I AM... Academy Leadership & Technical Institute

Budget Narrative

State and Local Funds

Personnel Salaries/Other Employer Cost

Line 7 Teachers taken from Revenue sheet Estimated Cost Per Position (ECPP) each year

Line 8 – Principal and Administrative taken from Revenue Sheet ECPP
Principal/Administrative/Supervisor – includes allocation for School Leader and Adminstrative Assistant and allocation for Assistant Principal position

Line 9 – 1 FTE for Nurse/Teacher line item is combination of health teacher and p/t nurse position.

Line 10 – 2 Clerical positions base on Revenue ECPP

Line 11 – 1 Custodial position based on Revenue ECPP

Line 12 – Allocated 1 teacher position for Substitute and 2 in year 4.

Line 13 – Other includes allocation for additional administrative duties for lead teachers – Technology/Media/Library additional $22,500
Facilties/Transportation Manager 59,600, 2 part time cafeteria staff based on ECPP ($29,717) .5 Part time Business Manager/HR $22,500
totals $134,317 for years 2 and 3. Year 4 increase to full time Business Manager 60k, and 2 additional cafeteria staff and a full time Technology manager – 60k

Line 14 – Other employee costs are based on 25.44% of Salaries

Line 15 – Health Insurance based on allocation of $8,000 per FTE

Student Support

Line 17- Transportation costs for all years are calculated based on Charter School Revenue Sheets + additional transportation costs based on Pencader High school cost per student for transportation - $1,000.00/student. The additional transportation will be for extracurricular activities and field trips.

Line 18 – Cafeteria funds $0 will be taken out of other funds

Line 19- Extra Curricular costs are budgeted for Football and girls' and boys' basketball. They are based on estimates given by an Athletic Director for Sun Valley School District in Pennsylvania – Starting in Year 3.

Line 20- Supplies and Materials costs are budgeted based on costs from Staples and EGRO in Demand.

Line 21- Texts book costs are based on estimates by McGraw Hill Glencoe.

Line 22- Computer costs are budgeted based on estimates given by Apple and Dell.

Line 23 – Starting Year 3 will add multi-media training consultants for student instruction and productions at the rate of $750/week * 36 weeks based on quote from Global Media Productions. Year 4 and 5 will adjust training to accommodate more media classes and production $1,500/week * 36 weeks.

Line 24- Other costs are based on estimated costs for after school academic enrichment program based on 20% student participation at an average rate of $375/student.

In year 3, 4 and 5 we will purchase digital audiovisual equipment for student audio visual lab and TV production studio, 10 HD digital cameras - $50,000, editing software $300 * 20, CD and DVD duplication machines $10,000, Audio production equipment 125,000.00. Total: 245,000/year

Operations and Maintenance of Facilities

Line 25-Insurance costs are budgeted based on estimates given by Lindsey Insurance Group.

Line 26-Rent costs are based on an estimate given by Real Estate Company for 211 Lake Drive, Newark a 44k square foot building at a rate of $14/sq ft. In year 4 and 5 we will expand facilities or purchase a new building to accommodate growth. We estimate needing another 44k square foot building with full athletic facilities.

Line 28- Utilities costs are based on estimates given by building landlord at a rate of $2.25/square foot.

Line 29- Maintenance costs are given based on comparisons to other schools within the area of a building this size.

Line 30- Telephone/ Communication costs are based on estimates given by Rauland-Borg MidAtlantic includes Networking and maintaining telephone and wireless services.

Line 32- Renovation costs are based on estimates given for painting services and upgrades which include additional furniture for staff and students each year. (Major renovations will take place in year one from the "Other budget)

Administrative/Operations Support

Line 34-Equipment Lease/Maintenance costs are based on comparisons to other schools within the area.

Line 35-Equipment Purchase costs are based on comparisons to other schools within the area.

Line 36- Supplies and Materials costs are based on office supplies for staff, teachers based on costs from Staples and EGRO in Demand, Inc.

Line 37- Printing and Copying costs are based on prices from Toshiba for leased printing and copying machines.

Line 38- Postage and shipping are based on estimates given by the USPS for bulk mailings to the parents.

Line 42 – Curriculum support estimated at $40/hour for 200 hours, Professional Development is based on $1500/teacher of 23 teachers, Administrative Staff Professional Development an average of $1500/staff of 10
Line 43 – Estimate from Innovative Schools – Contract to be negotiated.

Federal Funds

Student Support

Line 16- General Office Supplies and Materials costs for start up and Marketing are budgeted based on costs from Staples and EGRO in Demand.

Line 17- Texts book costs are based on estimates by McGraw Hill Glencoe.

Line 18- Computer costs are budgeted based on estimates given by Apple and Dell.

Line 19 – Year 2 ELA and STEM student tutoring/enrichment program based on average cost of programs at area schools, 50% participation at an average rate of $500 per student.

Line 20 – Musical instruments for music program, digital musical equipment and music software budgeted amount $140,000

Operation and Maintenance of facilities

Line 26- Telephone/ Communication costs are based on estimates given by Rauland-Borg MidAtlantic.

Administrative/Operations Support

Line 31- Equipment Purchase costs are based on estimates given by school equipment vendors.

Line 32- Supplies and Materials costs are based on comparisons to other schools within the area.

Line 33- Printing and Copying costs are based on prices from Staples.

Line 34- Postage and shipping are based on estimates given by the USPS.

Line 35 – Project Management of school marketing, strategic planning and implementation based on $1,700 per week for 36 weeks for school development

Other Funds

Line 1- Grant Revenue received from the Walton Foundation.

Line 2- Grant Revenue received from the Longwood Foundation will be used for capital expenditures and operating costs.

Line 3- Grant Revenue received from the Welfare Foundation will be used for capital expenses.

Line 4- Grant Revenue received from the E-Rate Foundation will be used for training and smart board expenses.

Line 5- Cafeteria fees will be collected for breakfast and lunch at a rate of $3.50 per student.

Line 6-Fund Raising revenue will be required of the board of directors as part of the bylaws

Line 7- 21st Century grant money will be used for after school program, based on cost for area school programs.

Line 8- Carry over funds will be carried over into the following year.

Personal Salaries/Other Employer Costs

Line 15- The Longwood foundation funds will be used to hire coaches for the athletic teams.

Student Support

Line 20- The Cafeteria fees collected will be used to fund the cafeteria expenses.

Line 21- Extra Curricular costs are budgeted for Football and girls' and boys' basketball. They are based on estimates given by an Athletic Director for Sun Valley School District in Pennsylvania.

Line 22- Supplies and Materials costs are budgeted based on costs from Staples and EGRO in Demand.

Line 23- Texts book costs are based on estimates by McGraw Hill Glencoe.

Line 24- Computer costs are budgeted based on estimates given by Apple and Dell.

Operations and Maintenance

Line 28- Costs based on estimate given by leasing company to secure building.

Line 34- Renovation costs are based on estimates given by representative of Tishman Construction Company.

Line 35 – Facilities Project Management Fees estimate from Tishman representative.

Administrative/Operations Support

Line 36 – additional copiers and office equipment leasing.

Line 37- Equipment Purchase costs are based on estimates given based on area school expenditures and equipment vendors for smart board technology and projectors year 2 and 3. Equipment for athletic department in year 4 and 5.

Line 38- Supplies and Materials costs are for furniture and library media are budgeted based on costs based on area school budget allocation.

Line 39- Printing and Copying costs are based on prices from Staples.

Line 40- Postage and shipping are based on estimates given by the USPS.

41 – Professional Development for School Leader and Board of Directors

44 – Curriculum Support from Innovative schools based on quote given over the phone for technical assistance.

45 – Auditing and payroll services
46 – Legal services

Charter School Application Budget Worksheet

State Local & Loan Revenue

		YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
1	State Appropriations	$0	$2,364,500	$3,554,484	$4,831,095	$6,063,945
2	School District Local Fund Transfers	$0	$1,046,601	$1,578,069	$2,204,472	$2,775,370
3	Prior Year Carryover Funds	$0	$0	$79,404	$621,916	$848,342
4	Construction Loans	$0	$0	$0	$0	$0
5	Equipment Loans	$0	$0	$0	$0	$0
6		$0	$0	$0	$0	$0
	STATE LOCAL & LOANS REVENUE	$0	$3,411,101	$5,211,957	$7,657,483	$9,687,658

State Local & Loans Expenses

		YEAR 1		YEAR 2		YEAR 3		YEAR 4		YEAR 5	
	Personnel Salaries / Other Employer Costs		FTE		FTE		FTE		FTE		FTE
7	Teachers	$0	0.00	$782,250	21.00	$1,229,250	33.00	$1,751,868	47.00	$2,208,318	59.23
8	Principal/administrative	$0	0.00	$124,407	1.50	$185,288	2.00	$191,313	2.00	$250,527	3.00
9	Nurse	$0	0.00	$44,202	1.00	$44,202	1.00	$80,600	2.00	$80,600	2.00
10	Clerical	$0	0.00	$58,510	2.00	$58,510	2.00	$70,593	3.00	$70,593	3.00
11	Custodial	$0	0.00	$23,531	1.00	$35,296	1.50	$47,062	2.00	$47,062	2.00
12	Substitutes	$0	0.00	$37,500	1.00	$37,500	1.00	$75,000	2.00	$75,000	2.00
13	Other	$0	0.00	$134,317	4.00	$134,317	4.00	$239,034	7.00	$239,034	7.00
14	Other Employer Costs (25.44 % of Salaries)	$0		$306,480	31.50	$438,678	44.5	$624,672		$755,348	
15	Health Insurance	$0		$204,000		$304,000		$432,000		$537,840	
16	Other Benefits	$0		$0		$0		$0		$0	
	SUBTOTAL SALARIES / OTHER EMPLOYER COSTS	$0	0.00	$1,715,197	31.50	$2,467,041	44.50	$3,512,142	65.00	$4,262,322	78.23
	Student Support										
17	Transportation	$0		$400,000		$600,000		$840,000		$1,040,000	
18	Cafeteria	$0		$0		$0		$0		$0	
19	Extra Curricular	$0		$0		$30,000		$40,000		$45,000	
20	Supplies and Materials	$0		$15,000		$15,000		$15,000		$15,000	
21	Textbooks	$0		$20,000		$30,000		$55,000		$65,000	
22	Computers	$0		$100,000		$225,000		$250,000		$300,000	
23	Contracted Services	$0		$0		$27,000		$54,000		$54,000	
24	Other	$0		$30,000		$290,000		$308,000		$324,500	
	SUBTOTAL STUDENT SUPPORT	$0		$565,000		$1,217,000		$1,562,000		$1,843,500	
	Operations and Maintenance of Facilities										
25	Insurance	$0		$22,000		$22,000		$22,000		$22,000	
26	Rent	$0		$616,000		$616,000		$1,232,000		$1,232,000	
27	Mortgage	$0		$0		$0		$0		$0	
28	Utilities	$0		$100,000		$100,000		$200,000		$200,000	
29	Maintenance	$0		$35,000		$40,000		$80,000		$80,000	
30	Telephone/Communications	$0		$18,000		$18,000		$36,000		$36,000	
31	Construction	$0		$0		$0		$0		$0	
32	Renovation	$0		$50,000		$50,000		$100,000		$100,000	
33	Other	$0		$0		$0		$0		$0	
	SUBTOTAL OPERATIONS AND MAINTENANCE OF FACILITIES	$0		$841,000		$846,000		$1,670,000		$1,670,000	
	Administrative/Operations Support										
34	Equipment Lease/Maintenance	$0		$8,000		$10,000		$10,000		$10,000	
35	Equipment Purchase	$0		$10,000		$15,000		$20,000		$25,000	
36	Supplies and Materials	$0		$20,000		$20,000		$20,000		$20,000	
37	Printing and Copying	$0		$10,000		$10,000		$10,000		$10,000	
38	Postage and Shipping	$0		$5,000		$5,000		$5,000		$5,000	
39	Other	$0		$0		$0		$0		$0	
	SUBTOTAL ADMINISTRATIVE/OPERATIONS SUPPORT	$0		$53,000		$60,000		$65,000		$70,000	
	Management Company										
40	Fees	$0		$0		$0		$0		$0	
41	Salaries/Other Employee Costs	$0		$0		$0		$0		$0	
42	Curriculum/Professional Development	$0		$57,500		$0		$0		$0	
43	Accounting and Payroll	$0		$100,000		$0		$0		$0	
44	Other	$0		$0		$0		$0		$0	
	SUBTOTAL MANAGEMENT COMPANY	$0		$157,500		$0		$0		$0	
	STATE LOCAL & LOANS EXPENDITURES	$0		$3,331,697		$4,590,041		$6,809,142		$7,845,822	
	REVENUE LESS EXPENDITURES	$0		$79,404		$621,916		$848,342		$1,841,837	
	2 % CONTINGENCY CHECK	$0.00		$68,222.02		$104,239.14		$153,149.67		$193,753.16	

