- Use of Profanity and/or Vulgarity
- Violation of School Rules

After School Detention:

The student may be given an after school detention for Type I Offenses. Depending on the severity of the offense, or repeated offenses, the student may be asked to meet with the Dean of Students for the possibility of further disciplinary action.

After school detention will be held on Tuesdays and Thursdays until 5:00 p.m. Bus transportation will be provided. If a student is absent on the day of the scheduled detention, it is the student's responsibility to report to the next scheduled detention. If a student misses a detention, an additional detention will be assigned. If the second detention is missed, the student will receive a Suspension and the Dean of Students will notify the parents.

Students will be required to **quietly** study or work constructively. Disruptions of any sort, no matter how small, will not be tolerated. Any student violating these rules will be subject to additional disciplinary action. Students will not be permitted to leave the Detention Room for any reason except to use the bathroom. Permission to use the bathroom must be obtained from the supervisor who will keep a log for each student.

Type II Offenses (20 Demerits)

- Cheating
- Cutting School
- Dangerous Actions - Safety Violations
- Degrading Verbal Abuse
- Forging Signatures
- Failure to Disperse
- Harassment
- Inappropriate Behavior
- Insubordination
- Misuse of Computer/Resources
- Refusal to Identify Oneself
- Smoking
- Unauthorized School Departure
- Vehicular Offenses

The administrator will determine the punishment, but usually Type II cases call for a one-day Suspension for the first offense and one additional day for each subsequent Type II offense up to a maximum of five (5) days. Cheating will result in a "zero" grade being given for the assignment on which the student cheated. In Type II offenses, the administration may require a parent conference before the student can return to classes.

Type III Offenses (40 Demerits)

- Assault and/or battery
- Extortion
- Fighting
- Intimidation
- Threats
- Possession, use, or threatened use of a weapon*
- Possession, Use or distribution of drugs or alcohol**
- Theft
- Trespassing
- Vandalism: destruction of school or private property
- Irresponsible Computer Usage
- Inappropriate Sexual Behavior
- Sexual Harassment
- Violation of Acceptable Use Policy (of Computers and Technology)
- Other Criminal Offense

*See Weapons Policy

**See Drugs and/or Alcohol Policy

Type III offenses may also constitute criminal offenses, and the administration may seek an arrest warrant for the student charged with any of those offenses. Students may also be suspended by the Dean of Students for three (3) to five (5) days pending an Executive Director's Hearing. All incidents of fighting will result in a five (5) day Suspension and a parent conference before the student may return.

Any other criminal act committed on school grounds or while participating in a school function will be a Type III offense with a minimum of 40 demerits assigned.

Certain criminal offenses have been designated by the Delaware State Legislature as constituting possession of a weapon in a safe school and recreation zone. State law mandates that any of these criminal offenses that are committed by an elementary or secondary school student requires, in addition to any other penalties imposed by the state statutes, that the student be expelled for a period of not less than 180 days unless otherwise provided for in federal or state law.

While not a criminal offense, failure to report for a Superintendent or School Board hearing will also result in 40 demerits being assigned.

Weapons Policy:

A weapon includes, but is not limited to, a firearm; a BB gun; a knife of any sort including a pocket knife; billy; blackjack; switchblade knife; martial arts throwing star; bludgeon; metal knuckles; slingshot; razor; bicycle chain; ice pick; any instrument, article of substance which, under the circumstances in which it is used, attempted to be used or threatened to be used as readily capable of causing physical injury or death; a disabling chemical spray, including, but not limited to, mace, tear gas, and pepper spray; bomb; incendiary device; Molotov cocktail; and an explosive device. Weapon look-alikes, such as toy guns, may be considered weapons under this policy.

The Delaware Institute of Technology will vigorously pursue prosecution through law enforcement agencies for visitors who bring weapons on campus. Any student, employee, or visitor who has reasonable grounds to suspect that a person is in violation of this weapons policy is required to report such suspicion immediately to the Executive Director.

