

DELAWARE DEPARTMENT OF EDUCATION

CHARTER SCHOOL APPLICATION FORM

First State Math and Science Academy

Name of Proposed School

ahmet gunay

Name of Contact Person

Ahmet Gunay

Name of the Head of the Board of Directors

22 Wenark Dr. Apt 9

Mailing Address of Contact Person

Proposed Opening Date

3024899733

Telephone Number of Contact Person

Grades for School

Fax Number of Contact Person

agunay@udel.edu

E-mail Address of Contact Person

First Year Enrollment

200

Total Number

First Year Grade Span

Second Year Enrollment

300

Total Number

Second Year Grade Span

Third Year Enrollment

400

Total Number

Third Year Grade Span

Fourth Year Enrollment

500

Total Number

Fourth Year Grade Span

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

Enrollment Breakdown by Grades

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

	Year 1	Year 2	Year 3	Year 4
Kindergarden				
1'st Grade				
2'nd Grade				
3'rd Grade				
4'th Grade				
5'th Grade				
6'th Grade	100	100	100	100
7'th Grade	100	100	100	100
8'th Grade		100	100	100
9'th Grade			100	100
10'th Grade				100
11'th Grade				
12'th Grade				
Total Enrollment	200	300	400	500

Introduction

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

Response:

First State Math and Science (FSMS) Academy will be a math, science and technology focused college preparatory charter school serving students from 6th through 12th grade in Christina or Colonial School Districts. FSMS Academy will have an open enrollment policy which will not have any restriction such as academic performance, skills, interests or residency. The founding group of FSMS Academy believes that our unique and hands on curriculum approach combined with diverse after-hours activities will provide an incredible public education choice for parents and students. FSMS Academy intends to enroll 100 students per grade level with a total student population of 700 as outline in enrollment breakdown section on page 54. Class size will be limited to 25 students per classroom. The founding group of FSMS Academy consists of four instructors and researchers from the University of Delaware, a local business owner, an experienced school administrator, a licensed Delaware teacher, and a parent.

One of the biggest advantages of FSMS Academy will be a replication of Chesapeake Science Point (CSP) Charter School, a Maryland Charter School in Hanover, which has been in operation since 2005. CSP has become one of the best schools in Maryland with its Math, Science and Technology focused curriculum. Highest test scores, top awards in national and international competitions and science fairs are couple examples of many successes of the school. CSP's recent accomplishments can be found in Appendix 1. By replicating CSP's successful model, we will not have a trial-error period. We will just take CSP's well-established educational methods and implement them at FSMS Academy. Current executive director of CSP, Mr. Fatih Kandil, has joined our board in order to transfer the CSP experience to FSMS Academy. We plan to have Mr Kandil as the executive director for FSMS Academy for a smooth transition of the CSP's school model.

Based on our research of the data at DEDOE's website, our interaction with the community, and our interviews with local schools, we would like to illustrate why a Christina and Colonial school district based charter school that emphasizes a math and science curriculum is needed.

- Delaware Student Testing Program (DSTP) scores of the districts are a good indicator to measure the academic success of the students. Christina and Colonial school districts are two of the underperforming districts that have DSTP scores under the state average. Christina and Colonial districts students are below the state Math and Science averages in all grades (See Table 1.a and Table 1.b at Appendix 2 for details). The percentages of the students meeting the standards in Science and Math are quite low compared to state averages. These tables only show the data of Spring 2008. However, the same reality can be seen in DSTP Science and Math tests for the other years, Christina and Colonial school districts were below the state averages between 1998 and 2008.

- Currently, there is only one charter school in Christina School District. The DSTP scores of Newark Charter School and Christina School District students are demonstrated in Table 2a and Table 2b (See Appendix 2). Comparing to Christina School District, this school is well above the district average DSTP scores. It is a successful example of a charter school. Apparently a well-maintained charter school can boost up academic performance of the students even in a District that is below the target of the state. However, there is not a charter high school in Christina and Colonial School Districts. We believe that a charter high school is a necessity in both districts. We also believe that replication of a successful charter school will help to students of these district meeting or exceeding the state standards.

- Graduation rates of Christina and Colonial School Districts are significantly lower than that of Delaware State (See Table 3a at Appendix 2 for details). Similar to the trend observed in graduation rates, drop-out rates in those Districts are significantly higher than that of New Castle County (See Table 3b at Appendix 2 for details). A Well-designed charter school can monitor students' performance closely, pay special attention to them individually, guide at-risk-students through their hardships, and motivates them for graduation and college enrollment. Therefore, a college preparatory charter school with good track record is a necessity in these

school districts.

- SAT scores plays significant roles in college admissions. For the Christina and Colonial School Districts, average SAT scores in all areas are below the state and national average in (See Table 4a and Table 4b at Appendix 2 for details). A charter school with a college prep emphasis should provide AP classes, extracurricular activities, and enrichment programs toward to prepare student for SAT and other relevant tests.

In conclusion, a college prep charter school with a successful academic program is needed in to contribute to overall educational improvement in district, county, and State levels. First State Math and Science Academy will be an outstanding choice for parent in underprivileged neighborhood and help students get closer to their full potential. Therefore, it will help to improve districts' scores, graduation rates, and college admissions.

1. Applicant Qualifications

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

Response:

Ahmet Gunay is a member of the founding board who has helped by overseeing the status of the project. He organized periodical meetings to develop the FSMS Academy Charter application. He contributed in completion of Section 8, Economic Viability, of the proposal. He reached out to the community leaders to introduce and improve FSMS Academy School Model.

Mehmet Kemal Kocamaz is a PhD candidate at the University of Delaware. He has teaching experience in college level computer science courses. He also voluntarily served as a tutor in a charter school. For this proposal, he analyzed the current status of the Delaware public school system. In his research he primarily focused on the DSTP, SAT, Math and Science scores of Colonial and Christina School districts. He contributed in Section 4, Goals for Student Performance, Section 5, Evaluating Student Performance, and Section 7, Students with Special Needs, of the application.

Margaret Cassling is a certified Delaware teacher with years of experience. She has advised the founding group about the strengths and weaknesses of the Delaware public education system.

Omer Arap is pursuing a PhD degree from the Computer Science at the University of Delaware. He taught undergraduate level computer science courses. He was a volunteer tutor for the students at a charter school. He helped Mr. Kocamaz in his research of Christina School District statistics and demographics. He was an active participant for the community outreach interviews. He helped by gathering support letters from local citizens. He contributed in Section 11, Student Discipline and Attendance, Section 12, Health and Safety, and Section 13, Student and School Data, of the application.

Caglar Batan has unique experience in management consulting for various businesses and industries. His international experience in different fields provided important contributions to the preparation of this application. His education in Business Management and Accounting was very vital in developing finance and budgets of FSMS Academy. He contributed in Section 9, Administrative and Financial Operations, of the application.

Mustafa Ozgan earned his Bachelor's degree in Computer and Network Security from Wilmington University. He has been a resident of Delaware for 19 years. He contributed in Section 1, Applicant Qualifications, and Section 2, Form of Organization, of the application. Mr. Ozgan has been actively reaching out to the local businesses.

Fatih Kandil contributed in developing various parts of the application to ensure that FSMS Academy will be a true replica of CSP. His experience in Teaching and School Administration was also very instrumental in design and development of the school's

academic program.

Ben Karaduman contributed as an educational consultant with vast experience in establishment and management of charter schools. He helped the founding group in developing the FSMS Academy educational and business plans.

Canan (Jana) Murat is parent member of the founding group. She is residing in the Christina School District and has been very enthusiastic from day one of the project. She helped with gathering community support surveys. She also conducted interviews with other parents who are considering sending their children to FSMS academy. She has been very instrumental in reaching out to the potential parents.

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

Response:

First State Math and Science Academy's board has a very diverse background and understands the value of good education. Several of our members were doing research on the status of Delaware Public School System. After a thorough review we found out that Christina and Colonial School district students were among the neediest population in middle and high school level especially when it came to math and science. At that point we determined not to leave this data on the table but to see what we could do to help and to be part of the solution as a choice school.

In order to assess the need for a math science charter school in Christina and Colonial School Districts, we met with numerous elected officials, state officials, members of local community organizations, and charter schools. The feedback we received was very positive, supportive, and encouraging. Included among the individuals we met as part of our community outreach efforts are:

- Hon. Thomas R. Carper, United States Senator
- Hon. Michael Ramone, Delaware State Representative
- Lisa Diller, Councilwoman, Newcastle County
- Vance A. Funk, Mayor, City of Newark
- Paul J. Pomeroy, Council Member, City of Newark
- Debora Hansen, Education Associate, Charter Curriculum Review, DEDOE
- Scott Kessel, Education Associate, Charter School Finance, DEDOE
- Julia Webster, Education Associate, Charter School Office, DEDOE
- Suzy Harris, Executive Director, Delaware Charter School Network
- Gregory R. Meece, Director, Newark Charter School
- Delaware Kenya Association

Support letters from State Representative Michael Ramone and Councilwoman Lisa Diller are included in Appendix 3: Support Letters. Our meetings with these individuals and their comments and suggestions had a significant impact on the design and development of FSMS Academy.

FSMS Academy will be a replication of Chesapeake Science Point Public Charter School (CSP), a Maryland Charter School in Hanover, which has been in operation since 2005. CSP has become one of the best schools in Maryland with its Math, Science, and Technology focused curriculum.

There are several reasons why we have decided to replicate CSP as a model school. First, CSP has been very successful since its opening in 2005. Recently, CSP became the most accomplished middle school in the state of Maryland. Secondly, we have strong personal relationships with the board and Executive Director of CSP. Current Executive Director of CSP, Mr. Fatih Kandil, has joined our board. We plan to have him as the Executive Director of FSMS Academy for smooth transition of the well established educational methods of CSP to FSMS Academy.

Clarifying Question on 2/3/2010 8:28 PM

Please present more detailed information on the current status of CSP beyond academic history.

Clarifying Answer on 2/16/2010 12:06 PM

It has become a tradition at Chesapeake Science Point Public Charter School to increase the bar in all applicable academic and social arenas that our students are involved. This has been the pattern since the very first year.

Brief status report for 2009-2010 school year

1. Moved from a 17,000 sqft facility to a 41,000 sqft facility as of August 18, 2009.
2. The new facility was a shell building converted into a state of the art school building in two-month period. The first day of the construction was June 15, 2009.
3. The total cost of the facility was \$1.8M. CSP community was able to raise almost \$1.6M donation from local businesses and community.
4. The facility is developed to meet both middle and high school growth needs of the CSP program.
5. The current middle school has a contractual enrollment limit which is 198, and school has been serving its students at full capacity since the very first day.
6. The application deadline for 2010-2011 school year was December 15, 2009, and the lottery date was January 15, 2010. A total of 365 applications were received, 66 accepted. After the lottery another 24 applications were received.
7. The local school board approved CSP's high school growth as of January 20, 2010.
8. CSP received two fully equipped computer labs and classroom furniture for the entire high school facility from prestigious organizations like Lockheed Martin, Anne Arundel Community College, and the Library of Congress.
9. CSP's year end budget is still projected to be in the black despite the financially difficult times across the nation.
10. CSP Math team participated at a nation wide mathematics competition where 1,329 schools competed with approximately 70,000 students. CSP received the first place. The accomplishment is recognized by the Maryland House of Representative at Washington, D.C.
11. CSP 5th Annual Science and Engineering Fair was held on December 13, 2009. The \$20,000 value cost of the event was sponsored by the University of Maryland-College Park, Lockheed Martin, and CSP Parent Teacher Organization.
12. Math Competition Team will be recognized by the House of Delegates in late February, 2010.
13. The Science and Engineering Fair winners will be recognized by the Maryland State Senate late March, 2010.
14. Attendance is one of the highest in the district despite the H1N1 issues.
15. Mobility rate is the lowest in the entire district just like the past four years.
16. The Baltimore City School Board of Commissioners just approved to open a replica of CSP as of January 12, 2010. The Board of Commissioners also offered to provide a fully equipped school facility that will accommodate both the middle and the high school program of the first CSP sister school in the city of Baltimore. The Baltimore City schools will also be responsible for the utilities and the maintenance of the facility

Please note that all the facts presented above are about CSP's 2009-2010 school year accomplishments except the lottery.