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Charter School Application Budget Worksheet

Federal Revenue	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
Charter Federal Start-up Funds	$125,000	$300,000	$300,000	$0	$0
Other Federal Funds(Title 1 funds)	$0	$0	$120,000	$168,000	$208,000
FEDERAL REVENUE	$125,000	$300,000	$420,000	$168,000	$208,000

Federal Expenses	YEAR 1		YEAR 2		YEAR 3		YEAR 4		YEAR 5	
Personnel Salaries / Other Employer Costs		FTE		FTE		FTE		FTE		FTE
Teachers	$0	0.00	$0	0.00	$0	0.00	$0	0.00	$0	0.00
Principal/Administrative	$0	0.00	$0	0.00	$0	0.00	$0	0.00	$0	0.00
Nurse	$0	0.00	$0	0.00	$0	0.00	$0	0.00	$0	0.00
Clerical	$0	0.00	$0	0.00	$0	0.00	$0	0.00	$0	0.00
Custodial	$0	0.00	$0	0.00	$0	0.00	$0	0.00	$0	0.00
Substitutes	$0	0.00	$0	0.00	$0	0.00	$0	0.00	$0	0.00
Other	$0	0.00	$0	0.00	$0	0.00	$0	0.00	$0	0.00
Other Employer Costs (25.44 % of Salaries)	$0		$0		$0		$0		$0	
Health Insurance	$0		$0		$0		$0		$0	
Other Benefits	$0		$0		$0		$0		$0	
SUBTOTAL SALARIES / OTHER EMPLOYER COSTS	$0	0.00	$0	0.00	$0	0.00	$0	0.00	$0	0.00
Student Support										
Transportation	$0		$0		$0		$0		$0	
Cafeteria	$0		$0		$0		$0		$0	
Extra Curricular	$0		$0		$45,000		$0		$0	
Supplies and Materials	$10,000		$15,000		$15,000		$0		$0	
Textbooks	$35,000		$35,000		$35,000		$0		$0	
Computers	$0		$15,000		$15,000		$0		$0	
Contracted Services	$0		$100,000		$100,000		$160,000		$200,000	
Other	$0		$102,000		$140,000		$0		$0	
SUBTOTAL STUDENT SUPPORT	$45,000		$267,000		$350,000		$160,000		$200,000	
Operations and Maintenance of Facilities										
Insurance (Property/Liability)	$0		$0		$0		$0		$0	
Rent	$6,000		$0		$0		$0		$0	
Mortgage	$0		$0		$0		$0		$0	
Utilities	$0		$0		$0		$0		$0	
Maintenance	$0		$0		$0		$0		$0	
Telephone/Communications	$1,500		$0		$0		$0		$0	
Construction	$0		$0		$0		$0		$0	
Renovation	$0		$0		$0		$0		$0	
Other	$0		$0		$0		$0		$0	
SUBTOTAL OPERATIONS AND MAINTENANCE OF FACILITIES	$7,500		$0		$0		$0		$0	
Administrative/Operations Support										
Equipment Lease/Maintenance	$0		$0		$0		$0		$0	
Equipment Purchase	$5,000		$15,000		$15,000		$0		$0	
Supplies and Materials	$0		$2,500		$2,500		$0		$0	
Printing and Copying	$350		$250		$250		$0		$0	
Postage and Shipping	$350		$1,000		$1,000		$0		$0	
Other	$60,000		$0		$0		$0		$0	
SUBTOTAL ADMINISTRATIVE/OPERATIONS SUPPORT	$65,700		$18,750		$18,750		$0		$0	
Management Company										
Fees	$0		$0		$0		$0		$0	
Salaries/Other Employee Costs	$0		$0		$0		$0		$0	
Curriculum	$0		$0		$0		$0		$0	
Accounting and Payroll	$0		$0		$0		$0		$0	
Other	$0		$0		$0		$0		$0	
SUBTOTAL MANAGEMENT COMPANY	$0		$0		$0		$0		$0	
FEDERAL EXPENDITURES	$118,200		$285,750		$368,750		$160,000		$200,000	
REVENUE LESS EXPENDITURES	$6,800		$14,250		$51,250		$8,000		$8,000	
2 % CONTINGENCY CHECK	$7,500.00		$6,000.00		$8,400.00		$3,360.00		$4,160.00	

Charter School Application Budget Worksheet

Other Revenue	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
Walton Foundation	220,000	$220,000			
Longwood	200,000				
Welfare	300,000				
Technology (E-Rate)			$13,000	$13,000	$13,000
Cafeteria Fees	0	$273,000	$409,000	$573,300	$723,450
Fund Raising	0	$50,000	$50,000	$50,000	$50,000
21st century grant	0		$150,000	$150,000	$150,000
Carryover Funds	0	$22,800	$35,000	$57,600	$37,500
OTHER REVENUE	$720,000	$565,800	$657,000	$843,900	$973,950

Other Expenses	YEAR 1		YEAR 2		YEAR 3		YEAR 4		YEAR 5	
Personnel Salaries / Other Employer Costs		FTE		FTE		FTE		FTE		FTE
Teachers	$0	0.00	$0	0.00	$0	0.00	$0	0.00	$0	0.00
Principal/Administrative	$0	0.00	$0	0.00	$0	0.00	$0	0.00	$0	0.00
Nurse	$0	0.00	$0	0.00	$0	0.00	$0	0.00	$0	0.00
Clerical	$0	0.00	$0	0.00	$0	0.00	$0	0.00	$0	0.00
Custodial	$0	0.00	$0	0.00	$0	0.00	$0	0.00	$0	0.00
Substitutes	$0	0.00	$0	0.00	$0	0.00	$0	0.00	$0	0.00
Other	$0	0.00	$0	0.00	$0	3.00				
Other Employer Costs (25.44 % of Salaries)	$0		$0		$0		$0		$0	
Health Insurance			$0		$0		$0		$0	
Other Benefits	$0		$0		$0		$0		$0	
SUBTOTAL SALARIES / OTHER EMPLOYER COSTS	$0	0.00	$0	0.00	$0	3.00	$0	0.00	$0	0.00
Student Support										
Transportation	$0		$0		$0		$0		$0	
Cafeteria	$0		$273,000		$409,000		$573,000		$723,450	
Extra Curricular	$0				$40,000		$45,000		$45,000	
Supplies and Materials	$0				$7,500		$7,500		$7,500	
Textbooks	$35,000		$25,000		$30,000		$35,000		$35,000	
Computers	$100,000		$30,000		$32,000		$35,000		$35,000	
Contracted Services			$0		$0		$0		$0	
Other	$0		$0				$0		$0	
SUBTOTAL STUDENT SUPPORT	$135,000		$328,000		$518,500		$695,500		$845,950	
Operations and Maintenance of Facilities										
Insurance (Property/Liability)	$0		$0		$0		$0		$0	
Rent	$100,000		$0		$0		$0		$0	
Mortgage	$0		$0		$0		$0		$0	
Utilities	$0		$0		$0		$0		$0	
Maintenance	$0		$0		$0		$0		$0	
Telephone/Communications	$0		$0		$0		$0		$0	
Construction	$0		$0		$0		$0		$0	
Renovation	$325,000		$50,000		$0		$0		$0	
Other	$50,000		$0		$0		$0		$0	
SUBTOTAL OPERATIONS AND MAINTENANCE OF FACILITIES	$475,000		$50,000		$0		$0		$0	
Administrative/Operations Support										
Equipment Lease/Maintenance	$0		$20,000		$20,000		$20,000		$20,000	
Equipment Purchase	$15,000		$75,000		$0		$25,000		$25,000	
Supplies and Materials	$1,500		$12,000		$15,000		$15,000		$15,000	
Printing and Copying	$350		$400		$450		$550		$550	
Postage and Shipping	$350		$400		$450		$500		$550	
Other	$50,000		$0		$0		$0		$0	
SUBTOTAL ADMINISTRATIVE/OPERATIONS SUPPORT	$67,200		$107,800		$35,900		$61,050		$61,100	
Management Company										
Fees	$0		$0		$0		$0		$0	
Salaries/Other Employee Costs	$0		$0		$0		$0		$0	
Curriculum	$20,000		$0		$0		$0		$0	
Accounting and Payroll	$0		$25,000		$25,000		$25,000		$25,000	
Other	$0		$20,000		$20,000		$25,000		$25,000	
SUBTOTAL MANAGEMENT COMPANY	$20,000		$45,000		$45,000		$50,000		$50,000	
OTHER EXPENDITURES	$697,200		$530,800		$599,400		$806,550		$957,050	
REVENUE LESS EXPENDITURES	$22,800		$35,000		$57,600		$37,350		$16,900	
2 % CONTINGENCY CHECK										

FY 2011
State Funding

Charter School Revenue Calculation - Estimate

1/3/11

1.) Grade Configuration: 6-12

2.) Student Total: 400
Regular: 369
Special: 31

3.) Districts:

40	Appoquinimink	200	Christina	0	Laurel
40	Brandywine	80	Colonial	0	Milford
0	Caesar Rodney	0	Delmar	40	Red Clay
0	Cape Henlopen	0	Indian River	0	Seaford
0	Capital	0	Lake Forest	0	Smyrna
				0	Woodbridge

4.) Transportation Eligible Students: 300

5.) Meals served but not prepared by the school

Charter School Location New Castle

0

Student Total = 400

Kindergarten Students =	0.00	Unit size Kindergarten students =	17.4
Regular Students 1-3 =	0.00	Unit size regular students 1-3 =	17.4
Regular Students 4-6 =	110.00	Unit size regular students 4-6 =	20
Regular Students 7-12 =	259.00	Unit size regular students 7-12=	20
AUT Students =	0.00	Unit Size AUT Students=	4
DB Students =	0.00	Unit size DB students =	4
ED Students =	0.00	Unit size ED students =	10
EMD Students =	0.00	Unit size EMD students =	15
HHPD Students =	0.00	Unit size HHPD students =	6
ILC Students =	0.00	Unit size ILC students =	8.6
LD Students =	31.00	Unit size LD students =	8
OHI Students =	0.00	Unit size OHI students =	6
OI Students =	0.00	Unit size OI students =	6
PS Students =	0.00	Unit size PS students =	10
SMD Students =	0.00	Unit size SMD students =	6
SP Students =	0.00	Unit size SP students =	1
TBI Students =	0.00	Unit size TBI students =	6
TMD Students =	0.00	Unit size TMD students =	6
VI Students =	0.00	Unit size VI students =	8

0

FY 2011 Estimated Cost per Position
New Applicants: as per latest state/charter average salary information
Renewal and Modification Applicants: as per the last salary average for your school

# of Div I Units Generated =	23.00		
Div I Reading Resource Teacher =	0.00	$37,250	$856,750
Div I Math Specialist =	0.00	$37,250	$0
Administrative Assistant =	1.00	$37,250	$0
Percentage 11 Month Supervisor =	0.15	$51,281	$51,281
Percentage Transportation Supervisor =	0.04	$54,466	$8,170
Principal =	1.00	$62,960	$2,518
Assistant Principal =	0.00	$64,956	$64,956
Percentage Psychologist =	0.15	$56,524	$0
Percentage Speech/Hearing =	0.16	$43,139	$6,471
Percentage Visiting Teacher =	0.09	$44,584	$7,133
Percentage Driver Education Teacher =	0.00	$43,589	$3,923
Nurse =	0.17	$37,250	$0
Academic Excellence Units =	1.60	$40,300	$6,952
Clerical Units =	2.00	$37,250	$59,600
Custodial Units =	1.00	$29,255	$58,510
		$23,531	$23,531

Cafeteria Manager =	0.00	$28,544	$0
Cafeteria Worker =	2.92	$10,177	$29,717
Related Service Specialist =	0.00	$43,589	$0
Total Staffing =	33.28		
Total Staffing For Health Insurance =	30.36		

Total Salary Costs =		$1,179,512
FY 2007 OEC Rate =	25.09%	$295,940
Health Insurance Per FTE =	$8,611	$261,451
Subtotal Personnel Revenue =		**$1,736,904**

Other State Sources (based on Latest Available Values)

			0
Professional & Curriculum Development =			$ 7,820
Student Success Block Grant			$ -
Division II Units (No Vocational Courses) =	23.00		
Division II - All Other Costs - Current Unit Value =	$ 3,115		$ 71,645
Division II - Energy - Current Unit Value =	$ 2,402		$ 55,246
Division III - Equalization - Unit Value =	$ 7,379		$ 169,710
Academic Excellence Division III =			$ 11,806
Division III Reading Resource Teacher =			$ -
Division III Math Specialist =			$ -
Academic Excellence Division II =			$ -
Academic Excellence Allotment =			$ -
MCI/Annual Maintenance =			$ 22,572
LEP =			$ -
Technology Block Grants =			$ -
Student Transportation Amount =			$ 288,798

Subtotal Other Sources =	**$627,597**
Grand Total State Sources =	**$2,364,500**

New Charter School Estimated State and Local Fund Calculations

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

Please enter the following information:

Click in next box and select grade configuration from drop down menu: 6-12
Click in next box and select county from drop down menu: New Castle. Location should be Bear but it's not an option.
Enter the number of students in the red cells below by school district and student type and the estimated funds will calculate below.