Suspension/Expulsion Procedure:

Suspensions and expulsions have serious effects on the student and his/her future. Therefore, they require formal procedures to be followed in order to prevent a miscarriage of justice. The formal procedures are as follows:

1. The school administrator will receive the referral form from the sending teacher and ascertain the facts of the case before taking any action.
2. Upon completion of Step 1, if disciplinary action is deemed necessary, the school administrator will advise the student of the following:
 - a. The nature of the offense and its possible consequences.
 - b. That seven (7) days of Suspension or 100 demerit points in any school year may lead to a recommendation for expulsion.
 - c. Any student who accumulates 80 or more demerits in a school year will be placed on disciplinary probation. Disciplinary probation would limit the student to only 60 demerits for the following year before being placed on disciplinary probation for that school year.

School Board Hearing:

The Director (or his/her designee) may forward to the DIT School Board a recommendation for expulsion of any student who has seven (7) days of Suspension or 100 demerits in one school year. A school administrator may also refer a student to the Director (or his/her designee) for expulsion if the student commits a criminal act or Type III offense.

School Board Hearing Process:

A School Board Hearing is a formal process because the outcome may result in a student being expelled from the Delaware Institute of Technology.

1. If there are sufficient grounds for expulsion, the Executive Director will forward to the Board of Education such a recommendation.
2. Sufficient grounds include, but are not limited to, (1) all Type III offenses, seven (7) days of suspension, or (3) 100 demerit points in one school year.
3. Parents or guardians must attend the School Board hearing with a minor student. Any witness who may give testimony in the case should also be present.
4. Procedure:
 - a. The Board will hear the charges from the administration.
 - b. The administration will ask for testimony of witnesses for the school.
 - c. The student will respond to the charges and give his/her statement.
 - d. The student will ask for testimony of witnesses on his/her behalf. (The parents or guardians may make a statement if they so desire.)
 - e. The administration will give a rebuttal if necessary.
 - f. The administration will make a closing statement.
 - g. The student may make a closing statement.
 - h. The Board will question the student on the charges and on any other matter that it feels might assist it in making a determination in the case. The hearing will be terminated.
 - i. The Board will reach a decision after the student leaves the hearing. The decision will be given to the student at the beginning of the next school day.

Detention Room Rules and Regulations

Attendance:

The Delaware Institute of Technology (DIT) Charter School Detention Room is designed to provide an alternative setting during a **brief period of the school day** for students who are:

- Being disruptive in class
- Out of uniform
- In need of period of isolation separation
- Waiting for parents to pick them up

Attendance is mandatory once it has been assigned. Students will NOT be assigned to the Detention Room for punishment; only after-school detentions and suspensions (out-of-school) will be utilized for inappropriate behavior and code of conduct violations.

Students reporting to the Detention Room will be expected to remain until dismissed by the Dean of Students.

Disruptions:

Students will be required to **quietly** study or work constructively. Disruptions of any sort, no matter how small, will not be tolerated. Any student violating these rules will be subject to disciplinary action.

Leaving the Detention Room:

Students will not be permitted to leave the Detention Room for any reason except to use the bathroom and for lunch. Permission to use the bathroom must be obtained from the supervisor who will keep a log for each student. Students will eat lunch under direct supervision as a group in a designated area separate from other students in the cafeteria.

Drugs and/or Alcohol Policy

Philosophy:

Americans in general (and educators in particular) have become concerned as never before about the dangers of drug and alcohol use. It has been well documented at this time that the presence and use of drugs prohibit achieving the kind of educational system that allows students to maximize their potential and prepare for their future. Response to this concern, the Delaware Institute of Technology affirms a "zero tolerance" philosophy regarding the use, possession or sale of drugs and/or alcohol within the school environment. It is felt essential to the policy that definite mandatory sanctions and clear procedures for fair and firm enforcement to be set forth. At the same time, for those students seeking help, the district will utilize all existing services to assist the students and see that they receive the support and treatment they require. All self-referrals will be treated in confidence and will not result in disciplinary action. It is our opinion that a strong "no exception" policy is the foundation and driving force that will convey the seriousness of our intentions and commitment to being a drug-free school.