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

Response:

Ahmet Gunay, Community Member
22 Wenark Dr. Apt 9
Newark, DE, 19713
(302) 489 9733

Mehmet Kemal Kocamaz, Community Member
901 Devon Dr.
Newark, DE 19711
(302) 111-1111

Margaret Cassling, Delaware Certified Teacher K-12
116 Lake Arrowhead Circle
Bear, DE 19701
(302) 838-6068

Omer Arap, Community Member
1312 Wharton Dr
Newark, DE 19711
(215) 796 3240.

Caglar Batan, Community Member
405 Scotland Drive
Newark, DE 19702,

Mustafa Ozgan, Community Member
12 Three Rivers Ct.
Newark, DE 19702,
(302) 345 9354

Fatih Kandil, Certified Teacher
8160 Randolph Way Apt 102
Ellicott City, MD 21043
(443) 7575 CSP

Jana Murat, Parent
13 Three Rivers Ct,
Newark, DE 19702,
(302) 345 7924.

The majority of our members live in Newark, Delaware. Our proposed charter school will most likely be in the same area. The resumes of the board members can be found in appendix 28.

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

Response:

FSMS Academy will seek recommendations from the board members to fill any vacancy on the board. Currently Mrs. Margaret Cassling and Mrs. Jana Murat are serving as teacher and parent representatives respectively. At the end of their terms, the school board will seek candidates from the current parents and teachers at FSMS Academy.

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

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

- Business management, including but not limited to accounting and finance.

- Personnel management.

- Diversity issues, including but not limited to outreach, student recruitment, and instruction.

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

- School operations, including but not limited to facilities management.

Response:

Each board member's diverse background brings a wide array of experience and expertise to collaboratively and cohesively establish FSMS Academy. In what follows the short bios of board members and their experience in K-12 education are listed.

Ahmet Gunay has received his Master of Science degree in 2004 and PhD degree in 2007 from University of Rochester in Inorganic / Organometallic Chemistry. He conducted research in "Carbon-Carbon Bond Activation of Acetylene Derivatives via Photolysis of Platinum Complexes" and published several research papers in refereed and internationally accredited science journals including the Journal of American Chemical Society. Dr Gunay gave talks on his research results in many national and international seminars and conferences. He received a Teaching Assistant Fellowship in 2002, a Research Assistant Fellowship in 2004 and an ACS, Division of Inorganic Chemistry, Travel Award in 2006. He taught college level courses; Laboratory of General Chemistry course for freshman chemistry students and Advanced Laboratory Techniques for senior students. He tutored inorganic chemistry one-on-one under the "Teaching Support for Minority Students" program at the University of Rochester. He worked for University of Delaware as a Post-Doctoral Researcher on a Dow Chemical Company-supported project. Currently, he continues his Post-Doctoral Researcher appointment at the University of Delaware and conducts research on "Small Molecule (O₂ and N₂) Activation by Low Valent Iron Complexes Supported with Highly Substituted Hydrotris (pyrazolyl) borate Ligand". Dr. Gunay is actively involved in the community events doing volunteer work and organizing educational events.

Mehmet K Kocamaz is a PhD candidate and Research Assistant in the Robotics Vision Lab of University of Delaware. He published several research papers in highly qualified international scientific conferences. He has been conducting research on the Autonomous Ground Vehicle for two years. He worked for two years at University of Southern California, one year at Rensselaer Polytechnic Institute, and two years at University of Delaware as a Research Assistant. He also has teaching experience at Rensselaer Polytechnic Institute. Before that he worked as a consultant in Unmanned Aerial Vehicle Project of Turkish National Defense Department. He won the 2009 International Intelligent Ground Vehicle Competition with his unmanned robot "Warthog" among more than 30 highly qualified robots produced by top universities and research labs in the world. Because of this success, he won a special award from

the Turkish Educational Ministry. He became 18th among 1.5 million students nationwide in SAT based 2000 Turkish University Admissions Exam. He won the Engineering Department Scholarship given to outstanding students in University of Southern California. Mr. Kocamaz contributes to the community through supporting educational activities and providing tutoring to middle and high school students.

Margaret Cassling has taught English as a Second Language in Delaware at the high school level and at the University of Delaware English Language Institute. She is certified to teach K -12 grade in Delaware public schools. She received her Bachelor's Degree in Romance Languages from Queens College of City University of New York and Masters Degree in TESOL from Northern Arizona University, Flagstaff, AZ.

Omer Arap has a Bachelor Degree in Computer Science from Virginia Tech and a Masters in Georgia Tech Universities. Mr. Arap has been a teaching assistant for both undergraduate and graduate courses during his ongoing PhD studies in Computer and Information Sciences at University of Delaware. He also received his minor in Mathematics from Virginia Tech in 2005. In addition to his teaching experience, Mr. Arap works as a research assistant in the Distributed and Metasystems Lab in Computer & Information Sciences Department at the University of Delaware. His main area of focus is Networking, Networked Systems Performance and Operating Systems. However, he also has a deep knowledge in the area of Artificial Intelligence since he was a teaching assistant for the graduate level Artificial Intelligence course at University of Delaware. He has been involved in the last three Research Days which the University of Delaware CIS Department organizes annually. Prior to that, Mr. Arap worked as a product manager at Authentium, Inc., a software security company based in Palm Beach Gardens, FL. At Authentium he served as the manager of the Development Team and also helped with sales, accounting and customer support of the software and services. In the meanwhile, Mr. Arap also helped Istanbul Cultural Center, a non-profit organization based in Atlanta. He directed the summer school programs and also individually tutored middle and high school students attending the ICC's Learning Center.

Caglar Batan is a full-time student pursuing Master's degree in Accounting and Business Administration with Finance concentration at the University of Delaware. He is expecting to complete his studies in May 2010. Graduating from Industrial Engineering department at Kocaeli University in 2001, Mr. Batan attended pre-MBA classes for one year. During his Bachelor's degree program, he tutored the neighborhood students at middle and high school grades on a volunteer basis. In between, he took English classes as a second language in Brighton, UK. After attending the pre-MBA classes, he went to Germany to work for the export department of Thyssen Elevator. He then worked at Kemali Oto as an import representative, where he visited China on business purpose. These experiences gave him different aspects to his international perspective and enhanced his understanding of different cultures. Dealing with companies at different industries as project supervisor in the Management Consulting Industry, Mr. Batan experienced broader view of different business cultures, work ethics, and organizational structures. With the intention of moving one step forward in his professional career, he enrolled in the Masters in Accounting/MBA (Finance) dual degree program at the University of Delaware. During his studies at the University of Delaware, he served as a research/teaching assistant at the University of Delaware. He is currently a graduate assistant at the Office of International Students and Scholars at the University of Delaware.

Mustafa Ozgan is a community member who has been a resident of Delaware for 19 years. He attended George Read Middle School, and William Penn High School in Colonial School District. By attending public schools for his mid-level education, he has a first-hand experience on the strengths and weaknesses of the Delaware public school system. He has his Bachelors of Science Degree in Computer Network and Security from Wilmington University, and currently, he is pursuing his Masters Degree in Education. He has worked as a Realtor for Prudential Fox and Roach Realtors, and at the same time, he worked as an Insurance agent for Monumental Life Insurance Company. He has also been active in the non-profit sector. He was one of the founding members and currently serves as Treasurer of the Delaware American Turkish Cultural and Educational Foundation (DATCEF), a non-profit organization which is trying to bring Turkish and American cultures together by organizing special events on a quarterly and annual basis. Currently he works as a general manager for a local restaurant in Bear Delaware. His experience in business along with his education will be very useful for the day to day operations of our school.

Ben Karaduman holds a M.Ed. in educational leadership from the University of Nevada, and he is a former charter school principal with more than 18 years of K-12 teaching and school administration experience. After serving as an executive director of the Coral Academy of Science (CAS) for six years, Mr. Karaduman has been consulting for several other charter schools on effective school management, financial and facilities planning, and business administration. Under his leadership CAS had become the only charter school earning the "High Achieving" recognition for three years in a row in Northern Nevada. Mr. Karaduman consulted the founding group during the whole process for the completion of this application. He will continue to support the school and ensure that

FSMS Academy has sound financial and facilities plans in the start-up years, and a strong school leadership that will carry out the mission and achieve the vision set by the founding group.

Fatih Kandil is the executive director and a board member of Chesapeake Science Point Public Charter School. Mr. Kandil taught life science and biology to middle and high school level students in Brooklyn, New York, Chicago, Illinois, and Milwaukee, Wisconsin for eight years. Before that Mr. Kandil taught biology for three years in Istanbul Turkey. Mr. Kandil has been a public school administrator for the last seven and a half year as well. He was the founding director of a charter school in Dayton, Ohio. Mr. Kandil holds a bachelor's degree in Biology, from University of Marmara, Istanbul, Turkey. He completed his Masters degree in Educational Leadership from Marian College of Fon du Lac, and is currently pursuing his PhD in the same field at College of Notre Dame-Baltimore.

Jana Murat is a parent member of our board. She has been a resident of Delaware since 1991. She attended local middle and high schools in the Colonial School District. Due to her public school experience both as a student and a parent, we were able to get deep details of the public school system. She worked as a realtor with different local real estate companies. While selling real estate, she received her Bachelor's of Science Degree in Computer Network and Security from Wilmington University. She has two daughters - - Beyza who is 11 in 5th grade, and Berre who is 9 in 3rd grade. She currently works with her husband Metin at their family owned restaurant.

Clarifying Question on 2/3/2010 8:28 PM

Please describe previous board membership experience, including any leadership position on boards.

Clarifying Answer on 2/11/2010 10:05 PM

Fatih Kandil: He has been serving on CSP Governing Board as a board member since March 9, 2006. He has taken responsibilities for public relations, legal issues, and financial management issues. He currently serves as the Executive Director of CSP.

Ben Karaduman: He is a former charter school principal with more than 18 years of K-12 teaching and school administration experience. After serving as an executive director of the Coral Academy of Science (CAS) for six years, Mr. Karaduman has been consulting for several other charter schools on effective school management, financial and facilities planning, and business administration. Under his leadership CAS had become the only charter school earning the "High Achieving" recognition for three years in a row in Northern Nevada.

Ahmet Gunay: His outreach efforts, publicizing the project and receiving support from community leaders played a key role in approval and establishment of Rochester Academy Charter School in 2008 in Rochester, NY.

He has been the president of Intercultural Dialogue Club at University of Rochester between 2003 and 2007. He has organized and moderated numerous events, discussions, forums and meetings fostering the awareness of different cultures and diversity.

He has mentored and guided several senior chemistry students at University of Rochester and encouraged them to pursue higher education.

He had voluntarily mentored high school students, motivated them to enroll in college and taught Math I and Math II at Weekend Schools of High Way Education Foundation in Rochester, NY between 2003 and 2006.

Mehmet K Kocamaz: He was a weekend school program organizer. He was the Bosphorus Cultural Center International Summer School Organizer, Cal State Northridge University, CA 2001-2004. He was the founder and President of University of Southern California Reflection Club, CA 2003. He was the founder and President of Rensselaer Polytechnic Institute Dialog Club, NY 2005.

Omer Arap: He was the director of the Istanbul Cultural Center Summer School which was organized in the Summer of 2006, in Atlanta, GA. He was also the product manager and development group leader of the Antivirus Development Team in the year of 2007 at Authentium, Inc in Palm Beach Gardens, FL. He was also founder and president of Intercultural and Dialog Club at Virginia Tech in the years of 2004 and 2005 at Blacksburg, VA.

Caglar Batan: He has an experience as a project manager in a management consulting company leading team of five. He was organizing and conducting weekly internal meetings at the same company. Besides, He was organizing management improvement teams, which consist of departmental managers, at clients' sites from different industries.

Margaret Cassling: She coordinated the Head Start Program and visited many neighborhood centers called chapter houses to help the local people to set up preschool centers in Navajo Reservation in Arizona. These centers were designed to give young children enriching experiences to prepare them for elementary school.

Mustafa Ozgan: He was one of the founding members and currently serves as Treasurer of the Delaware American Turkish Cultural and Educational Foundation (DATCEF), a non-profit organization which is trying to bring Turkish and American cultures together by organizing special events on a quarterly and annual basis. His leadership experience includes working as a general manager for a local restaurant in Bear, Delaware. He currently oversees 25 employees.

Jana Murat: She is a parent member of our board. She worked as a realtor with different local real estate companies. She served as a chairman for monthly sales analyzing committee.

2. Form of Organization

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

Response:

The name of the organizing corporation is "First State Math and Science Academy, Inc.". The corporation was incorporated on November 12th, 2009 in the state of Delaware

The names of the officers and their positions are as follows:

Ahmet Gunay, President

Mustafa Ozgan, Vice President

Kemal Kocamaz, Treasurer

Caglar Batan, Secretary

A copy of the Certificate of Incorporation and a copy of the Bylaws of the corporation can be found in Appendices 4 and 5 respectively.