Aso enter the number of tenth graders

State Funding	Local Funding	Total Funding
$2,364,500	$1,046,601	$3,411,101

UNITS	23.00

Enter Estimated # of 10th Graders Here | 0

29 Appoquinimink	#	Local Pupil Rate	Amount
Kindergarten Students =	0.00	$1,468.64	$0
Regular Students 1-3 =	0.00	$1,468.64	$0
Regular Students 4-6 =	11.00	$1,277.72	$14,055
Regular Students 7-12 =	26.00	$1,277.72	$33,221
AUT Students =	0.00	$6,388.58	$0
DB Students =	0.00	$6,388.58	$0
ED Students =	0.00	$2,555.43	$0
EMD Students =	0.00	$1,703.62	$0
HHPD Students =	0.00	$4,259.05	$0
ILC Students =	0.00	$2,971.43	$0
LD Students =	3.00	$3,194.29	$9,583
OHI Students =	0.00	$4,259.05	$0
OI Students =	0.00	$4,259.05	$0
PS Students =	0.00	$2,555.43	$0
SMD Students =	0.00	$4,259.05	$0
SP Students =	0.00	$25,554.30	$0
TBI Students =	0.00	$4,259.05	$0
TMD Students =	0.00	$4,259.05	$0
VI Students =	0.00	$3,194.29	$0
Totals	40.00		$56,859

31 Brandywine	#	Local Pupil Rate	Amount
Kindergarten Students =	0.00	$4,017.84	$0
Regular Students 1-3 =	0.00	$4,017.84	$0
Regular Students 4-6 =	11.00	$3,495.52	$38,451
Regular Students 7-12 =	26.00	$3,495.52	$90,884
AUT Students =	0.00	$17,477.62	$0
DB Students =	0.00	$17,477.62	$0
ED Students =	0.00	$6,991.05	$0
EMD Students =	0.00	$4,660.70	$0
HHPD Students =	0.00	$11,651.75	$0
ILC Students =	0.00	$8,129.13	$0
LD Students =	3.00	$8,738.81	$26,216
OHI Students =	0.00	$11,651.75	$0
OI Students =	0.00	$11,651.75	$0
PS Students =	0.00	$6,991.05	$0
SMD Students =	0.00	$11,651.75	$0
SP Students =	0.00	$69,910.48	$0
TBI Students =	0.00	$11,651.75	$0
TMD Students =	0.00	$11,651.75	$0
VI Students =	0.00	$8,738.81	$0
	40.00		$155,551

10 Caesar Rodney	#	Local Pupil Rate	Amount
Kindergarten Students =	0.00	$1,601.58	$0
Regular Students 1-3 =	0.00	$1,601.58	$0
Regular Students 4-6 =	0.00	$1,393.37	$0
Regular Students 7-12 =	0.00	$1,393.37	$0
AUT Students =	0.00	$6,996.87	$0
DB Students =	0.00	$6,996.87	$0
ED Students =	0.00	$2,786.75	$0
EMD Students =	0.00	$1,857.83	$0
HHPD Students =	0.00	$4,644.58	$0
ILC Students =	0.00	$3,240.41	$0
LD Students =	0.00	$3,483.44	$0
OHI Students =	0.00	$4,644.58	$0
OI Students =	0.00	$4,644.58	$0
PS Students =	0.00	$2,786.75	$0
SMD Students =	0.00	$4,644.58	$0
SP Students =	0.00	$27,867.49	$0
TBI Students =	0.00	$4,644.58	$0
TMD Students =	0.00	$4,644.58	$0
VI Students =	0.00	$3,483.44	$0
	0.00		$0

17 Cape Henlopen	#	Local Pupil Rate	Amount
Kindergarten Students =	0.00	$2,654.23	$0
Regular Students 1-3 =	0.00	$2,654.23	$0
Regular Students 4-6 =	0.00	$2,309.18	$0
Regular Students 7-12 =	0.00	$2,309.18	$0
AUT Students =	0.00	$11,545.90	$0
DB Students =	0.00	$11,545.90	$0
ED Students =	0.00	$4,618.36	$0
EMD Students =	0.00	$3,078.91	$0
HHPD Students =	0.00	$7,697.27	$0
ILC Students =	0.00	$5,370.19	$0
LD Students =	0.00	$5,772.96	$0
OHI Students =	0.00	$7,697.27	$0
OI Students =	0.00	$7,697.27	$0
PS Students =	0.00	$4,618.36	$0
SMD Students =	0.00	$7,697.27	$0
SP Students =	0.00	$46,183.60	$0
TBI Students =	0.00	$7,697.27	$0
TMD Students =	0.00	$7,697.27	$0
VI Students =	0.00	$5,772.96	$0
Totals	0.00		$0

13 Capital	#	Local Pupil Rate	Amount
Kindergarten Students =	0.00	$933.29	$0
Regular Students 1-3 =	0.00	$933.29	$0
Regular Students 4-6 =	0.00	$811.97	$0
Regular Students 7-12 =	0.00	$811.97	$0
AUT Students =	0.00	$4,059.83	$0
DB Students =	0.00	$4,059.83	$0
ED Students =	0.00	$1,623.93	$0
EMD Students =	0.00	$1,082.62	$0
HHPD Students =	0.00	$2,706.55	$0
ILC Students =	0.00	$1,888.29	$0
LD Students =	0.00	$2,029.92	$0
OHI Students =	0.00	$2,706.55	$0
OI Students =	0.00	$2,706.55	$0
PS Students =	0.00	$1,623.93	$0
SMD Students =	0.00	$2,706.55	$0
SP Students =	0.00	$16,239.32	$0
TBI Students =	0.00	$2,706.55	$0
TMD Students =	0.00	$2,706.55	$0
VI Students =	0.00	$2,029.92	$0
	0.00		$0

33 Christina	#	Local Pupil Rate	Amount
Kindergarten Students =	0.00	$1,441.81	$0
Regular Students 1-3 =	0.00	$2,883.62	$0
Regular Students 4-6 =	55.00	$2,508.75	$137,981
Regular Students 7-12 =	129.00	$2,508.75	$323,629
AUT Students =	0.00	$12,543.77	$0
DB Students =	0.00	$12,543.77	$0
ED Students =	0.00	$5,017.51	$0
EMD Students =	0.00	$3,345.00	$0
HHPD Students =	0.00	$8,362.51	$0
ILC Students =	0.00	$5,834.31	$0
LD Students =	16.00	$6,271.88	$100,350
OHI Students =	0.00	$8,362.51	$0
OI Students =	0.00	$8,362.51	$0
PS Students =	0.00	$5,017.51	$0
SMD Students =	0.00	$8,362.51	$0
SP Students =	0.00	$50,175.07	$0
TBI Students =	0.00	$8,362.51	$0
TMD Students =	0.00	$8,362.51	$0
VI Students =	0.00	$6,271.88	$0
	200.00		$561,960

34 Colonial	#	Local Pupil Rate	Amount
Kindergarten Students =	0.00	$1,966.79	$0
Regular Students 1-3 =	0.00	$1,966.79	$0
Regular Students 4-6 =	22.00	$1,711.11	$37,644
Regular Students 7-12 =	52.00	$1,711.11	$88,978
AUT Students =	0.00	$8,555.54	$0
DB Students =	0.00	$8,555.54	$0
ED Students =	0.00	$3,422.21	$0
EMD Students =	0.00	$2,281.48	$0
HHPD Students =	0.00	$5,703.69	$0
ILC Students =	0.00	$3,979.32	$0
LD Students =	6.00	$4,277.77	$25,667
OHI Students =	0.00	$5,703.69	$0
OI Students =	0.00	$5,703.69	$0
PS Students =	0.00	$3,422.21	$0
SMD Students =	0.00	$5,703.69	$0
SP Students =	0.00	$34,222.14	$0
TBI Students =	0.00	$5,703.69	$0
TMD Students =	0.00	$5,703.69	$0
VI Students =	0.00	$4,277.77	$0
Totals	80.00		$152,289

37 Delmar	#	Local Pupil Rate	Amount
Kindergarten Students =	0.00	$489.64	$0
Regular Students 1-3 =	0.00	$979.29	$0
Regular Students 4-6 =	0.00	$851.58	$0
Regular Students 7-12 =	0.00	$851.58	$0
AUT Students =	0.00	$4,259.89	$0
DB Students =	0.00	$4,259.89	$0
ED Students =	0.00	$1,703.96	$0
EMD Students =	0.00	$1,135.97	$0
HHPD Students =	0.00	$2,839.93	$0
ILC Students =	0.00	$1,981.35	$0
LD Students =	0.00	$2,129.95	$0
OHI Students =	0.00	$2,839.93	$0
OI Students =	0.00	$2,839.93	$0
PS Students =	0.00	$1,703.96	$0
SMD Students =	0.00	$2,839.93	$0
SP Students =	0.00	$17,039.57	$0
TBI Students =	0.00	$2,839.93	$0
TMD Students =	0.00	$2,839.93	$0
VI Students =	0.00	$2,129.95	$0
	0.00		$0

36 Indian River	#	Local Pupil Rate	Amount
Kindergarten Students =	0.00	$2,001.67	$0
Regular Students 1-3 =	0.00	$2,001.67	$0
Regular Students 4-6 =	0.00	$1,741.45	$0
Regular Students 7-12 =	0.00	$1,741.45	$0
AUT Students =	0.00	$8,707.26	$0
DB Students =	0.00	$8,707.26	$0
ED Students =	0.00	$3,482.90	$0
EMD Students =	0.00	$2,321.93	$0
HHPD Students =	0.00	$5,804.84	$0
ILC Students =	0.00	$4,049.89	$0
LD Students =	0.00	$4,353.63	$0
OHI Students =	0.00	$5,804.84	$0
OI Students =	0.00	$5,804.84	$0
PS Students =	0.00	$3,482.90	$0
SMD Students =	0.00	$5,804.84	$0
SP Students =	0.00	$34,829.02	$0
TBI Students =	0.00	$5,804.84	$0
TMD Students =	0.00	$5,804.84	$0
VI Students =	0.00	$4,353.63	$0
	0.00		$0

15 Lake Forest	#	Local Pupil Rate	Amount
Kindergarten Students =	0.00	$899.60	$0
Regular Students 1-3 =	0.00	$899.60	$0
Regular Students 4-6 =	0.00	$782.65	$0
Regular Students 7-12 =	0.00	$782.65	$0
AUT Students =	0.00	$3,913.27	$0
DB Students =	0.00	$3,913.27	$0
ED Students =	0.00	$1,565.31	$0
EMD Students =	0.00	$1,043.54	$0
HHPD Students =	0.00	$2,608.85	$0
ILC Students =	0.00	$1,820.12	$0
LD Students =	0.00	$1,955.63	$0
OHI Students =	0.00	$2,608.85	$0
OI Students =	0.00	$2,608.85	$0
PS Students =	0.00	$1,565.31	$0
SMD Students =	0.00	$2,608.85	$0
SP Students =	0.00	$15,653.07	$0
TBI Students =	0.00	$2,608.85	$0
TMD Students =	0.00	$2,608.85	$0
VI Students =	0.00	$1,955.63	$0
Totals	0.00		$0