Scope of the Policy:

The following policy on the possession, use and/or distribution of drugs and alcohol shall apply to the Delaware Institute of Technology:

1. The possession, use and/or distribution of alcohol, a drug, a drug-like substance, a look-alike substance and/or drug paraphernalia are wrongful and harmful to students and are prohibited within the school environment.
2. Student lockers are the property of the school and may be subject to search at any time with or without reasonable suspicion.
3. Student motor vehicle use to and in the school environment is a privilege that may be extended by DIT to students in exchange for the cooperation in the maintenance of a safe school atmosphere. Reasonable suspicion of a student's use, possession or distribution of alcohol, a drug, a drug-like substance, a look-alike substance or drug paraphernalia, or of a student's possession of any unauthorized electronic beeper or other communication device in the school environment, may result in the student's being asked to open an automobile in the school environment to permit school authorities to look for such items. Failure to open any part of the motor vehicle on the request of school authorities may result in the police being called to conduct a search and will result in loss of privilege to bring the vehicle on campus.
4. Students of majority age (i.e., 18 or older) are responsible for their own actions. All such students will be treated as adults for purposes of reporting violations of this policy and of the law to the police. Such students shall also be on notice that their parents and/or guardians will be notified (if their address and/or telephone number is known to the school) of the student's actions in accordance with this policy.
5. All alcohol, drugs, drug-like substances, look-alike substances, and/or drug paraphernalia found in a student's possession shall be turned over to the principal or designee and be made available, in the case of a medical emergency, for identification. All substances shall be sealed and documented, and, in the case of substances covered by 16 Del.C. Ch. 47, turned over to police as potential evidence. A request for analysis shall be made where appropriate. All unauthorized communication devices shall be confiscated and turned over to the principal or designee who will bag, seal, and document the device as potential evidence for the police. If the police do not want to keep it as evidence, the principal shall either donate the device to the State or local police or destroy the device within 45 days after the informal hearing. In rare instances, donation or destruction may not be warranted; in such cases, the Executive Director shall notify the State Board of Education in writing of the circumstances of the disposition of the device.
6. All students shall take prescription drugs or non prescription medications brought into the school environment to the school nurse. Failure to do so may result in a student being treated as if he/she were in possession of a drug or a drug-like substance. Students who need such medications for emergency purposes may obtain written permission from the principal or designee authorizing the possession of such drugs or medications; such authorizations shall be for a specific period of time. Students who share, sell, or otherwise distribute such authorized medications shall be subject to the appropriate penalties.

Drug Violations:

The following disciplinary procedures will be adhered to for all students, without exception, who have violated the policy conditions.

Nature of Violation: The student is impaired and is reasonably known to have ingested, smoked, or otherwise assimilated alcohol, a drug, or drug-like substance.

Disciplinary Action: First offense: All students will be suspended from school for up to ten (10) days and will agree to participate in a mandatory, district-approved drug/alcohol treatment program. The expense of the program will be the parent's and/or student's responsibility. Second offense: All students will be suspended from school pending a hearing for expulsion before the school board.

Nature of Violation: Student is found in possession of alcohol, a drug, a drug-like substance, and/or a look-alike substance in an amount typical for personal use and/or drug paraphernalia.

Disciplinary Action: First Offense: All students will be suspended from school for up to ten (10) days and will agree to participate in a mandatory, district-approved drug/alcohol treatment program. A School Board Hearing will be requested and a student contract will be recommended. The expense of the program will be the parent's and/or student's responsibility. Second offense: All students will be suspended from school pending a hearing for expulsion before the School Board.

Nature of Violation: Student is caught sharing, selling, transferring and/or dealing, or is found with and/or is in control of a quantity which exceeds an amount typical for personal use of alcohol, drugs, drug-like substances, look-alike substances and/or drug paraphernalia.

Disciplinary Action: All students, including first time offenders, will be suspended from school pending a hearing for expulsion before the School Board.

Nature of Violation: Student is found in possession of a prescription drug or a nonprescription medication, which should have been taken to the school nurse.

Disciplinary Action: For the first offense, the student will receive a reprimand from the principal or designee. For any subsequent offense, after an informal hearing, the student will receive a suspension of one day.