3. Mission, Goals and Educational Objectives

- A) Describe the purpose, mission, goals, and core philosophy of the proposed school. Indicate how the mission, goals, and educational

objectives are consistent with the legislative intent of 14 Delaware Code, Section 501, and the restrictions on charter schools set forth in 14 Delaware Code, Section 506. (Renewal/Modifications – provide original documentation and any changes)

Response:

First State Math and Science Academy is committed to providing students in grades 6-12 an innovative and challenging academic atmosphere. FSMS Academy will focus on Math, Science, and Technology in order to enable students to meet or exceed the Delaware Performance Requirements for graduation. Upon graduation, our students will be equipped with the math and science knowledge that will give them the confidence to pursue the best colleges for higher education.

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

Response:

FSMS Academy board will hire an Executive Director and hold him accountable to all stakeholders of the school. In the mean time, the Executive Director will be the spokesman of the school as the board designee while reporting to the local and state agencies.

The board will have access to monthly and marking period reports that show attendance, grades, suspension rates, detention rates, and performance levels for all students. FSMS Academy will use four 9-week marking periods to report student grades on a report card to form consistency with the local school districts.

FSMS Academy board will also be using Pinnacle School Information Systems (Pinnacle SIS) provided by the Washington Education Foundation based in the District of Columbia to conduct an internal evaluation. This will be an online portal that board of directors, parents, teachers, and students can access at any time to monitor student progress. Each group's or individual's access to the information will be restricted based on the limit of confidentiality. User Groups consist of:

- Teachers
- Staff
- Administrators
- Board of Directors
- Parents
- Students

Online features for students and parents:

- Student information/Demographics
- Grades
- Assignments / Homework
- Attendance
- Disciplinary report
- Schedule
- Test Center with objective/item analysis
- Lunch and library tracking
- Transcript

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

Response:

First State Math and Science Academy will follow the guidelines as outlined in the 14 Delaware Code, Section 506, as it relates to enrollment using the following procedures. The school will not charge tuition, except in accordance with Chapter 6 of this title, or collect fees not permitted to be assessed by other school districts. The school will not be home-based nor engage in any sectarian or religious practices in its educational program, admissions policies, employment policies or operations. Students shall be restricted by

age and grade verified by current report card and/or birth certificate. In the case of over enrollment, a lottery as described in 3(b) will be conducted. The school shall not discriminate against any student in the admissions process because of race, creed, color, sex, handicap, or national origin, or because the student's school district of residence has a per student local expenditure lower than another student seeking admission. This information will be prominently printed on all First State Math and Science Academy application materials including the website.

4. Goals for Student Performance

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

Response:

FSMS Academy's educational goals are listed below:

- FSMS surpasses the average DSTP scores of the state in reading, mathematics, writing, science and social science,
- All students will be taught by highly qualified teachers,
- All students will be educated in learning environments that are safe, drug free and conducive to learning, and
- All students will graduate from high school.

Specific goals and measurable objectives for student performance in math and reading per grade are listed below in section 4.B.

FSMS Academy will further target achievement of the following goals:

- Provide a nurturing, productive, safe, and disciplined learning environment,
- Exceed the Delaware State's SAT averages,
- Achieve high student retention, and
- Achieve high college acceptance rates.

FSMS Academy will utilize Delaware State Testing Program (DSTP) to ensure all state standards are met or exceeded at all times. FSMS Academy will also use national tests such as Measures of Academic Progress (MAP) test by Northwest Evaluation Association (NWEA) to help school administrators and faculty assess the school's academic level when measured against national norms. As for the curriculum, all academic and non-academic assessments and standards utilized will not only be aligned with the assessment and testing requirements mandated by Delaware State Department of Education, but also incorporate additional tools and benchmarks consistent with FSMS Academy's mission and goals.

Evaluation and assessment instruments to be used include:

- DSTP tests in all applicable subjects and grade levels.
- Testing students in all grade levels with MAP on a quarterly basis.
- SAT Achievement Tests will be given to 10th and 11th grades.

Clarifying Question on 1/5/2010 8:12 AM

Do you plan on using both MAP and the mandated DCAS Benchmark Tests? If so, why wouldn't you consider this to be overtesting?

Note: Replace DSTP with DCAS. JFH

Clarifying Answer on 2/12/2010 4:46 PM

Yes, we plan to use both. MAP will precisely be used to measure the growth for the academic year as well as diagnostic and formative purposes. MAP will be implemented at the beginning and at the end of the year, so it will not interfere with the instruction

time. We will replace DSTP with DCAS.

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

Response:

We checked and analyzed DSTP scores for the last 4-5 years in Christina and Colonial School Districts. Our primary aim is to surpass the average DSTP scores of these School Districts. DSTP performance targets of the students in FSMS Academy will be as following:

1. Goal: Students will be proficient and improved readers of the English Language.

1st Year: 76% of FSMS Academy 6th grade and 66% of 7th grade students will meet or exceed standards in DSTP Reading Tests.

2nd Year: 79% of FSMS Academy 6th grade, 69% of 7th grade, and 63% of 8th grade students will meet or exceed standards in DSTP Reading Tests.

3rd Year: 82% of FSMS Academy 6th grade, 72% of 7th grade, 66% of 8th grade, and 61% of 9th grade students will meet or exceed standards in DSTP Reading Tests.

4th Year: 85% of FSMS Academy 6th grade, 75% of 7th grade, 69% of 8th grade, 64% of 9th grade, and 61% of 10th grade students will meet or exceed standards in DSTP Reading Tests.

2. Goal: Students will be proficient and improved writers of the English Language.

1st Year: 69% of FSMS Academy 6th grade and 61% of 7th grade students will meet or exceed standards in DSTP Writing Tests.

2nd Year: 71% of FSMS Academy 6th grade, 63% of 7th grade, and 84% of 8th grade students will meet or exceed standards in DSTP Writing Tests.

3rd Year: 73% of FSMS Academy 6th grade, 65% of 7th grade, 86% of 8th grade, and 77% of 9th grade students will meet or exceed standards in DSTP Writing Tests.

4th Year: 75% of FSMS Academy 6th grade, 68% of 7th grade, 89% of 8th grade, 80% of 9th grade, and %75 of 10th grade students will meet or exceed standards in DSTP Writing Tests.

3. Goal: Students will demonstrate proficiency and improvement in skills and content knowledge in mathematics.

1st Year: 57% of FSMS Academy 6th grade and 64% of 7th grade students will meet or exceed standards in DSTP Math Tests.

2nd Year: 60% of FSMS Academy 6th grade, 67% of 7th grade, and 57% of 8th grade students will meet or exceed standards in DSTP Math Tests.

3rd Year: 63% of FSMS Academy 6th grade, 70% of 7th grade, 60% of 8th grade, and 41% of 9th grade students will meet or exceed standards in DSTP Math Tests.

4th Year: 66% of FSMS Academy 6th grade, 73% of 7th grade, 63% of 8th grade, 44% of 9th grade, and 41% of 10th grade students will meet or exceed standards in DSTP Math Tests.

4. Goal: Students will demonstrate proficiency and improvement in skills and content knowledge in science.

1st and 2nd Year: 76% of FSMS Academy 6th grade students will meet or exceed standards in DSTP Science Tests.

3rd and 4th Year: 79% of FSMS Academy 6th grade, 56% of 8th grade students will meet or exceed standards in DSTP Science Tests.

5. Goal: Students will demonstrate proficiency and improvement in skills and content knowledge in social studies.

1st and 2nd Year: 60% of FSMS Academy 6th grade students will meet or exceed standards in DSTP Social Studies Tests.

3rd and 4th Year: 63% of FSMS Academy 6th grade, 61% of 8th grade students will meet or exceed standards in DSTP Social Studies Tests.

Clarifying Question on 1/5/2010 8:12 AM

What is the rationale for different performance targets for different grades and subjects (DSTP data will no longer be applicable)? Why not just use the regulation that states "to meet or exceed the statewide average" on the statewide assessment, DCAS? JFH

Clarifying Answer on 2/12/2010 4:05 PM

Even though "to meet or exceed the statewide average" criteria is sufficient, we think that specific targets will trigger the growth and academic achievement. So that, we checked DSTP scores of different grades and subjects to give more accurate numbers about each student performance goals. These numbers usually are 1-2% above the statewide averages. Also, there is 1-2% increase in each year for same grade levels. For example, we expected that if 60% of grade X students meet or exceed the state standards, %61-62 of grade X students will meet or exceed the standards in next year tests.

Since DCAS is new testing system of Delaware Department of Education, our goal is to meet or exceed statewide averages on DCAS for each grades and subjects.

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

Response:

Assessment and evaluation are a means to monitor student progress and increase the effectiveness of curriculum content and delivery. Good assessment practices also help identify student strengths and weaknesses and provide data for instructional planning.

Assessment and evaluation must take into consideration various learning styles and learning history. Thus, it is beneficial to utilize multiple assessment techniques including but not limited to written oral and demonstration formats, classroom observation, formal tests, evaluation of homework, projects, and group activities.

Written tests will include the following:

The DSTP provides teachers, students, and administrators with information regarding each student's strengths and weaknesses with regards to the state content standards. The results from this test will be used by teachers to guide their instruction to meet all students' needs. Although the information contained in these reports relate to students taking the test in a particular year, the information obtained from these reports can be used as an overall generalization about what students struggle with on the DSTP.

Measures of Academic Progress (MAP) testing will be utilized to measure student progress at least two times a year; once in September and once in May. These measurements will enable the teachers and the school administration to evaluate the growth that has been accomplished throughout the year. Teachers will also, with the help of published materials, create standards-aligned formative assignments and tests using Pinnacle SIS. Test module of the Pinnacle SIS will allow teachers to create their own tests for the specific desired standards to assess their students periodically. These tests will be evaluated electronically and detailed analysis by standards, questions or students will be sent to the database simultaneously. These detailed comprehensive reports will be used to help each individual student to meet his or her needs such as tutoring, make ups or advanced studies. Individual and team projects will be evaluated using rubrics, and students will be required to demonstrate research and critical thinking skills.

SAT Achievement Tests will be given to 10th and 11th grade students. SAT tests are required for the application processes of many colleges. Practice SAT Achievement Tests scores will provide information about students' levels before the actual SAT test submitted to colleges. The students and teachers will be able to see the strength and weakness of the students for college applications.

Clarifying Question on 1/5/2010 8:12 AM

Do you plan on using both MAP and the mandated DCAS Benchmark Tests? What will the use of Pinnacle SIS do that teacher created tests based on DCAS add to the system? Does SAT mean the College Board tests? JFH

Clarifying Answer on 2/12/2010 4:48 PM

Yes, we do.

Pinnacle SIS will allow teachers to create DCAS mock tests with fewer questions for their midterm exams. That way the students will practice the DCAS tests piece by piece in each subject. This will give them to demonstrate their knowledge in a better way in DCAS. SAT Reasoning Test means College Board Tests (formerly known as Scholastic Aptitude Test and Scholastic Assessment Test).

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

Response:

Not Applicable to FSMS Academy.

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

Response:

Not Applicable to FSMS Academy.

5. Evaluating Student Performance

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

Response:

At the end of each school year, all academic performance and progress data will be compiled for that school year and the results will be compared against then required state standards in the form of a printed report, which will be distributed to all FSMS Academy parents and teachers. This report will include aggregated information about student performance, Adequate Yearly Progress, and any other relevant area per the charter contract. Individual student performance results will be kept confidential and will only be shared by the student and the parents.

FSMS Academy will use academic performance and progress data for multiple purposes. Teachers will use data from diagnostic and formative assessments to improve their daily lesson plans. Subject area and grade level teams will use data to assess ongoing progress throughout the year. The school leadership will use quantitative and qualitative data to assess overall performance of the school and its academic programs and will make any adjustments to school goals and objectives accordingly.

Clarifying Question on 1/5/2010 8:28 AM

Why not have a plan for curriculum staff and teachers to get professional development on using the DCAS Benchmark data for

planning? JFH

Clarifying Answer on 2/12/2010 5:04 PM

DSTP was the original testing system of Delaware Department of Education (DDOE) at the preparation time of this application. However, since five-year contract has been awarded by the Delaware Department of Education (DDOE) to the American Institutes for Research (AIR) to begin the immediate development and piloting of a new statewide assessment system for public school students in grades 2-10, known as the Delaware Comprehensive Assessment System (DCAS), we are definitely going to have training plan for our curriculum staff and teachers. We will follow the training programs of DCAS and when they are available, our curriculum staff and teachers will join in these programs. In this way, they will get professional development and learn to use the DCAS Benchmark data.