16 Laurel	#	Local Pupil Rate	Amount
Kindergarten Students =	0.00	$928.55	$0
Regular Students 1-3 =	0.00	$928.00	$0
Regular Students 4-6 =	0.00	$807.84	$0
Regular Students 7-12 =	0.00	$807.84	$0
AUT Students =	0.00	$4,039.19	$0
DB Students =	0.00	$4,039.19	$0
ED Students =	0.00	$1,615.67	$0
EMD Students =	0.00	$1,077.12	$0
HHPD Students =	0.00	$2,692.79	$0
ILC Students =	0.00	$1,878.69	$0
LD Students =	0.00	$2,019.59	$0
OHI Students =	0.00	$2,692.79	$0
OI Students =	0.00	$2,692.79	$0
PS Students =	0.00	$1,615.67	$0
SMD Students =	0.00	$2,692.79	$0
SP Students =	0.00	$16,156.74	$0
TBI Students =	0.00	$2,692.79	$0
TMD Students =	0.00	$2,692.79	$0
VI Students =	0.00	$2,019.59	$0
	0.00		$0

18 Milford	#	Local Pupil Rate	Amount
Kindergarten Students =	0.00	$446.19	$0
Regular Students 1-3 =	0.00	$803.38	$0
Regular Students 4-6 =	0.00	$779.85	$0
Regular Students 7-12 =	0.00	$779.85	$0
AUT Students =	0.00	$3,899.25	$0
DB Students =	0.00	$3,899.25	$0
ED Students =	0.00	$1,559.70	$0
EMD Students =	0.00	$1,039.80	$0
HHPD Students =	0.00	$2,599.50	$0
ILC Students =	0.00	$1,813.60	$0
LD Students =	0.00	$1,949.63	$0
OHI Students =	0.00	$2,599.50	$0
OI Students =	0.00	$2,599.50	$0
PS Students =	0.00	$1,559.70	$0
SMD Students =	0.00	$2,599.50	$0
SP Students =	0.00	$15,597.00	$0
TBI Students =	0.00	$2,599.50	$0
TMD Students =	0.00	$2,599.50	$0
VI Students =	0.00	$1,949.63	$0
	0.00		$0

32 Red Clay	#	Local Pupil Rate	Amount
Kindergarten Students =	0.00	$3,098.09	$0
Regular Students 1-3 =	0.00	$3,098.09	$0
Regular Students 4-6 =	11.00	$2,695.34	$29,649
Regular Students 7-12 =	26.00	$2,695.34	$70,079
AUT Students =	0.00	$13,476.70	$0
DB Students =	0.00	$13,476.70	$0
ED Students =	0.00	$5,390.68	$0
EMD Students =	0.00	$3,593.79	$0
HHPD Students =	0.00	$8,984.46	$0
ILC Students =	0.00	$6,266.23	$0
LD Students =	3.00	$6,738.35	$20,215
OHI Students =	0.00	$8,984.46	$0
OI Students =	0.00	$8,984.46	$0
PS Students =	0.00	$5,390.68	$0
SMD Students =	0.00	$8,984.46	$0
SP Students =	0.00	$53,906.78	$0
TBI Students =	0.00	$8,984.46	$0
TMD Students =	0.00	$8,984.46	$0
VI Students =	0.00	$6,738.35	$0
Totals	40.00		$119,943

23 Seaford	#	Local Pupil Rate	Amount
Kindergarten Students =	0.00	$854.36	$0
Regular Students 1-3 =	0.00	$854.36	$0
Regular Students 4-6 =	0.00	$743.29	$0
Regular Students 7-12 =	0.00	$743.29	$0
AUT Students =	0.00	$3,716.47	$0
DB Students =	0.00	$3,716.47	$0
ED Students =	0.00	$1,486.59	$0
EMD Students =	0.00	$991.06	$0
HHPD Students =	0.00	$2,477.65	$0
ILC Students =	0.00	$1,728.59	$0
LD Students =	0.00	$1,858.23	$0
OHI Students =	0.00	$2,477.65	$0
OI Students =	0.00	$2,477.65	$0
PS Students =	0.00	$1,486.59	$0
SMD Students =	0.00	$2,477.65	$0
SP Students =	0.00	$14,865.87	$0
TBI Students =	0.00	$2,477.65	$0
TMD Students =	0.00	$2,477.65	$0
VI Students =	0.00	$1,858.23	$0
	0.00		$0

24 Smyrna	#	Local Pupil Rate	Amount
Kindergarten Students =	0.00	$799.30	$0
Regular Students 1-3 =	0.00	$799.30	$0
Regular Students 4-6 =	0.00	$695.39	$0
Regular Students 7-12 =	0.00	$695.39	$0
AUT Students =	0.00	$3,476.96	$0
DB Students =	0.00	$3,476.96	$0
ED Students =	0.00	$1,390.78	$0
EMD Students =	0.00	$927.19	$0
HHPD Students =	0.00	$2,317.97	$0
ILC Students =	0.00	$1,617.19	$0
LD Students =	0.00	$1,738.48	$0
OHI Students =	0.00	$2,317.97	$0
OI Students =	0.00	$2,317.97	$0
PS Students =	0.00	$1,390.78	$0
SMD Students =	0.00	$2,317.97	$0
SP Students =	0.00	$13,907.83	$0
TBI Students =	0.00	$2,317.97	$0
TMD Students =	0.00	$2,317.97	$0
VI Students =	0.00	$1,738.48	$0
	0.00		$0

35 Woodbridge	#	Local Pupil Rate	Amount
Kindergarten Students =	0.00	$1,492.42	$0
Regular Students 1-3 =	0.00	$1,492.42	$0
Regular Students 4-6 =	0.00	$1,298.41	$0
Regular Students 7-12 =	0.00	$1,298.41	$0
AUT Students =	0.00	$6,492.03	$0
DB Students =	0.00	$6,492.03	$0
ED Students =	0.00	$2,596.81	$0
EMD Students =	0.00	$1,731.21	$0
HHPD Students =	0.00	$4,328.02	$0
ILC Students =	0.00	$3,019.55	$0
LD Students =	0.00	$3,246.02	$0
OHI Students =	0.00	$4,328.02	$0
OI Students =	0.00	$4,328.02	$0
PS Students =	0.00	$2,596.81	$0
SMD Students =	0.00	$4,326.02	$0
SP Students =	0.00	$25,968.12	$0
TBI Students =	0.00	$4,328.02	$0
TMD Students =	0.00	$4,328.02	$0
VI Students =	0.00	$3,246.02	$0
Totals	0.00		$0

FY 2011
State Funding

Charter School Revenue Calculation - Estimate

1/3/11

1.) Grade Configuration: 6-12

2.) Student Total: 600
Regular: 551
Special: 49

3.) Districts:

60	Appoquinimink	300	Christina	0	Laurel
60	Brandywine	120	Colonial	0	Milford
0	Caesar Rodney	0	Delmar	60	Red Clay
0	Cape Henlopen	0	Indian River	0	Seaford
0	Capital	0	Lake Forest	0	Smyrna
				0	Woodbridge

4.) Transportation Eligible Students: 450

Charter School Location New Castle

5.) Meals served but not prepared by the school

0

Student Total = 600

Kindergarten Students =	0.00	Unit size Kindergarten students =	17.4
Regular Students 1-3 =	0.00	Unit size regular students 1-3 =	17.4
Regular Students 4-6 =	110.00	Unit size regular students 4-6 =	20
Regular Students 7-12 =	441.00	Unit size regular students 7-12=	20
AUT Students =	0.00	Unit Size AUT Students=	4
DB Students =	0.00	Unit size DB students =	4
ED Students =	0.00	Unit size ED students =	10
EMD Students =	0.00	Unit size EMD students =	15
HHPD Students =	0.00	Unit size HHPD students =	6
ILC Students =	0.00	Unit size ILC students =	8.6
LD Students =	49.00	Unit size LD students =	8
OHI Students =	0.00	Unit size OHI students =	6
OI Students =	0.00	Unit size OI students =	6
PS Students =	0.00	Unit size PS students =	10
SMD Students =	0.00	Unit size SMD students =	6
SP Students =	0.00	Unit size SP students =	1
TBI Students =	0.00	Unit size TBI students =	6
TMD Students =	0.00	Unit size TMD students =	6
VI Students =	0.00	Unit size VI students =	8

0

FY 2011 Estimated Cost per Position
New Applicants: as per latest state/charter average salary information
Renewal and Modification Applicants: as per the last salary average for your school

# of Div I Units Generated =	34.00	$37,250	$1,266,500
Div I Reading Resource Teacher =	0.00	$37,250	$0
Div I Math Specialist =	0.00	$37,250	$0
Administrative Assistant =	1.00	$51,281	$51,281
Percentage 11 Month Supervisor =	0.23	$54,466	$12,527
Percentage Transportation Supervisor =	0.06	$62,960	$3,778
Principal =	1.00	$64,956	$64,956
Assistant Principal =	1.00	$56,524	$56,524
Percentage Psychologist =	0.23	$43,139	$9,922
Percentage Speech/Hearing =	0.24	$44,584	$10,700
Percentage Visiting Teacher =	0.14	$43,589	$6,102
Percentage Driver Education Teacher =	1.12	$37,250	$41,720
Nurse =	0.26	$40,300	$10,277
Academic Excellence Units =	2.40	$37,250	$89,400
Clerical Units =	3.00	$29,255	$87,765
Custodial Units =	1.00	$23,531	$23,531

Cafeteria Manager =	0.00		$28,544	$0
Cafeteria Worker =	4.38		$10,177	$44,575
Related Service Specialist =	0.00		$43,589	$0
Total Staffing =	50.06			
Total Staffing For Health Insurance =	45.68			
		Total Salary Costs =		$1,779,558
		FY 2007 OEC Rate =	25.09%	$446,491
		Health Insurance Per FTE =	$8,611	$393,307
		Subtotal Personnel Revenue =		$2,619,357

RD

Other State Sources (based on Latest Available Values)

			0
Professional & Curriculum Development =			$ 11,910
Student Success Block Grant			$ -
Division II Units (No Vocational Courses) =	34.00		
Division II - All Other Costs - Current Unit Value =	$ 3,115		$ 105,910
Division II - Energy - Current Unit Value =	$ 2,402		$ 81,668
Division III - Equalization - Unit Value =	$ 7,379		$ 250,876
Academic Excellence Division III =			$ 17,709
Division III Reading Resource Teacher =			$ -
Division III Math Specialist =			$ -
Academic Excellence Division II =			$ -
Academic Excellence Allotment =			$ -
MCI/Annual Maintenance =			$ 33,858
LEP =			$ -
Technology Block Grants =			$ -
Student Transportation Amount =			$ 433,197

Subtotal Other Sources = $935,128

Grand Total State Sources = $3,554,484

New Charter School Estimated State and Local Fund Calculations

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

Please enter the following information:

Click in next box and select grade configuration from drop down menu: 6-12
Click in next box and select county from drop down menu: New Castle Location should be Bear but it's not an option.
Enter the number of students in the red cells below by school district and student type and the estimated funds will calculate below.