Drug Intervention and Assistance:

Where a student volunteers information about his/her own drug use and/or alcohol use and seeks help; or, student seeks information for a "friend," or student is concerned about drug and/or alcohol use of another student and provide the student's name; or parents identify concern of possible use by their child; the student demonstrates some signs of possible drug and/or alcohol involvement, but no evidence of immediate danger to self or others; and/or other efforts of self-referral that indicate

an intent for help, support and treatment will be treated in confidence and will not result in punishment.

DIT's policy will be adhered to for all students, without exception, who have violated the policy conditions. With respect to handicapped students, the federal law will be followed, and a determination of whether the violation of alcohol and drug policy was due to the student's handicapping condition made prior to any discipline or change of placement in connection with the policy.

Student Use of Computer-Related Resources

Introduction:

Students of the Delaware Institute of Technology have access to the school computers, computer-related equipment, software, and a network for sharing files, sending and receiving electronic mail, and access to the Internet - hereafter referred to as computer-related resources.

Students are to use the DIT computer-related resources only for work that is directly related to classroom learning activities that support the goals of the DIT education program. Access to these resources will enable students to create and explore information stored on local storage devices as well as thousands on Internet-based libraries, database, and bulletin boards around the globe. Also, they will be able to collaborate on classroom-related learning projects with many Internet users throughout the world. Families should be warned that some material accessible via the computer-related resources may contain items that are illegal, defamatory, inaccurate or potentially offensive to some people. State operated computer services are closely monitored to filter offensive material. While our intent is to make access available to the computer-related resources for the purpose of supporting educational goals and objectives, students may find ways to access other material as well. We believe that the benefits that students can derive from access to our computer-related resources (learning 21st Century workplace skills, access to knowledge from around the world, collaborating with schoolmates and professionals on an international scale, etc.) exceed any disadvantages. Ultimately, parents and guardians of minors are responsible for setting and conveying the standards that their children should follow when using media and information sources. To that end, DIT supports and respects each family's right to decide whether or not to exercise the privilege of using its computer-related resources.

Rules for Student use of Computer-Related Resources:

Students are responsible for good behavior when they are using DIT's computer-related resources is often public in nature. General school rules for behavior and communications apply.

The computer-related resources are provided for students to perform assignments related to classroom learning activities, such as but not limited to writing papers, performing calculations,

creating/manipulating graphic images, organizing/analyzing data, conducting research, and communicating with others. Access to computer-related resources is given to students who agree to act in a considerate and responsible manner. Access is a privilege not a right. Access entails responsibility. During school, teachers will guide students toward appropriate materials. Within reason, freedom of speech and access to information will be honored.

Individual users of the district computer-related resources are responsible for their behavior and communications when using the resources. It is presumed that users will comply with district standards and will comply with district standards and will honor the agreements they have signed.

DIT's computer-related data storage areas (flash drives, hard drives, file server volumes, Internet servers, etc.) may be treated like school lockers. Network administrators may review files and communications to maintain system integrity and ensure that students are using the computer-related resources responsibly. Users should not expect that files stored on DIT's computer-related storage areas will always be private.

Delaware Institute of Technology students must abide by **The Delaware State Information Transport Network's Acceptable Use Policy**. In addition, student use of the DIT computer-related resources must be in support of educational objectives of the Delaware Institute of Technology. For this reason, the following actions are NOT permitted when using DIT computer-related resources:

- No modifications of system or system files
- No non-teacher directed chat rooms
- E-mail may be checked before school, after school and the last 10 minutes of the period at the teacher's discretion
- Sending or displaying offensive messages or pictures
- Using obscene language
- Harassing, insulting or attacking others
- Damaging any computer-related resources
- Violating copyright laws
- Giving a password to another individual or using another individual's password
- Trespassing in folders, work, or files
- Intentionally wasting limited resources
- Employing any of the DIT computer-related resources for commercial purposes

Violations may result in a loss of access as well as other disciplinary or legal action.

Parent Permission for Posting Student Work on DIT Web Site:

I grant permission for DIT staff members to place any of my son's or daughter's exemplary school-related work on the DIT Web Site, provided that the staff member first obtains my son's or daughter's written permission. I understand that my son or daughter will in no way suffer any negative consequences should he/she not provide permission for a DIT staff member to post his/her school-related work.