- B)** Describe the corrective action that will be taken when students do not meet performance expectations. (Renewals/Modifications Only - Describe how analysis of student evaluation information on the DSTP and other measures is used to guide instruction and improve student performance. Give examples from the current charter period of instructional change which has led to improved student performance.)

Response:

FSMS Academy's education model is based on the fact that DSTPs are too late to make academic adjustments in the current academic year. Identifying the strengths and weaknesses of students as early as possible at the beginning of the semester and focusing on weak topics will provide the teachers an opportunity to raise the level of students' achievement.

At the beginning of the school year, a MAP test will be administered to assess the academic level of each student and measure growth over time with other given tests over the course of the year. According to test results, a personalized improvement plan will be created for each student who is performing below grade level with the help of DesCartes which determines where the student is at based on his or her RIT score. Any kinds of outlined intervention in the plan such as tutoring, extracurricular and academic probation conditions will be aligned with that specific student's RIT score on the DesCartes table. (See Appendix 6)

Pinnacle SIS Test Center produces state-aligned tests that accurately reflect the academic level of each student and measure growth over time. Teacher created DSTP mock tests by the Pinnacle SIS Test center will be conducted at the end of the first quarter and the third quarter. This will give the school administration an opportunity to monitor the students' progress with respect to the created Individualized Learning Programs (ILPs) at the beginning of the year. As demonstrated with the snapshot in Appendix 7, cumulative reports in Pinnacle SIS shows the progress of each student towards the learning goals aligned with the Delaware State Standards. Each subject teacher will not only measure the level of student learning but will also evaluate his or her own teaching strategies by evaluating these cumulative analysis reports. With the help of these tools, school administration will take actions towards meeting the goals and objectives set forth in the school improvement plan and main proposal.

Clarifying Question on 1/5/2010 8:28 AM

Why not use the new DCAS Benchmark Testing rather than MAP and Pinnacle SIS? JFH

Clarifying Answer on 2/12/2010 4:14 PM

MAP is an adaptive test and helps to create improvement plans for each student while it is measuring the growth of each student September through May. If DCAS allows us to do this, we'll consider not using the MAP. On the other hand, Pinnacle SIS is a tool for teacher to create their regular tests, grades, progress etc. It serves a totally different purpose than DCAS.

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

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

4.2.1.1).

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

Response:

Not Applicable to FSMS Academy.

6. Educational Program

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

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

Response:

Scope and sequences for core subjects can be found in Appendix 8. Alignment of Instruction to state content standards will be created by teachers under the supervision of the dean of academics before FSMS Academy opens its door.

Clarifying Question on 2/3/2010 8:45 PM

Documents were submitted in ELA, Math and Social Studies. No submissions were received in the other required content areas; Science,Health,Physical Education,World Languages and Visual & Performing Arts. When might the Delaware Department of Education expect to receive that additional information?(DH)

ELA and Math documents appeared to be lists of topics to be addressed rather than purposeful plans for instruction. When might the Delaware Department of Education expect to receive documents that include content standards, grade level expectations,essential questions and enduring understandings in a chronological format?(JH/CL/dh)

Social Studies curriculum appears to be very traditional and lacks innovation. How will the curriculum adapted to be innovative and to meet the needs of the specific student populations the school hopes to serve?(PS/dh)

The curriculum has resulted in impressive science outcomes at the middle school grades according to CSP website. Please present documentation of the outcomes of that curriculum.

Clarifying Answer on 2/16/2010 4:27 PM

Health, Physical Education, World Languages and Visual & Performing Arts will all be completed by mid March 2010. Please find the amended appendix 8 for Math, Science, English and Social Studies Scope and Sequence. Other subjects are under development.

Technology Integrated Education (TIE) will be used to make the social studies more attractive to help the kids more engaged. On the other hand semester hands on projects and other extracurricular activities like renaissance fair will be part of the curriculum.

The curriculum has resulted in impressive science outcomes at the middle school grades according to CSP website. Please see the attached document at appendix 6.1.

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

- Mathematics

- English Language Arts

- Science

- Social Studies

- World Languages (Renewals Only)

- Visual & Performing Arts (Renewals Only)

- Health Education (Renewals Only)

- Physical Education (Renewals Only)

Response:

Please see Appendices 9 and 10 for FSMS Academy Curriculum document and FSMS Academy Math and Science Course Offering Sequence.

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

Response:

FSMS Academy administration will ensure that the school will be a member of Math and Science coalition, and the memorandum of understanding will be signed in the near future.

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

Response:

FSMS Academy faculty will conduct a comprehensive individual assessment for each new student including interviews with the student and parents/guardian and also review of records from previous schools. Based on this assessment, the faculty will develop an ILP for the student. FSMS Academy faculty will review each student's ILP at least twice a year. During these reviews, as well as during the development of the student's first ILP, the student will be evaluated as to whether he or she is 'at risk' of not completing his/her education based on factors such as poor school performance, poor attendance, economic or environmental disadvantages, and/or behavioral difficulties. If this is the case, the faculty will make modifications to the student's ILP that will appropriately address the student's needs, including tutoring, counseling, mentoring, and apprenticeship programs.

FSMS Academy does not believe that, for at-risk students, catching up is good enough. Our program will remediate the effects of academic neglect, just as it will embrace our students' ability and push them to excel. The challenges of educating at-risk students require programs that address a complex problem relentlessly. In this regard, FSMS Academy plans to implement a number of strategies, as outlined below.

- Incoming Baseline Assessment and Skill-Based Tutoring for All Students
- Data Driven Teaching via Diagnostic Assessment
- More Time on Task
- School Culture that Drives Achievement
- Intentional Teaching of Study and Organizational Skills
- Tutoring
- Homework Infrastructure

Clarifying Question on 2/4/2010 11:11 AM

Explain the process for the faculty's comprehensive individual assessment for each new student. When will this take place: during school? after school? after school has started? JTW

Which faculty will develop the ILP for the student? Only the teachers who teach the student or the entire faculty? JTW

Will all criteria for the ILP's be the same for every student? How often will the ILP's be revised? What will trigger a revision? JTW

Clarifying Answer on 2/16/2010 11:21 AM

The individual assessment will be done on an appointment based and conducted before the school started.

Counselor, Grade Chair and Subject Teachers will develop the ILP.

The criteria set will be the same for every student. The ILPs may be revised every 6 weeks if any change in the performance has not been observed. Besides, any faculty, parent/guardian and other stakeholders related to the student will have the opportunity to trigger a revision to the ILP at any time based on their observation.

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

Response:

Please see Appendix 11 for FSMS Academy High School Graduation Requirements. FSMS Academy High School Course List is presented in Appendix 9.

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

Response:

FSMS Academy will have a maximum of 25 students per classroom. FSMS Academy's overall student per teacher ratio is expected to be 16.

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

Response:

FSMS Academy will model and adopt the curriculum which was successfully implemented by Chesapeake Science Point (CSP) Charter School for the last four years in Anne Arundel County in Maryland.

The notion that science is necessary only for scientists and engineers is outdated in today's high-tech world. A solid science education is essential for students of all backgrounds, talents, interests, and abilities. All children need the knowledge and skills that make up

what we call "science literacy" – the ability to make sense of the world around them. By helping kids learn how to observe, collect evidence, and draw conclusions, science helps students sharpen their thinking about the ideas and events they encounter in everyday life.

We believe that our curriculum will develop student knowledge in the scientific method and encourage them to use computer technology in order to plan and organize projects, hypothesize, analyze data, and draw conclusions from tests they create. In the process, students become self-reliant, independent problem-solvers.

FSMS Academy will educate students from sixth through twelfth grade (6-12) from Newark and the surrounding areas. Recognizing that educational success will be realized only when the essential underlying triad of student-teacher-parent/guardian is in harmony, the purpose of FSMS Academy is to create a partnership that will provide our children with the support necessary to reach their highest potential intellectually, socially, emotionally, and physically.

FSMS Academy believes that a significant step toward helping students achieve their maximum potential involves providing an integrated curriculum that focuses on crossing traditional disciplinary boundaries. Therefore, the curriculum at FSMS Academy stresses a cross-disciplinary approach at every opportunity. Even so, FSMS Academy has a science and math oriented curriculum. The curriculum concentrates on a hands-on approach to science while providing a solid education in the humanities and social science.

The curriculum at FSMS Academy is designed to provide students with a solid foundation in the humanities and social sciences as well as science and math, for it is humanities and social sciences that are largely responsible for conveying core cultural knowledge and values. In addition, the curriculum is based on the integration of disciplines and collaborative learning -- key factors in fostering a cooperative work ethic.

At the core of the integrated curriculum is the perception that writing serves as an important vehicle for learning in all subject areas. Thus, at FSMS Academy students in all classes will write frequently about what they have learned and what it means, thereby reinforcing learning and enhancing understanding. Another significant feature of the FSMS Academy curriculum is the emphasis on collaborative learning. Success today, both in and out of school, depends on the ability to work as part of a team. Collaborative learning activities enhance this ability and will be an important part of the FSMS Academy approach to education.

FSMS Academy's education program also includes comprehensive health and physical education. FSMS Academy grade-level outcomes will meet or exceed the core subject Delaware State Standards.

Please see appendices: 12, 13, and 14 for Differentiated Instruction, Technology Use, and Integrated Curriculum at FSMS Academy respectively.

Clarifying Question on 2/4/2010 11:11 AM

I'm so glad to see writing used as a learning tool for science! JTW

Clarifying Answer on 2/14/2010 4:31 PM

Thanks !

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

Response:

FSMS will support and encourage administrators, teachers and other instructional support staff to continue their professional development and programs. The school will address the very need of highly-qualified teachers with its distinguished faculty. FSMS aims to recruit experienced staff and teachers from diverse backgrounds by using local, national and international educational resources as well as to provide a strong professional development program for both enthusiastic new teachers and seasoned teachers.

The crucial element of collegiality is one of the main characteristics of effective and functioning professional learning communities. Teachers at FSMS, who teach the same grade levels, will meet once a month to discuss the issues of students one by one. Teachers will be able to create academic improvement plans as well as behavioral plans for the students who are struggling in their classroom. These meetings are in addition to the on-going collaboration amongst teachers as they learn from each other and research solutions to problems as they arise, and as they work to improve their classroom management skills.

Collaborating over curriculum is another crucial point that addresses academic improvement of the teachers. In order to fulfill this portion of collegiality, all FSMS subject teachers will be meeting monthly under the name of Departmental Meetings. Teachers will be organized into three departments: English/Social Studies, Mathematics and Science. In these meetings, they will be developing, reviewing, revising, and aligning curriculum with Delaware state standards. They will also apply multiple intelligences theory to the curriculum, integrating curriculum through thematic instruction, designing assessment tools that teach and evaluate. Last, but not least, they will be talking about pedagogy.

Peer evaluation is another principle which FSMS will be taking into consideration in its professional development program. School administration will be asking every teacher voluntarily to announce at least one period of his or her teaching at least one during a school year as open class for other administrators or teachers to come and observe. This will give an opportunity to gain an appreciation for other teachers within the school, ask questions, and give both positive and negative feedback so that the teacher being observed can grow, and those participating can share ideas through observing each others' teaching styles. A variety of incentives will be considered to increase the "open class" participation.

Mentorship and peer coaching are the last components of the professional development that yield an incredible outcome in school improvement by using the resources and staff which a school has. For both a new and seasoned teacher, sharing expertise about curriculum, pedagogy, and child development with an experienced colleague is an incredible opportunity to grow very fast in a very small amount of time. Mentor teachers also share knowledge about curriculum, awareness and knowledge from readings, insights about families, and what was learned from attending presentations and conferences. FSMS will set up a mentorship program to accelerate the experience transfer from one teacher to another one.

New FSMS teachers will have one additional orientation before the other teachers arrive for the school year. As a whole team, there will be three days of professional development before the school starts and two days of "year-end evaluation meetings" after the student dismissal day. The other five days will be spread out during the school year. Those days will be mandatory for all FSMS teachers. Charter School Conferences, workshops, exchange teaching as well as other teacher related conference and professional opportunities will be available to teachers and academic staff throughout the school year contingent upon the teacher or school's needs and available resources.

Additionally, FSMS will provide funds and resources for our faculty members to develop collaborative partnerships and mentoring programs with other schools, communities, businesses, and industries, and each faculty member will have an active membership in the relevant organization for their field of expertise.