Aso enter the number of tenth graders

State Funding	Local Funding	Total Funding
$3,554,484	$1,578,069	**$5,132,553**

UNITS 34.00

Enter Estimated # of 10th Graders Here **140**

29 Appoquinimink	#	Local Pupil Rate	Amount
Kindergarten Students =	0.00	$1,468.64	$0
Regular Students 1-3 =	0.00	$1,468.64	$0
Regular Students 4-6 =	11.00	$1,277.72	$14,055
Regular Students 7-12 =	44.00	$1,277.72	$56,220
AUT Students =	0.00	$6,388.58	$0
DB Students =	0.00	$6,388.58	$0
ED Students =	0.00	$2,555.43	$0
EMD Students =	0.00	$1,703.62	$0
HHPD Students =	0.00	$4,259.05	$0
ILC Students =	0.00	$2,971.43	$0
LD Students =	5.00	$3,194.29	$15,971
OHI Students =	0.00	$4,259.05	$0
OI Students =	0.00	$4,259.05	$0
PS Students =	0.00	$2,555.43	$0
SMD Students =	0.00	$4,259.05	$0
SP Students =	0.00	$25,554.30	$0
TBI Students =	0.00	$4,259.05	$0
TMD Students =	0.00	$4,259.05	$0
VI Students =	0.00	$3,194.29	$0
Totals	60.00		$86,246

31 Brandywine	#	Local Pupil Rate	Amount
Kindergarten Students =	0.00	$4,017.84	$0
Regular Students 1-3 =	0.00	$4,017.84	$0
Regular Students 4-6 =	11.00	$3,495.52	$38,451
Regular Students 7-12 =	44.00	$3,495.52	$153,803
AUT Students =	0.00	$17,477.82	$0
DB Students =	0.00	$17,477.82	$0
ED Students =	0.00	$6,991.05	$0
EMD Students =	0.00	$4,660.70	$0
HHPD Students =	0.00	$11,651.75	$0
ILC Students =	0.00	$8,129.13	$0
LD Students =	5.00	$8,738.81	$43,694
OHI Students =	0.00	$11,651.75	$0
OI Students =	0.00	$11,651.75	$0
PS Students =	0.00	$6,991.05	$0
SMD Students =	0.00	$11,651.75	$0
SP Students =	0.00	$69,910.48	$0
TBI Students =	0.00	$11,651.75	$0
TMD Students =	0.00	$11,651.75	$0
VI Students =	0.00	$8,738.81	$0
	60.00		$235,948

10 Caesar Rodney	#	Local Pupil Rate	Amount
Kindergarten Students =	0.00	$1,601.58	$0
Regular Students 1-3 =	0.00	$1,601.58	$0
Regular Students 4-6 =	0.00	$1,393.37	$0
Regular Students 7-12 =	0.00	$1,393.37	$0
AUT Students =	0.00	$6,996.87	$0
DB Students =	0.00	$6,996.87	$0
ED Students =	0.00	$2,786.75	$0
EMD Students =	0.00	$1,857.83	$0
HHPD Students =	0.00	$4,644.58	$0
ILC Students =	0.00	$3,240.41	$0
LD Students =	0.00	$3,483.44	$0
OHI Students =	0.00	$4,644.58	$0
OI Students =	0.00	$4,644.58	$0
PS Students =	0.00	$2,786.75	$0
SMD Students =	0.00	$4,644.58	$0
SP Students =	0.00	$27,867.49	$0
TBI Students =	0.00	$4,644.58	$0
TMD Students =	0.00	$4,644.58	$0
VI Students =	0.00	$3,483.44	$0
	0.00		$0

17 Caps Hentopen	#	Local Pupil Rate	Amount
Kindergarten Students =	0.00	$2,654.23	$0
Regular Students 1-3 =	0.00	$2,654.23	$0
Regular Students 4-6 =	0.00	$2,309.18	$0
Regular Students 7-12 =	0.00	$2,309.18	$0
AUT Students =	0.00	$11,545.90	$0
DB Students =	0.00	$11,545.90	$0
ED Students =	0.00	$4,618.36	$0
EMD Students =	0.00	$3,078.91	$0
HHPD Students =	0.00	$7,697.27	$0
ILC Students =	0.00	$5,370.19	$0
LD Students =	0.00	$5,772.96	$0
OHI Students =	0.00	$7,697.27	$0
OI Students =	0.00	$7,697.27	$0
PS Students =	0.00	$4,618.36	$0
SMD Students =	0.00	$7,697.27	$0
SP Students =	0.00	$46,183.60	$0
TBI Students =	0.00	$7,697.27	$0
TMD Students =	0.00	$7,697.27	$0
VI Students =	0.00	$5,772.95	$0
Totals	0.00		$0

13 Capital	#	Local Pupil Rate	Amount
Kindergarten Students =	0.00	$933.29	$0
Regular Students 1-3 =	0.00	$933.29	$0
Regular Students 4-6 =	0.00	$811.97	$0
Regular Students 7-12 =	0.00	$811.97	$0
AUT Students =	0.00	$4,059.83	$0
DB Students =	0.00	$4,059.83	$0
ED Students =	0.00	$1,623.93	$0
EMD Students =	0.00	$1,082.62	$0
HHPD Students =	0.00	$2,706.55	$0
ILC Students =	0.00	$1,888.28	$0
LD Students =	0.00	$2,029.92	$0
OHI Students =	0.00	$2,706.55	$0
OI Students =	0.00	$2,706.55	$0
PS Students =	0.00	$1,623.93	$0
SMD Students =	0.00	$2,706.55	$0
SP Students =	0.00	$16,239.32	$0
TBI Students =	0.00	$2,706.55	$0
TMD Students =	0.00	$2,706.55	$0
VI Students =	0.00	$2,029.92	$0
	0.00		$0

33 Christina	#	Local Pupil Rate	Amount
Kindergarten Students =	0.00	$1,441.81	$0
Regular Students 1-3 =	0.00	$2,883.62	$0
Regular Students 4-6 =	55.00	$2,508.75	$137,981
Regular Students 7-12 =	221.00	$2,508.75	$554,434
AUT Students =	0.00	$12,543.77	$0
DB Students =	0.00	$12,543.77	$0
ED Students =	0.00	$5,017.51	$0
EMD Students =	0.00	$3,345.00	$0
HHPD Students =	0.00	$8,362.51	$0
ILC Students =	0.00	$5,834.31	$0
LD Students =	24.00	$6,271.88	$150,525
OHI Students =	0.00	$8,362.51	$0
OI Students =	0.00	$8,362.51	$0
PS Students =	0.00	$5,017.51	$0
SMD Students =	0.00	$8,362.51	$0
SP Students =	0.00	$50,175.07	$0
TBI Students =	0.00	$8,362.51	$0
TMD Students =	0.00	$8,362.51	$0
VI Students =	0.00	$6,271.88	$0
	300.00		$842,940

34 Colonial	#	Local Pupil Rate	Amount
Kindergarten Students =	0.00	$1,966.79	$0
Regular Students 1-3 =	0.00	$1,966.79	$0
Regular Students 4-6 =	22.00	$1,711.11	$37,644
Regular Students 7-12 =	88.00	$1,711.11	$150,578
AUT Students =	0.00	$8,555.54	$0
DB Students =	0.00	$8,555.54	$0
ED Students =	0.00	$3,422.21	$0
EMD Students =	0.00	$2,281.48	$0
HHPD Students =	0.00	$5,703.69	$0
ILC Students =	0.00	$3,979.32	$0
LD Students =	10.00	$4,277.77	$42,778
OHI Students =	0.00	$5,703.69	$0
OI Students =	0.00	$5,703.69	$0
PS Students =	0.00	$3,422.21	$0
SMD Students =	0.00	$5,703.69	$0
SP Students =	0.00	$34,222.14	$0
TBI Students =	0.00	$5,703.69	$0
TMD Students =	0.00	$5,703.69	$0
VI Students =	0.00	$4,277.77	$0
Totals	120.00		$231,000

37 Delmar	#	Local Pupil Rate	Amount
Kindergarten Students =	0.00	$489.64	$0
Regular Students 1-3 =	0.00	$979.29	$0
Regular Students 4-6 =	0.00	$851.98	$0
Regular Students 7-12 =	0.00	$851.98	$0
AUT Students =	0.00	$4,259.89	$0
DB Students =	0.00	$4,259.89	$0
ED Students =	0.00	$1,703.96	$0
EMD Students =	0.00	$1,135.97	$0
HHPD Students =	0.00	$2,839.93	$0
ILC Students =	0.00	$1,981.35	$0
LD Students =	0.00	$2,129.95	$0
OHI Students =	0.00	$2,839.93	$0
OI Students =	0.00	$2,839.93	$0
PS Students =	0.00	$1,703.96	$0
SMD Students =	0.00	$2,839.93	$0
SP Students =	0.00	$17,039.57	$0
TBI Students =	0.00	$2,839.93	$0
TMD Students =	0.00	$2,839.93	$0
VI Students =	0.00	$2,129.95	$0
	0.00		$0

36 Indian River	#	Local Pupil Rate	Amount
Kindergarten Students =	0.00	$2,001.67	$0
Regular Students 1-3 =	0.00	$2,001.67	$0
Regular Students 4-6 =	0.00	$1,741.45	$0
Regular Students 7-12 =	0.00	$1,741.45	$0
AUT Students =	0.00	$8,707.26	$0
DB Students =	0.00	$8,707.26	$0
ED Students =	0.00	$3,482.90	$0
EMD Students =	0.00	$2,321.93	$0
HHPD Students =	0.00	$5,804.84	$0
ILC Students =	0.00	$4,049.89	$0
LD Students =	0.00	$4,353.63	$0
OHI Students =	0.00	$5,804.84	$0
OI Students =	0.00	$5,804.84	$0
PS Students =	0.00	$3,482.90	$0
SMD Students =	0.00	$5,804.84	$0
SP Students =	0.00	$34,829.02	$0
TBI Students =	0.00	$5,804.84	$0
TMD Students =	0.00	$5,804.84	$0
VI Students =	0.00	$4,353.63	$0
	0.00		$0

15 Lake Forest	#	Local Pupil Rate	Amount
Kindergarten Students =	0.00	$899.60	$0
Regular Students 1-3 =	0.00	$899.60	$0
Regular Students 4-6 =	0.00	$782.65	$0
Regular Students 7-12 =	0.00	$782.65	$0
AUT Students =	0.00	$3,913.27	$0
DB Students =	0.00	$3,913.27	$0
ED Students =	0.00	$1,565.31	$0
EMD Students =	0.00	$1,043.54	$0
HHPD Students =	0.00	$2,608.85	$0
ILC Students =	0.00	$1,820.12	$0
LD Students =	0.00	$1,955.63	$0
OHI Students =	0.00	$2,608.85	$0
OI Students =	0.00	$2,608.85	$0
PS Students =	0.00	$1,565.31	$0
SMD Students =	0.00	$2,608.85	$0
SP Students =	0.00	$15,653.07	$0
TBI Students =	0.00	$2,608.85	$0
TMD Students =	0.00	$2,608.85	$0
VI Students =	0.00	$1,955.63	$0
Totals	0.00		$0

16 Laurel	#	Local Pupil Rate	Amount
Kindergarten Students =	0.00	$928.55	$0
Regular Students 1-3 =	0.00	$928.00	$0
Regular Students 4-6 =	0.00	$807.84	$0
Regular Students 7-12 =	0.00	$807.84	$0
AUT Students =	0.00	$4,039.19	$0
DB Students =	0.00	$4,039.19	$0
ED Students =	0.00	$1,615.67	$0
EMD Students =	0.00	$1,077.12	$0
HHPD Students =	0.00	$2,692.79	$0
ILC Students =	0.00	$1,878.69	$0
LD Students =	0.00	$2,019.59	$0
OHI Students =	0.00	$2,692.79	$0
OI Students =	0.00	$2,692.79	$0
PS Students =	0.00	$1,615.67	$0
SMD Students =	0.00	$2,692.79	$0
SP Students =	0.00	$16,156.74	$0
TBI Students =	0.00	$2,692.79	$0
TMD Students =	0.00	$2,692.79	$0
VI Students =	0.00	$2,019.59	$0
	0.00		$0

18 Milford	#	Local Pupil Rate	Amount
Kindergarten Students =	0.00	$449.19	$0
Regular Students 1-3 =	0.00	$808.38	$0
Regular Students 4-6 =	0.00	$779.85	$0
Regular Students 7-12 =	0.00	$779.85	$0
AUT Students =	0.00	$3,899.25	$0
DB Students =	0.00	$3,899.25	$0
ED Students =	0.00	$1,559.70	$0
EMD Students =	0.00	$1,039.80	$0
HHPD Students =	0.00	$2,599.50	$0
ILC Students =	0.00	$1,813.60	$0
LD Students =	0.00	$1,949.63	$0
OHI Students =	0.00	$2,599.50	$0
OI Students =	0.00	$2,599.50	$0
PS Students =	0.00	$1,559.70	$0
SMD Students =	0.00	$2,599.50	$0
SP Students =	0.00	$15,597.00	$0
TBI Students =	0.00	$2,599.50	$0
TMD Students =	0.00	$2,599.50	$0
VI Students =	0.00	$1,949.63	$0
	0.00		$0