In the event that a DIT staff member places my son's or daughter's school-related work on the DIT Web Site and I determine that the work should not be on the Web Site, I understand that DIT will remove the work upon my request.

Parent/Guardian Signature/Date

Right to Know

This is to certify that _____, a student enrolled in the Delaware Institute of Technology, has received and understands the information pertaining to the State of Delaware Right To Know Law.

Student Signature/Date

Student Handbook Acknowledgement

We, the undersigned, have read and understand the contents of the Delaware Institute of Technology Charter School Handbook, particularly those requirements dealing with graduation, attendance, discipline, and drug and alcohol policy and the high school policy for student use of computer related resources.

We understand that the rules and regulations set forth must be abided by to ensure an efficient and orderly education process.

Student Signature/Date _____

Parents/Guardian Signature/Date _____

Delaware Institute of Technology
Charter School Application

APPENDIX F2

Commitment
to Excellence

Delaware Institute of Technology (DIT) Charter School

Commitment to Excellence

PARENT/GUARDIAN COMMITMENT

We fully commit to DIT in the following ways.

- We will make sure our child arrives at DIT every day by 8:15 a.m. (Monday – Friday)
- We will make arrangements so our child can remain at DIT until 3:00 p.m. (Monday – Friday)
- We will make arrangements for our child to come to DIT on appropriate Saturdays and mandatory tutoring sessions.
- If necessary, we will ensure that our child attends the DIT summer school.
- We will always help our child in the best way we know how, and we will do whatever it takes for him/her to learn.
- We commit to volunteering at the school (up to 12 hours per year) and to attending mandatory parent/teacher conferences.
- We will check our child's homework every night, and we will carefully read all papers the school sends home.
- We will make ourselves available to our child, the school and any concerns they might have.
- We will notify the school immediately if our child is going to miss school, and we will make sure all make up work is completed.
- We will allow our child to go on DIT field trips if they have met the established criteria for that trip.
- We will make sure our child follows the DIT dress code and that our child has the appropriate uniform available at all times.
- We understand that our child must follow the DIT rules to remain a student at DIT and to protect the safety, interests, and rights of all individuals within the school.
- We, not the school, are responsible for the behavior and actions of our child.

Failure to adhere to these commitments can cause my child to lose various DIT privileges.

STUDENT COMMITMENT

I fully commit to the DIT in the following ways.

- I will arrive at DIT every day by 8:15 a.m. (Monday – Friday)
- I will remain at DIT until 3:00 p.m. (Monday – Friday)
- I will come to DIT on appropriate Saturdays and mandatory tutoring sessions.
- If necessary, I will attend the DIT summer school.
- I will always work, think, and behave to the best of my ability, and I will do whatever it takes for my fellow students and me to learn.
- I will complete all my homework every night, and I will ask my teachers if I have a problem with my homework or a problem concerning school.
- I will also raise my hand in class if I do not understand something.
- I will always make myself available to parents, teachers, and any concerns they might have.
- I will always state my concerns to parents and teachers.
- I will always tell the truth and accept responsibility for my actions or mistakes.
- I will always behave to protect the safety, interests, and rights of all individuals and to remain at student at DIT.
- I will show respect for all individuals.
- I will follow the DIT dress code at all times.

Failure to adhere to these commitments can cause me to lose various DIT privileges.

TEACHER COMMITMENT

We fully commit to DIT in the following ways.

- I will arrive at DIT every day by 7:45 a.m. (Monday – Friday)
- I will remain at DIT until 3:30 p.m. (Monday – Friday)
- I will come to DIT on appropriate Saturdays.
- I will always teach using the best practices identified by DIT and the Department of Education, and I will do whatever it takes for students to learn.
- I will always make myself available to students and parents for any concerns they might have.
- I will protect the safety, interest, and rights of all individuals who enter our school.

Failure to adhere to these commitments can lead to the removal from DIT.

Delaware Institute of Technology (DIT) Charter School

Commitment to Excellence

Student Signature

Print

Date

Parent/Guardian Signature

Print

Date

Parent/Guardian Signature

Print

Date

DIT Faculty Signature

Print

Date

DIT Executive Director Signature

Print

Date

DIT Board Representative Signature

Print

Date