To sum up, the school will consider the above outlined professional development activities as well as explore alternate ways in which teacher and academic staff can improve their professional expertise depending on the school's needs and resources. Faculty and Staff Development Days will be planned based on the outcomes of these meetings. Before the start of the academic year, the staff development program will provide teachers with an opportunity to design their goals, objectives, and curricula using the assessment data collected from the previous year. A projected timeline for FSMS's Professional Development activities during a school year is outlined in Appendix 15.

Clarifying Question on 2/4/2010 11:11 AM

Very nice. I especially like that teachers have opportunities to work together. JTW

Clarifying Answer on 2/14/2010 4:31 PM

Our goal is to create a collegial environment; not only work together but also learn together.

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

Response:

Not Applicable to FSMS Academy.

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

Response:

Not Applicable to FSMS Academy.

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

Response:

Not Applicable to FSMS Academy.

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

Response:

Not Applicable to FSMS Academy.

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

Response:

Not Applicable to FSMS Academy.

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

Response:

Not Applicable to FSMS Academy.

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

Response:

Not Applicable to FSMS Academy.

7. Students with Special Needs

- A) Describe how the school will be in full compliance with current federal and state statutes relating to the education of students with disabilities, including but not limited to: evaluation, re-evaluation, accommodations, and employment of certified special education

teachers prior to the admission of students. The plan must provide for a free appropriate public education to students with disabilities and include a continuum of educational placements for students with disabilities.

Response:

FSMS Academy will be in full compliance with all current federal and state statutes relating to educating students with disabilities. The Executive Director, the Special Education Coordinator and Dean of Academics will utilize the Administrative Manual for Special Education Services (AMSES) manual as a reference source. FSMS Academy will join the Delaware Council for Exceptional Children so that the Executive Director, Special Education Coordinator and/or the Dean of Academics will attend in-service training that can be shared with the faculty. FSMS Academy's faculty will receive in-service instruction before school starts on working with students who have disabilities, inclusion, Individuals with Disabilities Act (IDEA), 504 plans and how to read an IEP (Individualized Educational Plan). As part of the professional development, all FSMS Academy teachers will receive information regarding the signs that may indicate a disability requiring further investigation by the Special Education Coordinator.

Special Education Coordinator will look at the students' grades, samples of work, behavior and attendance for all of his or her classes to see if a pattern is emerging. If so, the child's teachers, Dean of Academics and Executive Director will be notified of a potential special education issue that needs to be addressed. At the same time, the parents shall be called to come and discuss how these issues presented in prior grades. After this meeting, a more formal assessment may occur with the parent's permission. If this is the case, the Special Education Coordinator will be responsible for all arrangements. All teachers will be given a list of students with special needs in their classrooms with their IEP information such as accommodations and goals. The Special Education Coordinator, the Dean of Academics, and the Executive Director will conduct professional development with the Department of Education being offered the opportunity to do the same. It is FSMS Academy's goal to have an inclusion program used for instruction with a paraprofessional assisting. FSMS Academy's Special Education Coordinator will be responsible for evaluations, re-evaluations, and accommodations being made in the students' respective classroom. He or she will make certain that the classroom teacher is implementing the students' IEP goals and meeting the 504 accommodations. He or she will also handle the notice of meetings for IEP meetings and notifying the teachers as to when the IEP meetings are and update 504 plans as specified. He or she will also keep the records in a secure place and list who has access to the student files. Should a student have a need for evaluation that the Special Education Coordinator is unable to do, FSMS Academy will contract with an outside agency such as another public school district to employ the services of one of their specialists. The Special Education Coordinator in conjunction with the Dean of Academics and Executive Director will ensure that students with disabilities receive their Free Appropriate Public Education (FAPE) rights that will also include appropriate placements for these students. The AMSES manual and DSTP Testing/Special Education booklet will be used as reference sources by all three of these individuals.

The Executive Director will be responsible for having the necessary Delaware certified special education teachers hired prior to the beginning of classes. The plan for having certified special education teachers on board is to do the following: 1) advertise for retired and current Special Education teachers in Delaware, Northeast Maryland, Southeast Pennsylvania, and South New Jersey, 2) ask teachers in other disciplines if they'd be willing to obtain exceptional children certification, 3) recruit at teacher job fairs, 4) contact college instructors in 2005 to see if the Executive Director can speak to their classes about working as a Special Education teacher. The Executive Director understands that any teacher from another state must be eligible for Delaware certification. In addition, Delaware State Education Association (DSEA) members will be contacted to discuss the possibility of their members' interest.

The way FSMS Academy will be in full compliance with current state and federal law regarding educating students with disabilities is to have professional development instruction given to all staff before school opens on the inclusive philosophy, the IEP process, 504 plan and discipline of special education students. The Special Education Coordinator, Executive Director, Dean of Academics or a guest presenter will provide this instruction. The Special Education Coordinator will be responsible for evaluations, re-evaluations, and accommodations in the classroom. All teachers will have a list of children in their rooms that have special needs with copies of the students' IEP and also be expected to be involved in the IEP process and attend IEP meetings.

All teachers will be informed during the interview that FSMS Academy will incorporate an inclusive model for instruction. The Special Education Coordinator will monitor the success of the students to ensure that the correct services are being adhered to along with keeping the files up to date and secure. The Executive Director, Dean of Students, and Special Education Coordinator will have a copy of AMSES as a reference guide along with the Dean of Academics having a copy of the DSTP testing guidelines.

Clarifying Question on 2/3/2010 12:15 PM

Please describe the continuum of "educational placements" that will be available at the school for students with disabilities. - JLK

Over the course of the school year, if the school believes an enrolled student with a disability cannot benefit from an inclusive educational placement, what will the school do? - JLK

Clarifying Answer on 2/16/2010 3:17 PM

Students with physical disabilities can have their educational needs met in a wide variety of school placement options. These options fall within IDEA's continuum of placements and include hospitals, home placement, special education day classes, neighborhood schools, and other settings that meet students' needs as identified in their IEPs. The current movement toward inclusion in general education is successful for students with physical disabilities only when support services to meet their physical health care, education/learning, transportation, therapy, medical, and communication needs are provided, as IDEA requires.

FSMS Academy will do the best to accommodate the special needs of the students but if it becomes impossible for FSMS Academy to meet the needs of a student, all alternative education options will not only be reviewed with the parent/guardian but also all related parties at the district/state level will be contacted/included to assist finding a way to educate the student in the best interest of him/her.

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

Response:

Not Applicable to FSMS Academy.

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

Response:

FSMS Academy shall comply with Section 504 of the Rehabilitation Act of 1973 and with the Americans with Disabilities Act (ADA) of 1990. In order to ensure compliance with Section 504 of the Rehabilitation Act of 1973 and with ADA of 1990, Executive Director, Business Manager, Dean of Academics and Special Education Coordinator will attend professional development and each will have a copy of these documents in their office as a reference guide.

Clarifying Question on 2/3/2010 12:15 PM

Describe in more detail how the school will ensure its compliance with Section 504 of the Rehabilitation Act and the Americans With Disabilities Act. - JLK

Clarifying Answer on 2/16/2010 11:51 AM

To comply with Section 504 of the Rehabilitation Act of 1973 and with ADA of 1990, Executive Director, Business Manager, Dean of Academics and Special Education Coordinator will attend professional development training and each will have a copy of these documents in their offices as a reference guide. These individuals will know what is required of the law before school opens and insure that the law is followed. In addition, if and when any additional training is offered on any of these laws, one of the people listed above will attend. FSMS Academy will check the Department of Education's calendar on a regular basis looking for such opportunities. FSMS Academy will state on all printed material that we do not discriminate based on race, sexual orientation, religion, gender and/or disability and that discrimination for any reason is not tolerated and is just cause for dismissal. FSMS Academy physical plant will also be in full compliance with the regulations required by the ADA. The Special Education Coordinator will be responsible for advising all teachers which students are utilizing a 504 plan and he or she will also work with the Dean of Students so that testing accommodations are strictly implemented. Finally, all staff will have professional development on what a 504 plan is and how to incorporate this plan into the instruction of those students.

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

Response:

FSMS Academy shall comply with Title VI and VII of the Civil Rights Act of 1964.

Clarifying Question on 2/3/2010 12:15 PM

Describe in more detail how the school will ensure its compliance with Title VI and VII of the Civil Rights Act. - JLK

Clarifying Answer on 2/16/2010 11:51 AM

To comply with Title VI & VII of the 1964 Civil Rights Act of 1964, again Executive Director, Business Manager, Dean of Academics and Special Education Coordinator will attend any applicable professional development and have a manual for both areas in their offices to serve as a reference guide. Also, FSMS Academy will establish a non-discrimination policy that no person shall be subject to discrimination in educational programs, services or activities based on race, national origin, gender, age, or disability in accordance with state and federal laws. This policy will be included in the Student Code of Conduct.

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

Response:

FSMS Academy shall comply with Title IX of the Education amendments of 1972.

Clarifying Question on 2/3/2010 12:15 PM

Describe in more detail how the school will ensure its compliance with Title IX of the Education amendments of 1972.

Clarifying Answer on 2/11/2010 7:29 PM

Executive Director, Business Manager, Dean of Academics and Special Education Coordinator of FSMS Academy and/or the Sports Coordinator will be conversant of what Title IX requires before school opens. Executive Director, Business Manager, Dean of Academics and Special Education Coordinator and/or the Sports Coordinator will attend any professional development pertinent to the law. Any FSMS Academy documents regarding to sports will state that Title IX will be adhered to in all sports. This will be communicated to parents in writing in order to insure all parents/students understand the Title IX issues regarding equity and that Title IX will be adhered to in all aspects of FSMS Academy Athletics.

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

Response:

FSMS Academy will have certified special education teacher(s) providing services for students with disabilities.

8. Economic Viability

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

Response:

The table showing staff positions and their full-time equivalence for the first four years of school operations is shown in appendix 16.

The Executive Director is an integral member of the learning community. He or she will support shared decision-making, promote collaborative leadership and require accountability from all stake holders in the school. In addition to serving as the educational leader of the school, the Executive Director is responsible for planning, budgeting, facilities management, staff development, and supervision and evaluation of staff. The Executive Director is also responsible for overall operation and running the school efficiently to accomplish FSMS Academy's mission and vision. The Executive Director serves as a member of the Administration Team.

The Executive Director will establish and maintain communication with local boards of education, superintendents, and county administrators. The Executive Director reports to the FSMS Academy Board of Directors.

The Dean of Students will assist the Executive Director in planning and assessing the educational programs including planning of innovative disciplinary approaches, assisting teachers in implementing such efforts when appropriate, encouraging a constructive, thoughtful climate for learning, and promoting fairness for students and staff from all cultural backgrounds. He or she communicates with students and staff in an effective manner, makes sure that supervision of students during non-instructional hours is in place, and helps students develop a positive behavior through a student discipline management system. He or she is also responsible for enforcement of school rules, and he or she oversees appropriate and reasonable student discipline. The Dean of Students holds parent/teacher/student conferences in regard to student and school issues.

The Dean of Academics will assist the Executive Director in planning and assessing the educational program. He or she promotes fairness for students and staff from all cultural backgrounds, and communicates with students and staff in an effective manner. He or she assists in organization of the school improvement plan with staff, parents and community members and, helps the Executive Director to design, manage and implement information systems to manage and track progress on school goals and academic excellence indicators. The Dean of Academics conducts employee evaluation conferences based on records of performance evaluation, assists the Executive Director in interviewing, selecting and orienting new employees, and assists in scheduling student activities by participating in the development of class schedules, teacher assignments, and extracurricular activity schedules. The Dean of Academics ensures that the school complies with all applicable federal and state laws.

The Business Manager is responsible for ensuring to run the school operations in an efficient, friendly, and accountable manner. He or she will be the contact person for the Delaware Financial Management (DFMS) and Payroll Human Resources Statewide Technology (PHRST) systems. The business manager supervises the finances of the school and the operation and maintenance of the school facility. The Business Manager arranges for repairs when necessary, including the hiring of the cleaning and repair staff. Determining space and equipment needs and costs associated therewith, negotiating lease, ensuring compliance with all regulations, and developing plans for any necessary renovations to the site are among the other major responsibilities of the Business Manager.