32 Red Clay	#	Local Pupil Rate	Amount
Kindergarten Students =	0.00	$3,098.09	$0
Regular Students 1-3 =	0.00	$3,098.09	$0
Regular Students 4-6 =	11.00	$2,695.34	$29,649
Regular Students 7-12 =	44.00	$2,695.34	$118,595
AUT Students =	0.00	$13,476.70	$0
DB Students =	0.00	$13,476.70	$0
ED Students =	0.00	$5,390.68	$0
EMD Students =	0.00	$3,593.79	$0
HHPD Students =	0.00	$8,984.46	$0
ILC Students =	0.00	$6,268.23	$0
LD Students =	5.00	$6,738.35	$33,692
OHI Students =	0.00	$8,984.46	$0
OI Students =	0.00	$8,984.46	$0
PS Students =	0.00	$5,390.68	$0
SMD Students =	0.00	$8,984.46	$0
SP Students =	0.00	$53,906.78	$0
TBI Students =	0.00	$8,984.46	$0
TMD Students =	0.00	$8,984.46	$0
VI Students =	0.00	$6,738.35	$0
Totals	60.00		$181,935

23 Seaford	#	Local Pupil Rate	Amount
Kindergarten Students =	0.00	$854.36	$0
Regular Students 1-3 =	0.00	$854.36	$0
Regular Students 4-6 =	0.00	$743.29	$0
Regular Students 7-12 =	0.00	$743.29	$0
AUT Students =	0.00	$3,716.47	$0
DB Students =	0.00	$3,716.47	$0
ED Students =	0.00	$1,486.59	$0
EMD Students =	0.00	$991.06	$0
HHPD Students =	0.00	$2,477.65	$0
ILC Students =	0.00	$1,728.59	$0
LD Students =	0.00	$1,858.23	$0
OHI Students =	0.00	$2,477.65	$0
OI Students =	0.00	$2,477.65	$0
PS Students =	0.00	$1,485.59	$0
SMD Students =	0.00	$2,477.65	$0
SP Students =	0.00	$14,865.87	$0
TBI Students =	0.00	$2,477.65	$0
TMD Students =	0.00	$2,477.65	$0
VI Students =	0.00	$1,858.23	$0
	0.00		$0

24 Smyrna	#	Local Pupil Rate	Amount
Kindergarten Students =	0.00	$799.30	$0
Regular Students 1-3 =	0.00	$799.30	$0
Regular Students 4-6 =	0.00	$695.39	$0
Regular Students 7-12 =	0.00	$695.39	$0
AUT Students =	0.00	$3,476.96	$0
DB Students =	0.00	$3,476.96	$0
ED Students =	0.00	$1,390.78	$0
EMD Students =	0.00	$927.19	$0
HHPD Students =	0.00	$2,317.97	$0
ILC Students =	0.00	$1,617.19	$0
LD Students =	0.00	$1,738.48	$0
OHI Students =	0.00	$2,317.97	$0
OI Students =	0.00	$2,317.97	$0
PS Students =	0.00	$1,390.78	$0
SMD Students =	0.00	$2,317.97	$0
SP Students =	0.00	$13,907.83	$0
TBI Students =	0.00	$2,317.97	$0
TMD Students =	0.00	$2,317.97	$0
VI Students =	0.00	$1,738.48	$0
	0.00		$0

35 Woodbridge	#	Local Pupil Rate	Amount
Kindergarten Students =	0.00	$1,492.42	$0
Regular Students 1-3 =	0.00	$1,492.42	$0
Regular Students 4-6 =	0.00	$1,298.41	$0
Regular Students 7-12 =	0.00	$1,298.41	$0
AUT Students =	0.00	$6,492.03	$0
DB Students =	0.00	$6,492.03	$0
ED Students =	0.00	$2,596.81	$0
EMD Students =	0.00	$1,731.21	$0
HHPD Students =	0.00	$4,328.02	$0
ILC Students =	0.00	$3,019.55	$0
LD Students =	0.00	$3,246.02	$0
OHI Students =	0.00	$4,328.02	$0
OI Students =	0.00	$4,328.02	$0
PS Students =	0.00	$2,596.81	$0
SMD Students =	0.00	$4,328.02	$0
SP Students =	0.00	$25,968.12	$0
TBI Students =	0.00	$4,328.02	$0
TMD Students =	0.00	$4,328.02	$0
VI Students =	0.00	$3,246.02	$0
Totals	0.00		$0

FY 2011
State Funding

Charter School Revenue Calculation - Estimate

1/3/11

1.) Grade Configuration: 6-12

2.) Student Total: 840
Regular: 773
Special: 67

3.) Districts:

84	Appoquinimink	420	Christina	0	Laurel
84	Brandywine	168	Colonial	0	Milford
0	Caesar Rodney	0	Delmar	84	Red Clay
0	Cape Henlopen	0	Indian River	0	Seaford
0	Capital	0	Lake Forest	0	Smyrna
				0	Woodbridge

4.) Transportation Eligible Students: **630**
Charter School Location New Castle

5.) Meals served but not prepared by the school

0

Student Total = 840

Kindergarten Students =	0.00	Unit size Kindergarten students =	17.4
Regular Students 1-3 =	0.00	Unit size regular students 1-3 =	17.4
Regular Students 4-6 =	130.00	Unit size regular students 4-6 =	20
Regular Students 7-12 =	643.00	Unit size regular students 7-12=	20
AUT Students =	0.00	Unit Size AUT Students=	4
DB Students =	0.00	Unit size DB students =	4
ED Students =	0.00	Unit size ED students =	10
EMD Students =	0.00	Unit size EMD students =	15
HHPD Students =	0.00	Unit size HHPD students =	6
ILC Students =	0.00	Unit size ILC students =	8.6
LD Students =	67.00	Unit size LD students =	8
OHI Students =	0.00	Unit size OHI students =	6
OI Students =	0.00	Unit size OI students =	6
PS Students =	0.00	Unit size PS students =	10
SMD Students =	0.00	Unit size SMD students =	6
SP Students =	0.00	Unit size SP students =	1
TBI Students =	0.00	Unit size TBI students =	6
TMD Students =	0.00	Unit size TMD students =	6
VI Students =	0.00	Unit size VI students =	8

0

FY 2011 Estimated Cost per Position
New Applicants: as per latest state/charter average salary information
Renewal and Modification Applicants: as per the last salary average for your school

# of Div I Units Generated =	47.03	$37,250	$1,751,868
Div I Reading Resource Teacher =	0.00	$37,250	$0
Div I Math Specialist =	0.00	$37,250	$0
Administrative Assistant =	1.00	$51,281	$51,281
Percentage 11 Month Supervisor =	0.31	$54,466	$16,884
Percentage Transportation Supervisor =	0.09	$62,960	$5,666
Principal =	1.00	$64,956	$64,956
Assistant Principal =	1.00	$56,524	$56,524
Percentage Psychologist =	0.31	$43,139	$13,373
Percentage Speech/Hearing =	0.34	$44,584	$15,159
Percentage Visiting Teacher =	0.19	$43,589	$8,282
Percentage Driver Education Teacher =	1.12	$37,250	$41,720
Nurse =	1.05	$40,300	$42,476
Academic Excellence Units =	3.36	$37,250	$125,160
Clerical Units =	4.00	$29,255	$117,020
Custodial Units =	1.00	$23,531	$23,531

Cafeteria Manager =	0.00		$28,544	$0
Cafeteria Worker =	6.13		$10,177	$62,385
Related Service Specialist =	0.00		$43,589	$0
Total Staffing =	67.93			
Total Staffing For Health Insurance =	61.80			
		Total Salary Costs =		$2,396,285
		FY 2007 OEC Rate =	25.09%	$601,228
		Health Insurance Per FTE =	$8,611	$532,194
			Subtotal Personnel Revenue =	$3,529,707

Other State Sources (based on Latest Available Values)

			0
Professional & Curriculum Development =			
Student Success Block Grant			$ 16,233
Division II Units (No Vocational Courses) =	47.03		$ -
Division II - All Other Costs - Current Unit Value =	$ 3,115		
Division II - Energy - Current Unit Value =	$ 2,402		$ 146,498
Division III - Equalization - Unit Value =	$ 7,379		$ 112,966
Academic Excellence Division III =			$ 347,020
Division III Reading Resource Teacher =			$ 24,792
Division III Math Specialist =			$ -
Academic Excellence Division II =			$ -
Academic Excellence Allotment =			$ -
MCI/Annual Maintenance =			$ -
LEP =			$ 47,401
Technology Block Grants =			$ -
Student Transportation Amount =			$ -
			$ 606,476

Subtotal Other Sources =	**$1,301,388**
Grand Total State Sources =	**$4,831,095**

New Charter School Estimated State and Local Fund Calculations

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

Please enter the following information:

Click in next box and select grade configuration from drop down menu: 6-12
Click in next box and select county from drop down menu: New Castle ... Location should be Bear but it's not an option.
Enter the number of students in the red cells below by school district and student type and the estimated funds will calculate below.

Aso enter the number of tenth graders

State Funding	Local Funding	Total Funding
$4,831,095	$2,204,472	**$7,035,567**

UNITS	47.03

Enter Estimated # of 10th Graders Here **140**

29 Appoquinimink	#	Local Pupil Rate	Amount
Kindergarten Students =	0.00	$1,468.64	$0
Regular Students 1-3 =	0.00	$1,468.64	$0
Regular Students 4-6 =	13.00	$1,277.72	$16,610
Regular Students 7-12 =	64.00	$1,277.72	$81,774
AUT Students =	0.00	$6,388.58	$0
DB Students =	0.00	$5,386.58	$0
ED Students =	0.00	$2,555.43	$0
EMD Students =	0.00	$1,703.62	$0
HHPD Students =	0.00	$4,259.05	$0
ILC Students =	0.00	$2,971.43	$0
LD Students =	7.00	$3,194.29	$22,360
OHI Students =	0.00	$4,259.05	$0
OI Students =	0.00	$4,259.05	$0
PS Students =	0.00	$2,555.43	$0
SMD Students =	0.00	$4,259.05	$0
SP Students =	0.00	$25,554.30	$0
TBI Students =	0.00	$4,259.05	$0
TMD Students =	0.00	$4,259.05	$0
VI Students =	0.00	$3,194.29	$0
Totals	84.00		$120,744

31 Brandywine	#	Local Pupil Rate	Amount
Kindergarten Students =	0.00	$4,017.84	$0
Regular Students 1-3 =	0.00	$4,017.84	$0
Regular Students 4-6 =	13.00	$3,495.52	$45,442
Regular Students 7-12 =	64.00	$3,495.52	$223,713
AUT Students =	0.00	$17,477.62	$0
DB Students =	0.00	$17,477.62	$0
ED Students =	0.00	$6,991.05	$0
EMD Students =	0.00	$4,660.70	$0
HHPD Students =	0.00	$11,651.75	$0
ILC Students =	0.00	$8,129.13	$0
LD Students =	7.00	$8,738.81	$61,172
OHI Students =	0.00	$11,651.75	$0
OI Students =	0.00	$11,651.75	$0
PS Students =	0.00	$6,991.05	$0
SMD Students =	0.00	$11,651.75	$0
SP Students =	0.00	$69,910.48	$0
TBI Students =	0.00	$11,651.75	$0
TMD Students =	0.00	$11,651.75	$0
VI Students =	0.00	$8,738.81	$0
	84.00		$330,327

10 Caesar Rodney	#	Local Pupil Rate	Amount
Kindergarten Students =	0.00	$1,601.58	$0
Regular Students 1-3 =	0.00	$1,601.58	$0
Regular Students 4-6 =	0.00	$1,393.37	$0
Regular Students 7-12 =	0.00	$1,393.37	$0
AUT Students =	0.00	$6,996.87	$0
DB Students =	0.00	$5,998.87	$0
ED Students =	0.00	$2,786.75	$0
EMD Students =	0.00	$1,857.83	$0
HHPD Students =	0.00	$4,644.58	$0
ILC Students =	0.00	$3,240.41	$0
LD Students =	0.00	$3,483.44	$0
OHI Students =	0.00	$4,644.58	$0
OI Students =	0.00	$4,644.58	$0
PS Students =	0.00	$2,786.75	$0
SMD Students =	0.00	$4,644.58	$0
SP Students =	0.00	$27,867.49	$0
TBI Students =	0.00	$4,644.58	$0
TMD Students =	0.00	$4,644.58	$0
VI Students =	0.00	$3,483.44	$0
	0.00		$0