Teachers provide high quality education for all its students and improved standards of learning and achievement. Every teacher teaches the assigned subject in accordance with the state and district standards, and consistent with the philosophy, values, and mission of the school. They apply sound principles of learning theory in developing instructional models that are of high quality for all students while interpreting and implementing best practice instructional programs. They demonstrate depth of knowledge in curriculum frameworks and in the latest instructional methodology, and they initiate the use of new teaching methods and materials. The teachers maintain and promote high standards and expectations for all students for academic performance and responsible behavior. They establish a professional rapport with students that earns their respect while respecting the values of the students and aiding in their educational formation. They work with the Guidance Counselor and Special Education Coordinator to ensure proper accommodations are met for individual students. They display the highest ethical and professional behavior and standards when working with students, parents, school personnel, and agencies associated with the school and serve as a role model for students, dressing professionally, demonstrating the importance and relevance of learning, accepting responsibility, and demonstrating pride in the education profession. They also maintain accurate attendance and grade book records.

The Special Education Teacher will be responsible for evaluation and reevaluation of special education students in accordance with their IEPs, special arrangements for state testing, and coordination of the IEP process. If there is only one Special Education Teacher, then he/she will act as Special Education Coordinator. The Special Education Coordinator will work with the dean of academics to provide appropriate professional development as needed. Other responsibilities include distribution of 504 accommodation plans to the related teachers, working with them to develop 504 accommodations, and working closely with the regular education teachers for the students in the inclusion setting. Special Education Teacher will arrange for appropriate testing within the educational system for those students referred.

The Secretary will be responsible for maintaining student attendance records, maintaining the school calendar and assisting in the input of information for Delaware Student Information System (DELSIS). The Secretary will also be responsible for other clerical work as needed. The Secretary will answer telephones in a timely fashion and meet and greet visitors as they arrive in the main office. The Secretary will also be responsible for issuing visitor's passes to FSMS Academy.

The Custodian will work closely with the Business Manager to maintain smooth operations of the physical school site. The Custodian will be responsible for vacuuming areas with carpeting and dust mopping areas with tile on a daily basis. The Custodian will be responsible for maintaining the cleaning supplies needed to keep the school in a sanitary condition.

The Nurse will provide preventive health services to facilitate the student's optimal physical, mental, emotional, and social growth and development. The Nurse will identify problems and disabilities and provide such services as case finding, health education, referrals and care in order to help prevent serious health problems which would later be more difficult and costly to address. The Nurse also supports the education process by working to assure the health of the students.

The Guidance Counselor will provide support services to students, staff, and parents. Support services include referrals, counseling, assessment, diagnostics, and report writing. Additional responsibilities include student roster scheduling and maintaining individual student Education Plans.

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

Response:

All positions will be employees of the FSMS Academy Board of Directors.

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

Response:

FSMS Academy intends to lease the facilities initially. The lease will be signed no later than December 31st, 2010. After the lease agreement, the landlord will be responsible for obtaining certificate of occupancy. FSMS Academy will secure the certificate of occupancy no later than June 15, 2011. Facilities will be available for FSMS Academy once the Certificate of Occupancy is received. However, lease payments will begin in July, 2011, when state and local funding commences. Monthly rent payments are incorporated into the proposed budget.

Clarifying Question on 1/29/2010 10:37 AM

Please provide the DOE Ed. Associate of Education Facilities Planning, Construction and Operations with a facilities plan to include any proposed lease agreements, facility locations, facility design lay-out, potential renovation plans and budget etc.

Clarifying Answer on 2/16/2010 4:22 PM

The search for the building is in progress. We are currently working with a commercial realtor, William R. Ganc, from White Realty Associates in order to determine possible school location. A letter from William R. Ganc is attached as Appendix 29. Below is the information of the candidate buildings that we may consider.

1. 700 White Clay Center Drive, Newark, DE (33,000 square feet)
2. 30 Blue Hen Drive, Newark, DE, 19713 (22,000 Square feet)
3. Riveredge Park, 551 Mews Drive, New Castle, DE 19720 (19,275 square feet)
4. Riveredge Park, 101 Lukens Drive, New Castle, DE 19720 (20,000 square feet)

Other buildings to be seen are located at 260, 258, 262, and 261 Chapman Road, Newark.

The final decision has not been made as of now.

Facility Planning is attached as Appendix 30.

Construction and Operations with a facilities plan to include any proposed lease agreements, facility locations, facility design lay-out, potential renovation plans and budget etc. are contingent to final decision of the school building.

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

Response:

For the first three years of the operation, the school facilities will be owned by a private entity. After three years, in the case the facility is owned by FSMS Academy, Inc. and the school closes, the facilities and any debt owed are the sole responsibility of the FSMS Academy, Inc.

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

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

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

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

[Click here to view and obtain a blank Revenue Estimates Sheet.](#)

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

Response:

Revenues for the first four years of operation are calculated by using the revenue estimate worksheets provided in the application package. It has been assumed that FSMS will draw students from Christina (70%), Colonial (10%), Appoquinimink (10%), and Red Clay (10%) school districts. Special Education student population is assumed to be 11% of the entire student body. For the first two years, the building will have 300 student capacity with 25,000-30,000 square foot closed area. Rent is calculated based on the 17% of the revenues. FSMS is planning to have its permanent building which will cost about 8.5 Million in the third year of operation. Tax exempt bond payment is projected around 54K in a month with 7% interest payable in 30 years. Other assumed numbers for the first year are given in the Assumption Sheets based on CSP's current expenses and the other comparable school expenditures. The other three years' numbers are calculated according to the first year numbers and prorated accordingly with respect to the enrollment. Calculations tab in the budget workbook shows how the numbers generated in State & Local Funds tab by using the enrollment numbers, staff FTE and assumptions. FSMS will have fund balances for the first four years. Fund balance amounts for the first four years are \$34,006.00, \$406,242.00, \$272,914.00 and \$409,918.00. The detailed explanations of revenue estimates and operations' budget for the first four years are provided in appendices 18, 19, 20, and 21.

The contracts information is as follows;

- Upon approval of the charter, a contract acknowledging the intent to lease space from the landlord will be signed.

- December, 2010, lease agreement will be finalized and signed. (Lease agreement will be contingent upon the certificate of occupancy)
- May, 2010, director's insurance contracts finalized and signed.
- June, 2011, remainder of insurance contracts finalized and signed.
- June 2011, final lease agreement will be finalized and signed.
- July, 2011, transportation contracts with a bus company will be finalized and signed.

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

Response:

The expenses for the planning year are as follows:

Executive Director's salary : \$60,000;

Business Manager' salary : \$20,000;

Health insurance : \$8,000;

Other Employer Cost : \$20,352;

Computers : \$2,500;

Transportation : \$1,000;

Contracted Services : \$5,000;

Printing and copying : \$5000;

Postage and shipping : \$500;

Miscellaneous : \$2,648.

For a total of all expenses being \$125,000, the source of funds to cover these costs will be the federal start-up funds. The detailed start-up budget is provided at appendix 17.

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

Response:

At this time, there will be no other sources of revenue in addition to the state and local funds provided by law, but the FSMS will definitely plan some fundraising events to cover any unexpected expense to cover before the school opens.

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

Response:

The proposed backup plan for school finances if enrollment does not reach the levels projected in this application is to scale back expenditures until they meet the projected revenues. All indicators demonstrate that FSMS Academy will reach the enrollment presented in the proposed business plan. The number of enrollment necessary for the school to remain economically viable is projected to be 180 students.

9. Administrative and Financial Operations

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

Response:

FSMS Academy will integrate with the Delaware Financial Management (DFMS) and Payroll Human Resources Statewide Technology (PHRST) systems. The Business Manager will be responsible for managing this integration. He or she will attend the training required for PHRST and DFMS. The Executive Director and clerical staff will also be trained in these areas and provide support. All financial reporting will be prepared in accordance with the standards established by the Governmental Accounting Standards Board. The Business Manager will be responsible for adherence to these standards.

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

Response:

The responsible entity for the operation and management of the charter school in accordance with all the applicable federal, state, and county laws and regulations will be the Board of Directors of FSMS Academy. The Board of Directors will get all available training and attend workshops through Delaware Department of Education.

FSMS Academy's Initial Board of Directors is also the founding group of the school. This board is comprised of highly qualified individuals that bring extensive experience through successful careers in the academia, the corporate world, public school teaching, and educational consulting, as well as finance and accounting. The board is fully committed to operate the school in the most efficient and successful manner possible and thus make a significant contribution to the community's educational environment.

All policy development and decisions will be made by the Board of Directors based on subcommittees' recommendation on the board. Subcommittees will include, but will not be limited to Executive, Finance, Outreach, and Academic committees.

The Board of Directors will oversee and support the FSMS Academy administration and staff. The Board of Directors will supervise the Executive Director and ensure that the Executive Director has access to all the necessary resources to run the school and achieve its mission. The Board of Directors will also resolve appeals made by staff members, students, and parents in the case of disputes pursuant to set policies and procedures. The Executive Director will present the required reports to Department of Education and Local School District and will communicate with them as the need arises.

The Executive Director will, represent the Board of Directors and work collaboratively with DOE and Local School District in order to provide proper delivery of the FSMS Academy's program. The Executive Director will attend the necessary meetings and professional development opportunities to ensure that proper communication at the local and state level is in place.

The school's board will conduct business in according to open meetings law, and hold open meetings four times in one academic year. All financial and other data will be available for public review per the Public Information Act.

The Board of Directors will be responsible for the following:

- Ensure that the mission of the school will be accomplished through a set of objectives and goals.
- Ensure that student achievement will take place
- Ensure compliance with all state and federal regulations
- Ensure that all reports are accurate and comply with appropriate procedures
- Hire the Executive Director and review his/her performance; hold him/her accountable for overall operation of the school
- Review the financial reports and approve operating budgets
- Review and approve financial and audit reports
- Set policies aligned with the mission and vision of the school.

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

Response:

The FSMS Academy Administrative Team will be responsible for internally managing the school. The Team will consist of the executive director, business manager, dean of academics, and dean of students. The team will handle all administrative, financial, and educational matters according to the school policies and procedures. No outside agencies will be contracted to manage any aspect of FSMS Academy. The team will assemble and distribute a Student Code of Conduct (Appendix 22) as well as an Employee Handbook (Appendix 23). Both books will have pertinent information such as a school map, phone numbers, and responsibility flow charts. Also a rewards and consequences chart will be posted in every classroom which will coordinate with the Student Code of Conduct.

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

Response:

Teachers and parents will be involved in decision making at FSMS Academy through informal discussions at the annual FSMS Academy parent picnic, newsletters and e-mail, and the FSMS Academy Parent Volunteer Organization. The administrative team will have an open door policy to address all parent and teacher concerns. Both teachers and parents will have a group representative seat on FSMS Academy's board. Teachers will be asked to submit discussion items for monthly faculty meetings. The Dean of Academics will meet monthly with a teacher liaison to address curriculum and professional development concerns. The administration team will host informal breakfast meetings to hear staff concerns. All parents and teachers who have made an outstanding contribution to the success of FSMS Academy will be recognized in June at the annual FSMS Academy picnic.

At the beginning of each school year, the Executive Director will coordinate an orientation program designed for parents, teachers, and other community members to ensure their effective involvement and participation in the activities of the public charter school. Other methods of orientation will include the following:

- Annual back to school nights
- New teacher orientations
- Home visits
- Periodic newsletters
- School website
- Invitation of members and leaders of the local community to the school on a regular basis

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

Response:

Once the charter is approved an executive director and business manager will be hired by the summer of 2010. In the spring of 2011 FSMS Academy will advertise for certified teachers and/or individuals eligible for Alternative Routes to Certification (ARTC) enrollment, paraprofessionals, custodial and clerical help to be hired by August of 2011. The criteria for each of these positions have been established in the job descriptions listed in Section 8, Economic Viability, Part A. Only highly qualified candidates will be considered.

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

Response:

FSMS Academy will comply with the teacher certification requirements of the Delaware charter law. FSMS Academy will recruit certified teachers through advertising in regional newspapers, www.teachers-teachers.com, having a booth at job fairs, meeting with DSEA retirees, speaking to college education classes, and meeting with the retired groups of such companies as DuPont or Wilmington Trust Company. In the event FSMS Academy wants to hire a noncertified teacher, the executive director and/or his or her designee will consult with Mary Ellen Kotz (Contact person at the new teacher mentoring and induction program at the state of Delaware) to verify certification and/or check for eligibility in the ARTC program. As it is described by charter law, non-certified teachers can be hired up to 35% of the total number of teachers at FSMS academy in case the need arises. However, special education teachers are required to be certified teachers at FSMS Academy in any case. Also the school will strongly encourage any noncertified teachers to get certified.

Clarifying Question on 1/19/2010 3:07 PM

This section needs to include the 'Highly Qualified' criteria.

Clarifying Answer on 2/10/2010 11:21 PM

FSMS Academy will comply with the teacher certification requirements of the Delaware charter law. FSMS Academy will recruit highly qualified teachers through advertising in regional newspapers, www.teachers-teachers.com , having a booth at job fairs, meeting with DSEA (The Delaware State Education Association) retirees, speaking to college education classes, and meeting with the retired groups of such companies as DuPont or Wilmington Trust Company. In the event FSMS Academy wants to hire a highly qualified noncertified teacher, the executive director and/or his or her designee will consult with Mary Ellen Kotz (Contact person at the new teacher mentoring and induction program at the state of Delaware) to verify the qualifications and/or check for eligibility in the ARTC program. As it is described by charter law, highly qualified non-certified teachers can be hired up to 35% of the total number of teachers at FSMS academy in case the need arises. However, special education teachers are required to be highly qualified certified teachers at FSMS Academy in any case. Also the school will strongly encourage any highly qualified noncertified teachers to get certified.

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

Response:

FSMS Academy's salary scale will be comparable to the Christina School District salary scale. All contracts will be signed annually before the school's start day, usually before the end of July. Either FSMS Academy and/or the employee can terminate the contract by giving a two-week notice. Employees will be hired through a recruitment process under the control of the Executive Director. The Executive Director will make a decision about the individuals who will be part of this process. Before any contracts are signed the Executive Director will assess each candidate's certification status. FSMS Academy will call the contact person at the new teacher mentoring and induction program at the state of Delaware, if there are any questions. The contract will include the employee's hours to be worked, the salary to be paid and accompanying benefits, the contract will also clearly state that this is a "at will" position. The Executive Director will apprise any employee if evaluations are unsatisfactory and will work with that person via an improvement plan. In May of each year, the Executive Director will meet with any employees on an improvement plan to discuss whether or not continued employment is possible. The employees will know upon being hired that any grievances or complaints are firstly to be addressed with the Executive Director; but he or she also has the option of addressing the board afterwards. Also, upon being hired

the FSMS Academy policy for FMLA (The Family and Medical Leave Act) will be explained and will also be included in writing in the Employee Handbook (Appendix 23).

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

Response:

FSMS Academy will use the Delaware Performance Appraisal System for teacher and staff evaluations. The Executive Director will receive training for the use of the DPAS II. Teachers and staff will be advised at the time of hire that the DPAS II will be used for their evaluation. Original evaluation forms will be included in the employee file with signed copies returned. Teachers coming in that have three or more successful years of teaching experience in a public school will receive a minimum of two evaluations during the course of the year, one announced and one unannounced. Teachers with less than three years of experience teaching in a public school will receive three observations, two of which will be unannounced.

Clarifying Question on 1/19/2010 3:07 PM

The regulations have changed since the submission of the charter application. This sections just need some updating on the number for formative evaluations.

Clarifying Answer on 2/12/2010 12:36 PM

FSMS Academy will use the Delaware Performance Appraisal System Second Edition (DPAS II) for teacher and staff evaluations. The Executive Director will receive training for the use of the DPAS II. Teachers and staff will be advised at the time of hire that the DPAS II will be used for their evaluation. Original evaluation forms will be included in the employee file with signed copies returned. Effective experienced teachers of FSMS Academy will receive at least 1 Announced Observation each year and at least 1 Summative Evaluation every 2 years.

FSMS Academy's experienced teachers, who are rated "Needs Improvement" or "Ineffective" on their most recent Summative Evaluation according to DPAS II, will receive a minimum of 1 Announced Observation and at least 1 Unannounced Observation with a Summative Evaluation at the end of 1 year period. These teachers will have an Improvement Plan which may require additional observations and other types of monitoring as outlined in the DPAS II Revised Guide for Teachers.

Novice Teachers of FSMS Academy will receive a minimum of 1 Announced Observations and 1 Unannounced Observation with Summative Evaluation at the end of 1 year period. Novice teachers who have earned a rating of "Needs Improvement" or "Ineffective" on their most recent Summative Evaluation will have an Improvement Plan which may require additional observations or other types of monitoring as outlined in the DPAS II Revised Guide for Teachers.

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

Response:

The school will be held accountable to the parents of children at the school primarily through an annual parent satisfaction survey administered each spring. The survey will be developed to receive feedback concerning school climate and safety, educational objectives, academic growth of their child, and overall satisfaction with the school. Questions will be developed by the Executive Subcommittee of the board and will take into account any feedback that has been received by parents thus far. The survey will be issued two times in the first year of operation to allow staff and administration an opportunity to correct any problems before they become long term issues. In addition, teachers will be expected to return all parent phone calls and e-mails within 24 hours.

Clarifying Question on 2/4/2010 3:34 PM

I like the last sentence of your answer. Surveys are inadequate measures. How else will you hold yourselves accountable to parents who have entrusted you with the education of their children? JTW

Clarifying Answer on 2/16/2010 3:40 PM

Our teachers will visit parents quarterly at their home and provide feedback. This will provide an opportunity to parents to discuss

their children's' educational progress and their concerns if there is any. In addition, FSMS Academy will hold a parent-teacher conference at middle of each semester.

Our annual FSMS Academy picnic will provide another environment to our parents to learn and discuss about the school operations and to state their comments concerns.

Also Pinnacle SIS will provide detailed reports about students' progress year around to parents. Parents can obtain scores, attendance, homework, grades, detailed analysis of their educational progress through our unique and free software.

FSMS Academy will send 2 printed reports about student's performance and behavior to the parents within one semester.

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

Response:

The FSMS Academy Administrative Team will be responsible for internally managing the school. The Team shall consist of the Executive Director, Business Manager, Dean of Academics, and Dean of Students. The team shall handle all administrative, financial or educational matters according to the policies and procedures set by the board. No outside agencies will be contracted to manage any aspect of FSMS Academy.

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

Response:

No outside agencies will be contracted to manage any aspect of FSMS Academy.

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

Response:

Although the educational focus of the school will be on mathematics and science, marketing and recruitment efforts will target all students in Newark area regardless of their skills and interest. FSMS Academy believes that all interested parties can be reached most effectively with a no restriction approach. Upon approval of its charter application, FSMS Academy will undertake the following measures, among others, to recruit students (and will provide translation services, if necessary, for all promotional materials and any person-to-person interaction requiring an English translation):

- Mail fliers and informational packages to parents of 5th and 6th grade students in the area schools.
- Post ads and notices in local newspapers and at shopping and community centers.
- Hold open houses at local public libraries and make presentations in community associations meetings.
- Hand out fliers at shopping centers.
- Canvass neighborhoods to further reach out to potential parents and students.

Once the school application is approved, we will use our contacts in community organizations, churches, and businesses for opportunities to make presentations at their meetings and services to potential parents. In addition, we will schedule open houses at the area public libraries and put ads in local newspapers announcing the opening of the school.

FSMS Academy will also establish a website (www.fsmsacademy.org) to inform the public about the charter school project. In this website, general information will be provided and contact information for FSMS Academy will be given. When the School is in operation, the website will provide up-to-date information to the FSMS Academy community.

Student recruitment admissions and lottery timeline is provided in appendix 24.

FSMS Academy plans the use all funds from the DEDOE Planning and Design Grant in the amount of \$125,000 prior to the opening of the school.

FSMS Academy shall assume that the current local per pupil rate is \$2,508.75. The projected school population and corresponding local and state funds are presented in tables 1 and 2 of appendix 25. Support surveys including signatures of potential parents can be found in appendix 26.

The FSMS Academy will apply for and anticipates receiving planning & design and implementation grants from DEDOE totaling \$725,000 over three years. If the need arises, FSMS Academy will also apply for a line of credit to help with start-up costs. If the per pupil allocations are not available as early as expected, or are lower than expected, FSMS Academy will seek donations from its supporters and will apply for low interest loans.

FSMS Academy and the school PVO (Parent Volunteer Organization), shall coordinate and organize fundraising activities on a regular basis to generate capital and supplement the per pupil allocation for operating expenses. As for raising funds to cover planning and development expenses expected to occur prior to opening the school, FSMS Academy will apply for the DEDOE planning & design grant, and, if needed, will seek donations from its supporters.

We believe that our efforts will be a balanced recruitment campaign where each prospective student and his/her family in the local community will have an equal chance to learn about and apply for FSMS Academy regardless of racial and socio-economic status. Specifically, mailings to potential parents and handing out fliers at local shopping centers and neighborhood bus stations will be instrumental in publicizing the school to typically “harder to reach” families.

The FSMS Academy will have an open-enrollment policy. FSMS Academy shall not discriminate on the basis of race, color, national origin, religion, gender, ethnicity, sexual orientation, mental or physical disability, age, ancestry, or athletic performance in its admission of students. The school will be open to all district students who are eligible to attend CSD schools on a space-available basis. This will help us to focus on student’s needs and open supplementary courses.

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

Response:

The school will be open to all district students who are eligible to attend Christina School District (CSD) schools on a space-available basis. FSMS Academy will conduct a public lottery each spring, per CSD guidelines, that gives each student an equal chance of being selected should the number of applicants exceed the capacity of the school’s grade levels or facilities. Once a child is enrolled in FSMS Academy, any sibling of that child can be admitted without going through the lottery. After the lottery process is over, each new student will be required to present proof of district residency in the form of a utility bill, bank account statements, lease or deed, etc. A complete list of acceptable documents per CSD Policies shall be made available to parents prior to enrollment. For nonresident students, FSMS Academy will follow the CSD policy Article 5 Section 508: Nonresident Tuition.

As a public charter school, FSMS Academy will be open to all children residing in Christina or Colonial School Districts. FSMS Academy will admit all eligible pupils who submit a timely application. FSMS Academy will give enrollment preference to pupils returning to the school in the second or any subsequent year of its operation and to siblings of pupils already enrolled in the school. If,

by the application deadline, the number of applications exceeds the capacity of a program, class, grade level, or building, all applications for that program, class, grade level, or building will be selected for the available slots through an equitable selection process, such as a lottery, except that preference shall be given to siblings of a pupil. After the application deadline, pupils for any remaining slots or from a waiting list will be accepted in chronological order.

Once the admissions lottery process is completed, FSMS Academy will request information from previous school/district regarding which students have special needs, including those with disabilities, gifted and talented status, and English language learners (ELL). Should an enrolled student have any disabilities, FSMS Academy staff will complete the Individualized Educational Plan (IEP) process where all decisions will be made in accordance with DEDOE regulations (Article 5 Section 511) and IDEA. In order to provide the appropriate special education services to the students who need them, FSMS Academy will work with the DEDOE Special Education Department to ensure that appropriate services, accommodations, and modifications are provided accordingly.

Clarifying Question on 2/3/2010 8:58 PM

Who are considered non-resident students?

Clarifying Answer on 2/10/2010 11:21 PM

There was a mistake in our original answer. Now we have modified it as presented below. There are no non-resident students and there is no tuition for anybody.

The school will be open to all district students who are eligible to attend Christina School District (CSD) schools on a space-available basis. FSMS Academy will conduct a public lottery each spring, per DEDOE guidelines, that gives each student an equal chance of being selected should the number of applicants exceed the capacity of the school's grade levels or facilities. Once a child is enrolled in FSMS Academy, any sibling of that child can be admitted without going through the lottery. After the lottery process is over, each new student will be required to present proof of district residency in the form of a utility bill, bank account statements, lease or deed, etc. A complete list of acceptable documents per DEDOE Policies shall be made available to parents prior to enrollment.

As a public charter school, FSMS Academy will be open to all children residing in Christina or Colonial School District. FSMS Academy will admit all eligible pupils who submit a timely application. FSMS Academy will give enrollment preference to pupils returning to the school in the second or any subsequent year of its operation and to siblings of pupils already enrolled in the school. If, by the application deadline, the number of applications exceeds the capacity of a program, class, grade level, or building, all applications for that program, class, grade level, or building will be selected for the available slots through an equitable selection process, such as a lottery, except that preference shall be given to siblings of a pupil. After the application deadline, pupils for any remaining slots or from a waiting list will be accepted in chronological order.

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

Response:

FSMS Academy will not provide any admission preference to children of the school's founders. The regular admission and enrollment process is applicable to all students in the area.

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

Response:

If, by the application deadline, the number of applications exceeds the capacity of a program, class, grade level, or building, all applications for that program, class, grade level or building will be selected for the available slots through an equitable selection process, such as a lottery, except that preference shall be given to siblings of a pupil. After the application deadline, pupils for any remaining slots or from a waiting list will be accepted in chronological order.