17 Cape Henlopen	#	Local Pupil Rate	Amount
Kindergarten Students =	0.00	$2,654.23	$0
Regular Students 1-3 =	0.00	$2,654.23	$0
Regular Students 4-6 =	0.00	$2,309.18	$0
Regular Students 7-12 =	0.00	$2,309.18	$0
AUT Students =	0.00	$11,545.90	$0
DB Students =	0.00	$11,545.90	$0
ED Students =	0.00	$4,618.36	$0
EMD Students =	0.00	$3,078.91	$0
HHPD Students =	0.00	$7,697.27	$0
ILC Students =	0.00	$5,370.19	$0
LD Students =	0.00	$5,772.96	$0
OHI Students =	0.00	$7,697.27	$0
OI Students =	0.00	$7,697.27	$0
PS Students =	0.00	$4,618.36	$0
SMD Students =	0.00	$7,697.27	$0
SP Students =	0.00	$46,183.60	$0
TBI Students =	0.00	$7,697.27	$0
TMD Students =	0.00	$7,697.27	$0
VI Students =	0.00	$5,772.96	$0
Totals	0.00		$0

13 Capital	#	Local Pupil Rate	Amount
Kindergarten Students =	0.00	$933.29	$0
Regular Students 1-3 =	0.00	$933.29	$0
Regular Students 4-6 =	0.00	$811.97	$0
Regular Students 7-12 =	0.00	$811.97	$0
AUT Students =	0.00	$4,059.83	$0
DB Students =	0.00	$4,059.83	$0
ED Students =	0.00	$1,623.93	$0
EMD Students =	0.00	$1,082.62	$0
HHPD Students =	0.00	$2,706.55	$0
ILC Students =	0.00	$1,888.29	$0
LD Students =	0.00	$2,028.92	$0
OHI Students =	0.00	$2,706.55	$0
OI Students =	0.00	$2,706.55	$0
PS Students =	0.00	$1,623.93	$0
SMD Students =	0.00	$2,706.55	$0
SP Students =	0.00	$16,239.32	$0
TBI Students =	0.00	$2,706.55	$0
TMD Students =	0.00	$2,706.55	$0
VI Students =	0.00	$2,029.92	$0
	0.00		$0

33 Christina	#	Local Pupil Rate	Amount
Kindergarten Students =	0.00	$1,441.81	$0
Regular Students 1-3 =	0.00	$2,883.62	$0
Regular Students 4-6 =	65.00	$2,508.75	$163,069
Regular Students 7-12 =	322.00	$2,509.75	$807,818
AUT Students =	0.00	$12,543.77	$0
DB Students =	0.00	$12,543.77	$0
ED Students =	0.00	$5,017.51	$0
EMD Students =	0.00	$3,345.00	$0
HHPD Students =	0.00	$8,362.51	$0
ILC Students =	0.00	$5,834.31	$0
LD Students =	33.00	$6,271.88	$206,972
OHI Students =	0.00	$8,362.51	$0
OI Students =	0.00	$8,362.51	$0
PS Students =	0.00	$5,017.51	$0
SMD Students =	0.00	$8,362.51	$0
SP Students =	0.00	$50,175.07	$0
TBI Students =	0.00	$8,362.51	$0
TMD Students =	0.00	$8,362.51	$0
VI Students =	0.00	$6,271.88	$0
	420.00		$1,177,858

34 Colonial	#	Local Pupil Rate	Amount
Kindergarten Students =	0.00	$1,966.79	$0
Regular Students 1-3 =	0.00	$1,966.79	$0
Regular Students 4-6 =	26.00	$1,711.11	$44,489
Regular Students 7-12 =	129.00	$1,711.11	$220,733
AUT Students =	0.00	$8,555.54	$0
DB Students =	0.00	$8,555.54	$0
ED Students =	0.00	$3,422.21	$0
EMD Students =	0.00	$2,281.48	$0
HHPD Students =	0.00	$5,703.69	$0
ILC Students =	0.00	$3,978.32	$0
LD Students =	13.00	$4,277.77	$55,611
OHI Students =	0.00	$5,703.69	$0
OI Students =	0.00	$5,703.69	$0
PS Students =	0.00	$3,422.21	$0
SMD Students =	0.00	$5,703.69	$0
SP Students =	0.00	$34,222.14	$0
TBI Students =	0.00	$5,703.69	$0
TMD Students =	0.00	$5,703.69	$0
VI Students =	0.00	$4,277.77	$0
Totals	168.00		$320,833

37 Delmar	#	Local Pupil Rate	Amount
Kindergarten Students =	0.00	$489.64	$0
Regular Students 1-3 =	0.00	$979.29	$0
Regular Students 4-6 =	0.00	$851.98	$0
Regular Students 7-12 =	0.00	$851.98	$0
AUT Students =	0.00	$4,259.89	$0
DB Students =	0.00	$4,259.89	$0
ED Students =	0.00	$1,703.96	$0
EMD Students =	0.00	$1,135.97	$0
HHPD Students =	0.00	$2,839.93	$0
ILC Students =	0.00	$1,981.35	$0
LD Students =	0.00	$2,129.95	$0
OHI Students =	0.00	$2,839.93	$0
OI Students =	0.00	$2,839.93	$0
PS Students =	0.00	$1,703.96	$0
SMD Students =	0.00	$2,839.93	$0
SP Students =	0.00	$17,039.57	$0
TBI Students =	0.00	$2,839.93	$0
TMD Students =	0.00	$2,839.93	$0
VI Students =	0.00	$2,129.95	$0
	0.00		$0

36 Indian River	#	Local Pupil Rate	Amount
Kindergarten Students =	0.00	$2,001.67	$0
Regular Students 1-3 =	0.00	$2,001.67	$0
Regular Students 4-6 =	0.00	$1,741.45	$0
Regular Students 7-12 =	0.00	$1,741.45	$0
AUT Students =	0.00	$8,707.26	$0
DB Students =	0.00	$8,707.26	$0
ED Students =	0.00	$3,482.90	$0
EMD Students =	0.00	$2,321.93	$0
HHPD Students =	0.00	$5,804.84	$0
ILC Students =	0.00	$4,049.89	$0
LD Students =	0.00	$4,353.63	$0
OHI Students =	0.00	$5,804.84	$0
OI Students =	0.00	$5,804.84	$0
PS Students =	0.00	$3,482.90	$0
SMD Students =	0.00	$5,804.84	$0
SP Students =	0.00	$34,828.02	$0
TBI Students =	0.00	$5,804.84	$0
TMD Students =	0.00	$5,804.84	$0
VI Students =	0.00	$4,353.63	$0
	0.00		$0

15 Lake Forest	#	Local Pupil Rate	Amount
Kindergarten Students =	0.00	$699.60	$0
Regular Students 1-3 =	0.00	$899.60	$0
Regular Students 4-6 =	0.00	$782.65	$0
Regular Students 7-12 =	0.00	$782.65	$0
AUT Students =	0.00	$3,913.27	$0
DB Students =	0.00	$3,913.27	$0
ED Students =	0.00	$1,565.31	$0
EMD Students =	0.00	$1,043.54	$0
HHPD Students =	0.00	$2,608.85	$0
ILC Students =	0.00	$1,820.12	$0
LD Students =	0.00	$1,965.63	$0
OHI Students =	0.00	$2,608.85	$0
OI Students =	0.00	$2,608.85	$0
PS Students =	0.00	$1,565.31	$0
SMD Students =	0.00	$2,608.85	$0
SP Students =	0.00	$15,653.07	$0
TBI Students =	0.00	$2,608.85	$0
TMD Students =	0.00	$2,608.85	$0
VI Students =	0.00	$1,955.63	$0
Totals	0.00		$0

16 Laurel	#	Local Pupil Rate	Amount
Kindergarten Students =	0.00	$928.55	$0
Regular Students 1-3 =	0.00	$928.00	$0
Regular Students 4-6 =	0.00	$807.84	$0
Regular Students 7-12 =	0.00	$807.84	$0
AUT Students =	0.00	$4,039.19	$0
DB Students =	0.00	$4,039.19	$0
ED Students =	0.00	$1,615.67	$0
EMD Students =	0.00	$1,077.12	$0
HHPD Students =	0.00	$2,692.79	$0
ILC Students =	0.00	$1,878.69	$0
LD Students =	0.00	$2,019.59	$0
OHI Students =	0.00	$2,692.79	$0
OI Students =	0.00	$2,692.79	$0
PS Students =	0.00	$1,615.67	$0
SMD Students =	0.00	$2,692.79	$0
SP Students =	0.00	$16,166.74	$0
TBI Students =	0.00	$2,692.79	$0
TMD Students =	0.00	$2,692.79	$0
VI Students =	0.00	$2,019.59	$0
	0.00		$0

18 Milford	#	Local Pupil Rate	Amount
Kindergarten Students =	0.00	$448.19	$0
Regular Students 1-3 =	0.00	$808.38	$0
Regular Students 4-6 =	0.00	$779.85	$0
Regular Students 7-12 =	0.00	$779.85	$0
AUT Students =	0.00	$3,899.25	$0
DB Students =	0.00	$3,899.25	$0
ED Students =	0.00	$1,559.70	$0
EMD Students =	0.00	$1,039.80	$0
HHPD Students =	0.00	$2,599.50	$0
ILC Students =	0.00	$1,813.60	$0
LD Students =	0.00	$1,949.63	$0
OHI Students =	0.00	$2,599.50	$0
OI Students =	0.00	$2,599.50	$0
PS Students =	0.00	$1,559.70	$0
SMD Students =	0.00	$2,599.50	$0
SP Students =	0.00	$15,597.00	$0
TBI Students =	0.00	$2,599.50	$0
TMD Students =	0.00	$2,599.50	$0
VI Students =	0.00	$1,949.63	$0
	0.00		$0

32 Red Clay	#	Local Pupil Rate	Amount
Kindergarten Students =	0.00	$3,098.09	$0
Regular Students 1-3 =	0.00	$3,098.09	$0
Regular Students 4-6 =	13.00	$2,695.34	$35,039
Regular Students 7-12 =	64.00	$2,695.34	$172,502
AUT Students =	0.00	$13,476.70	$0
DB Students =	0.00	$13,476.70	$0
ED Students =	0.00	$5,390.68	$0
EMD Students =	0.00	$3,593.79	$0
HHPD Students =	0.00	$6,984.46	$0
ILC Students =	0.00	$6,266.23	$0
LD Students =	7.00	$6,738.35	$47,168
OHI Students =	0.00	$8,984.46	$0
OI Students =	0.00	$8,984.46	$0
PS Students =	0.00	$5,390.68	$0
SMD Students =	0.00	$8,984.46	$0
SP Students =	0.00	$53,906.76	$0
TBI Students =	0.00	$8,984.46	$0
TMD Students =	0.00	$8,984.46	$0
VI Students =	0.00	$6,738.35	$0
Totals	84.00		$254,710

23 Seaford	#	Local Pupil Rate	Amount
Kindergarten Students =	0.00	$854.36	$0
Regular Students 1-3 =	0.00	$854.36	$0
Regular Students 4-6 =	0.00	$743.29	$0
Regular Students 7-12 =	0.00	$743.29	$0
AUT Students =	0.00	$3,716.47	$0
DB Students =	0.00	$3,716.47	$0
ED Students =	0.00	$1,486.59	$0
EMD Students =	0.00	$991.06	$0
HHPD Students =	0.00	$2,477.65	$0
ILC Students =	0.00	$1,728.59	$0
LD Students =	0.00	$1,858.23	$0
OHI Students =	0.00	$2,477.65	$0
OI Students =	0.00	$2,477.65	$0
PS Students =	0.00	$1,485.59	$0
SMD Students =	0.00	$2,477.65	$0
SP Students =	0.00	$14,865.87	$0
TBI Students =	0.00	$2,477.65	$0
TMD Students =	0.00	$2,477.65	$0
VI Students =	0.00	$1,858.23	$0
	0.00		$0