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

Response:

The time table for the application and admission process is given in appendix 24.

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

Response:

The Executive Director and Business Manager will be held accountable for the tasks between approval of the charter and school opening. Their detailed position descriptions are explained under section 8.A.

The timetable that demonstrates the tasks to be accomplished between approval of the charter and school opening is in appendix 27.

10. Insurance

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

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

Response:

The First State Math and Science Academy will obtain the following types of insurances.

Property insurance \$500,000

Director's and Officers insurance \$1,000,000

Liability insurance \$1,000,000

The insurance for the directors and officers will start upon the approval of the charter in June of 2010. The property and liability insurance will take effect July, 2011.

11. Student Discipline and Attendance

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

Response:

The abbreviated version and full version of the Student Code of Conduct will be handed to both students and parents upon acceptance to the First State Math and Science Academy. The Dean of Students will also give a brief overview of the student and parent responsibilities based on the Student Code of Conduct. The full version of the Student Code of Conduct will also be available on the FSMS Academy’s website. Upon request, a hard copy of the Student Code of Conduct will be provided. Please see the draft of the Student Code of Conduct in Appendix 22.

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

Response:

First State Math and Science Academy will handle discipline of students with disabilities according to The AMSES which is available at:

http://www.eric.ed.gov/ERICDocs/data/ericdocs2sql/content_storage_01/0000019b/80/29/c9/56.pdf

The student’s IEP team will be directly involved in determining the appropriateness of disciplinary action. The IEP team will also be involved in possible behavioral manifestation determination decisions. The FSMS Academy will report inappropriate behavior to parents through verbal, written and online notification. All reports to agencies will be written. DEO regulations will also be followed relating to the reporting of crimes to the appropriate authorities.

FSMS Academy’s preventive discipline code can be summarized in two principles:

- Promotion of good behavior: Students will be guided to use a respectful, positive, and considerate tone of voice and body language, use positive words, and treat others like they want to be treated.
- Demotion of negative behavior: If a student continues to make poor choices over an extended period of time, the student, teacher, parent, and dean of students will have a conference, resulting in the loss of privileges.

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

Response:

The Student Code of Conduct will be distributed to parents, students, and other interested individuals. The executive director will maintain written records of infractions to the Code of Conduct. These records will contain data about the incident, perpetrator(s) and victim, and disposition of the incident. All incidents reportable under 14 DE Code, Section 4112 will be reported as required. In addition, the Executive Director will likewise advise the board of such incidents at the next board meeting. Annual summary data will be presented at the annual meeting of the Board of Directors.

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

Response:

The attendance records will be tracked by FSMS SIS which will be available to both students and parents. Daily attendance will be taken during homeroom by teachers. Students not present will be marked with an unexcused absence. Upon receiving a note from a parent, the student's absence will be excused. Excused absences shall consist of doctor's appointments, illness, college visits, religious holidays, and court dates. Teachers will take classroom attendance on a daily basis. Students must be present for 95% of each class to meet attendance requirements. Teachers will report students not meeting the attendance policy to the Administrative Team. As a result, the parents will be notified after the third class absence. The attendance policy will be included within the materials distributed upon enrollment.

12. Health and Safety

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

Response:

The board's highest priority is to provide a safe and healthy environment for all members of FSMS Academy family, namely students, staff, parents, and guests. The board will commit to establishing minimum standards, safeguards, and requirements that are at least equal to those employed by the Delaware Department of Education in assuring the safety and health of its students to achieve this goal. FSMS Academy will have a registered nurse on staff who will be responsible for operating under the Nursing Technical Assistance Manual issued by the Delaware Department of Education.

Prior to commencing instruction, FSMS Academy will adopt and implement a comprehensive set of health, safety, and risk management policies. These policies will be developed by the school nurse and the school's insurance carriers and at a minimum will address the topics that are answered in the following questions.

Clarifying Question on 2/3/2010 3:49 PM

RN: Will the school ensure the nurse is licensed to practice in Delaware? Will the nurse be required to complete the Basic School Nurse course or any portions? Will the nurse be required to meet DOE school nurse certification and licensure requirements? Will the school nurse position be full-time? If not, what plan is developed to address the health and safety of students and staff?

QUESTIONS: Please contact Linda C. Wolfe, lwolfe@doe.k12.de.us, with any questions. LCWolfe

Clarifying Answer on 2/7/2010 7:25 PM

FSMS Academy will ensure the nurse is licensed to practice in Delaware. FSMS Academy will require the nurse to complete Basic School Nurse course. FSMS Academy will require school nurse to meet DOE school nurse certification and licensure requirements. For the first 2 years of FSMS Academy, School Nurse will be part time. After, there will be one full time nurse as specified in Appendix 16. Since school nurse will be employed part time in the first 2 years, in the absence of school nurse, upon emergency the school nurse will be contacted by phone.

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

Response:

FSMS Academy will require all newly hired staff to have a background check done by State Bureau of Investigation. A copy of the background check from the Bureau will be sent directly to FSMS Academy's Business Manager and receipt thereof acknowledged before a recommendation for hiring can be made to the Board.

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

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

Response:

Parent/guardians will be contacted requesting the physical form (Exam must be done within the last 2 years.) from the physician stating that the child has received a recent physical exam. A new enrollee will have 14 days to comply with this regulation.

Proof of a student's recent immunizations will be collected at the time of enrollment. The information will be reviewed, maintained, and monitored by the school nurse, and will be maintained as part of the student's health record.

The school nurse will administer medications and all medical treatments in accordance with the Nursing Technical Assistance Manual and Regulations, and any other appropriate governmental regulations or professional guidelines.

The school nurse will conduct an active screening program for vision, hearing, orthopedics, etc. as prescribed in the Nursing Technical Assistance Manual and Regulations.

The school nurse will organize students' health records in a manner that allows easy access. The nurse will review health records to identify students with special health concerns and keep records up to date. Confidentiality of student health information is governed by local, state and federal legislation. The nurse will also distribute an emergency response information chart to be displayed in every classroom.

Procedures and training will be provided for the following topics: response to natural disasters and emergencies, including fires and earthquakes; preventing contact with blood-borne pathogens; emergency response training including appropriate "first responder" training or its equivalent; a policy that the school will be housed in facilities that have received state Fire Marshal approval and that have been evaluated by a qualified structural engineer who has determined that the facilities present no substantial seismic safety hazard; a policy establishing that the school functions as a drug, alcohol, and tobacco free workplace.

When a child's IEP states a medical need is present the Nurse will be notified what the need is and asked to be present for IEP meetings.

Clarifying Question on 2/3/2010 4:20 PM

HEALTH RECORDS: Where and how will health records be maintained? Is it the school's intent to use computerized records? (Refer to Regulation 811.)

OTHER: How will controlled substances be stored and maintained? (Refer to Regulation 817.)

QUESTIONS: Please contact Linda C. Wolfe, lwolfe@doe.k12.de.us with any questions. LCWolfe

Clarifying Answer on 2/7/2010 7:01 PM

As stated in Regulation 811, FSMS Academy shall maintain and keep health records in electronic format. School Nurse will be responsible for taking the health records and keeping them up to date. Health records will be kept in School Nurse's office.

As it is stated in Regulation 817, all medications classified as controlled substances shall be counted and reconciled each month by the school nurse and kept under double lock. Such medications should be transported to and from school by an adult.

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

Response:

The school's exact location has not been determined yet. However, it is planned to be located in New Castle County Christina School District area.

Clarifying Question on 1/29/2010 10:40 AM

Please provide the DOE Ed. Associate of Education Facilities Planning, Construction and Operations with a facilities plan to include any proposed lease agreements, facility locations, facility design lay-out, potential renovation plans and budget etc.

Clarifying Answer on 2/16/2010 3:26 PM

Please see the answer on question 8c.

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

Response:

The new school facilities will be in full compliance with applicable building codes for public schools. The facilities will be accessible for individuals with disabilities. After the determination of the exact location of the school, all renovations will be submitted and permits will be taken in order to be fully compliant with the applicable building codes for public schools.

Clarifying Question on 1/29/2010 10:40 AM

Please provide the DOE Ed. Associate of Education Facilities Planning, Construction and Operations with a facilities plan to include any proposed lease agreements, facility locations, facility design lay-out, potential renovation plans and budget etc.

Clarifying Answer on 2/16/2010 3:26 PM

Please see the answer on question 8c.

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

Response:

It will be explained when the school building will be determined.

Clarifying Question on 1/29/2010 10:40 AM

Please provide the DOE Ed. Associate of Education Facilities Planning, Construction and Operations with a facilities plan to include any proposed lease agreements, facility locations, facility design lay-out, potential renovation plans and budget etc.

Clarifying Answer on 2/16/2010 3:26 PM

Please see the answer on question 8c.

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

Response:

It will be explained when the school building will be determined.

Clarifying Question on 1/29/2010 10:40 AM

Please provide the DOE Ed. Associate of Education Facilities Planning, Construction and Operations with a facilities plan to include any proposed lease agreements, facility locations, facility design lay-out, potential renovation plans and budget etc.

Clarifying Answer on 2/16/2010 3:26 PM

Please see the answer on question 8c.

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

Response:

The school will contract for transportation through an approved school transportation provider who meets all applicable safety and transportation standards with funds allocated for student transportation within the per pupil amount.

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

Response:

Once student enrollment is complete, hubs will be established outside the district to provide transportation services to students who reside outside the district. Students who reside outside the district in which the school is located will be responsible for getting to and from the hub on time.

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

Response:

Special needs students will normally be transported in the same manner as regular students. The possible need for specialized transportation will be driven by the IEP process.

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

Response:

Owners of the places where the hubs are located will be informed and any issues will be addressed in a timely fashion. Furthermore, the business manager and the winner of the bus contract will "ride" the various routes to check for safe access to the hub in the summer of 2011.

All students and parent/guardians must follow FSMS Academy Code of Conduct on a school bus. All rules and regulations are binding by the State of Delaware Transportation Laws. FSMS Academy Code of Conduct will apply to boarding, riding, and exiting the school bus.

Clarifying Question on 1/29/2010 5:39 PM

Clarification: Who will oversee daily school transportation operations, maintain driver records and develop operational plans for contingencies?RL

Clarifying Answer on 2/7/2010 6:42 PM

Business Manager will oversee daily school transportation operations, maintain driver records and develop operational plans for contingencies.

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

Response:

FSMS Academy will serve lunch available for the full purchase price or less for all the students without any service charges. In addition, students will also be allowed to bring their lunch to school. FSMS Academy will contract with a private catering company for the school's food services.

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

Response:

FSMS Academy will comply with all the requirement of the Federal and Reduced Lunch Program for eligible students. The process to identify those in need of this service will be to send a questionnaire to new enrollees with their admission package.

13. Student and School Data

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

Response:

First State Math and Science Academy will have processes and procedures that fully comply with the Family Education Rights and Privacy Act (FERPA) and Delaware Department of Education regulations regarding the handling and disclosure of students' records. These policies and procedures will be a part of the Student Handbook.

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

Response:

The Academy will be part of the State's Pentamation pupil accounting system. The use of this system should aid in timely transfer of student data and records to other schools and the DOE. FSMS Academy staff will be fully trained on the system at least 90 days prior the opening of school. A primary indicator of successful planning efforts during the first year, will be the timely obtaining 100% of student records prior to the opening of the program.

14. Management Companies

- A)** The board of directors shall annually certify to the Department, on a form provided by the Department, that prior to the payment of any fees or other sums to any management company employed by the board, the board shall ensure that sufficient revenues of the

school are devoted to adequately support the school's proposed educational program. Such form of certification may require documentation of all actual or proposed expenditures by the school. Failure to provide sufficient funds to adequately support the school's proposed education program shall be grounds for revocation of the school's charter. A management company may be a company that manages any aspect of the school to include administrative and financial functions as well as the educational process. Provide with this application a copy of the contract to include detailed descriptions and delineation of responsibilities between the school and the management company. (Renewal/Modifications – provide original documentation and any changes)

Response:

We do not employ any management companies.

ASSURANCES

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

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

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

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

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

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

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

Date of Signature

First State Math and Science Academy

Name of the Charter School

Signature of the Chairperson of the Board of Directors

Signature of Member of the Board of Directors

Signature of Member of the Board of Directors

Signature of Member of the Board of Directors

Signature of Member of the Board of Directors

Signature of Member of the Board of Directors

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