24 Smyrna	#	Local Pupil Rate	Amount
Kindergarten Students =	0.00	$799.30	$0
Regular Students 1-3 =	0.00	$799.30	$0
Regular Students 4-6 =	0.00	$695.39	$0
Regular Students 7-12 =	0.00	$695.39	$0
AUT Students =	0.00	$3,476.96	$0
DB Students =	0.00	$3,476.96	$0
ED Students =	0.00	$1,390.78	$0
EMD Students =	0.00	$927.19	$0
HHPD Students =	0.00	$2,317.97	$0
ILC Students =	0.00	$1,617.19	$0
LD Students =	0.00	$1,736.48	$0
OHI Students =	0.00	$2,317.97	$0
OI Students =	0.00	$2,317.97	$0
PS Students =	0.00	$1,390.78	$0
SMD Students =	0.00	$2,317.97	$0
SP Students =	0.00	$13,907.83	$0
TBI Students =	0.00	$2,317.97	$0
TMD Students =	0.00	$2,317.97	$0
VI Students =	0.00	$1,738.48	$0
	0.00		$0

35 Woodbridge	#	Local Pupil Rate	Amount
Kindergarten Students =	0.00	$1,492.42	$0
Regular Students 1-3 =	0.00	$1,492.42	$0
Regular Students 4-6 =	0.00	$1,298.41	$0
Regular Students 7-12 =	0.00	$1,298.41	$0
AUT Students =	0.00	$6,492.03	$0
DB Students =	0.00	$6,492.03	$0
ED Students =	0.00	$2,596.81	$0
EMD Students =	0.00	$1,731.21	$0
HHPD Students =	0.00	$4,328.02	$0
ILC Students =	0.00	$3,019.65	$0
LD Students =	0.00	$3,246.02	$0
OHI Students =	0.00	$4,328.02	$0
OI Students =	0.00	$4,328.02	$0
PS Students =	0.00	$2,596.81	$0
SMD Students =	0.00	$4,328.02	$0
SP Students =	0.00	$25,968.12	$0
TBI Students =	0.00	$4,328.02	$0
TMD Students =	0.00	$4,328.02	$0
VI Students =	0.00	$3,246.02	$0
Totals	0.00		$0

FY 2011
State Funding

Charter School Revenue Calculation - Estimate

1/3/11

1.) Grade Configuration: 6-12

2.) Student Total: 1,060
Regular: 977
Special: 83

3.) Districts:

106	Appoquinimink	530	Christina	0	Laurel
106	Brandywine	212	Colonial	0	Milford
0	Caesar Rodney	0	Delmar	106	Red Clay
0	Cape Henlopen	0	Indian River	0	Seaford
0	Capital	0	Lake Forest	0	Smyrna
				0	Woodbridge

4.) Transportation Eligible Students: **795**
Charter School Location New Castle

5.) Meals served but not prepared by the school

0

Student Total = 1060

Kindergarten Students =	0.00	Unit size Kindergarten students =	17.4
Regular Students 1-3 =	0.00	Unit size regular students 1-3 =	17.4
Regular Students 4-6 =	130.00	Unit size regular students 4-6 =	20
Regular Students 7-12 =	847.00	Unit size regular students 7-12=	20
AUT Students =	0.00	Unit Size AUT Students=	4
DB Students =	0.00	Unit size DB students =	4
ED Students =	0.00	Unit size ED students =	10
EMD Students =	0.00	Unit size EMD students =	15
HHPD Students =	0.00	Unit size HHPD students =	6
ILC Students =	0.00	Unit size ILC students =	8.6
LD Students =	83.00	Unit size LD students =	8
OHI Students =	0.00	Unit size OHI students =	6
OI Students =	0.00	Unit size OI students =	6
PS Students =	0.00	Unit size PS students =	10
SMD Students =	0.00	Unit size SMD students =	6
SP Students =	0.00	Unit size SP students =	1
TBI Students =	0.00	Unit size TBI students =	6
TMD Students =	0.00	Unit size TMD students =	6
VI Students =	0.00	Unit size VI students =	8

0

FY 2011 Estimated Cost per Position
New Applicants: as per latest state/charter average salary information
Renewal and Modification Applicants: as per the last salary average for your school

# of Div I Units Generated =	59.23	$37,250	$2,206,318
Div I Reading Resource Teacher =	**0.00**	$37,250	$0
Div I Math Specialist =	**0.00**	$37,250	$0
Administrative Assistant =	1.00	$51,281	$51,281

Percentage 11 Month Supervisor =	0.39	$54,466	$21,242
Percentage Transportation Supervisor =	0.11	$62,960	$6,926
Principal =	1.00	$64,956	$64,956
Assistant Principal =	2.00	$56,524	$113,048
Percentage Psychologist =	0.39	$43,139	$16,824
Percentage Speech/Hearing =	0.42	$44,584	$18,725
Percentage Visiting Teacher =	0.24	$43,589	$10,461
Percentage Driver Education Teacher =	1.12	$37,250	$41,720
Nurse =	1.14	$40,300	$46,103
Academic Excellence Units =	4.24	$37,250	$157,940
Clerical Units =	5.00	$29,255	$146,275
Custodial Units =	1.00	$23,531	$23,531
Cafeteria Manager =	0.00	$28,544	$0
Cafeteria Worker =	7.74	$10,177	$78,770
Related Service Specialist =	0.00	$43,589	$0
Total Staffing =	85.02		
Total Staffing For Health Insurance =	77.28		

Total Salary Costs =		$3,004,120
FY 2007 OEC Rate =	25.09%	$753,734
Health Insurance Per FTE =	$8,611	$665,493
Subtotal Personnel Revenue =		**$4,423,346**

Other State Sources (based on Latest Available Values)

		0
Professional & Curriculum Development =		$ 20,372
Student Success Block Grant		$ -
Division II Units (No Vocational Courses) =	59.23	
Division II - All Other Costs - Current Unit Value =	$ 3,115	$ 184,501
Division II - Energy - Current Unit Value =	$ 2,402	$ 142,270
Division III - Equalization - Unit Value =	**$ 7,379**	$ 437,040
Academic Excellence Division III =		$ 31,286
Division III Reading Resource Teacher =		$ -
Division III Math Specialist =		$ -
Academic Excellence Division II =		$ -
Academic Excellence Allotment =		$ -
MCI/Annual Maintenance =		$ 59,816
LEP =		$ -
Technology Block Grants =		$ -
Student Transportation Amount =		$ 765,315

Subtotal Other Sources =	**$1,640,600**
Grand Total State Sources =	**$6,063,946**

New Charter School Estimated State and Local Fund Calculations

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

Please enter the following information:

Click in next box and select grade configuration from drop down menu: 6-12

Click in next box and select county from drop down menu: New Castle Location should be Bear but it's not an option.

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

Aso enter the number of tenth graders

State Funding	Local Funding	Total Funding
$6,063,946	$2,775,370	**$8,839,316**

UNITS	59.23

Enter Estimated # of 10th Graders Here **140**

29 Appoquinimink	#	Local Pupil Rate	Amount
Kindergarten Students =	0.00	$1,468.64	$0
Regular Students 1-3 =	0.00	$1,468.64	$0
Regular Students 4-6 =	13.00	$1,277.72	$16,610
Regular Students 7-12 =	85.00	$1,277.72	$108,606
AUT Students =	0.00	$6,388.58	$0
DB Students =	0.00	$6,388.58	$0
ED Students =	0.00	$2,555.43	$0
EMD Students =	0.00	$1,703.62	$0
HHPD Students =	0.00	$4,259.05	$0
ILC Students =	0.00	$2,971.43	$0
LD Students =	8.00	$3,194.29	$25,554
OHI Students =	0.00	$4,259.05	$0
OI Students =	0.00	$4,259.05	$0
PS Students =	0.00	$2,555.43	$0
SMD Students =	0.00	$4,259.05	$0
SP Students =	0.00	$25,554.30	$0
TBI Students =	0.00	$4,259.05	$0
TMD Students =	0.00	$4,259.05	$0
VI Students =	0.00	$3,194.29	$0
Totals	106.00		$150,771

31 Brandywine	#	Local Pupil Rate	Amount
Kindergarten Students =	0.00	$4,017.84	$0
Regular Students 1-3 =	0.00	$4,017.84	$0
Regular Students 4-6 =	13.00	$3,495.52	$45,442
Regular Students 7-12 =	85.00	$3,495.52	$297,119
AUT Students =	0.00	$17,477.82	$0
DB Students =	0.00	$17,477.82	$0
ED Students =	0.00	$6,991.05	$0
EMD Students =	0.00	$4,660.70	$0
HHPD Students =	0.00	$11,651.75	$0
ILC Students =	0.00	$8,129.13	$0
LD Students =	8.00	$8,738.81	$69,910
OHI Students =	0.00	$11,651.75	$0
OI Students =	0.00	$11,651.75	$0
PS Students =	0.00	$6,991.05	$0
SMD Students =	0.00	$11,651.75	$0
SP Students =	0.00	$69,910.48	$0
TBI Students =	0.00	$11,651.75	$0
TMD Students =	0.00	$11,651.75	$0
VI Students =	0.00	$8,738.81	$0
	106.00		$412,471

10 Caesar Rodney
Kindergarten Students =
Regular Students 1-3 =
Regular Students 4-6 =
Regular Students 7-12 =
AUT Students =
DB Students =
ED Students =
EMD Students =
HHPD Students =
ILC Students =
LD Students =
OHI Students =
OI Students =
PS Students =
SMD Students =
SP Students =
TBI Students =
TMD Students =
VI Students =

17 Cape Henlopen	#	Local Pupil Rate	Amount
Kindergarten Students =	0.00	$2,654.23	$0
Regular Students 1-3 =	0.00	$2,654.23	$0
Regular Students 4-6 =	0.00	$2,309.18	$0
Regular Students 7-12 =	0.00	$2,309.18	$0
AUT Students =	0.00	$11,545.90	$0
DB Students =	0.00	$11,545.90	$0
ED Students =	0.00	$4,618.36	$0
EMD Students =	0.00	$3,078.91	$0
HHPD Students =	0.00	$7,697.27	$0
ILC Students =	0.00	$5,370.19	$0
LD Students =	0.00	$5,772.96	$0
OHI Students =	0.00	$7,697.27	$0
OI Students =	0.00	$7,697.27	$0
PS Students =	0.00	$4,618.36	$0
SMD Students =	0.00	$7,697.27	$0
SP Students =	0.00	$46,183.60	$0
TBI Students =	0.00	$7,697.27	$0
TMD Students =	0.00	$7,697.27	$0
VI Students =	0.00	$5,772.95	$0
Totals	0.00		$0

13 Capital	#	Local Pupil Rate	Amount
Kindergarten Students =	0.00	$933.29	$0
Regular Students 1-3 =	0.00	$933.29	$0
Regular Students 4-6 =	0.00	$811.97	$0
Regular Students 7-12 =	0.00	$811.97	$0
AUT Students =	0.00	$4,059.83	$0
DB Students =	0.00	$4,059.83	$0
ED Students =	0.00	$1,623.93	$0
EMD Students =	0.00	$1,082.62	$0
HHPD Students =	0.00	$2,706.55	$0
ILC Students =	0.00	$1,888.29	$0
LD Students =	0.00	$2,029.92	$0
OHI Students =	0.00	$2,706.55	$0
OI Students =	0.00	$2,706.55	$0
PS Students =	0.00	$1,623.93	$0
SMD Students =	0.00	$2,706.55	$0
SP Students =	0.00	$16,239.32	$0
TBI Students =	0.00	$2,706.55	$0
TMD Students =	0.00	$2,706.55	$0
VI Students =	0.00	$2,029.92	$0
	0.00		$0

33 Christina
Kindergarten Students =
Regular Students 1-3 =
Regular Students 4-6 =
Regular Students 7-12 =
AUT Students =
DB Students =
ED Students =
EMD Students =
HHPD Students =
ILC Students =
LD Students =
OHI Students =
OI Students =
PS Students =
SMD Students =
SP Students =
TBI Students =
TMD Students =
VI Students =

34 Colonial	#	Local Pupil Rate	Amount
Kindergarten Students =	0.00	$1,986.79	$0
Regular Students 1-3 =	0.00	$1,986.79	$0
Regular Students 4-6 =	26.00	$1,711.11	$44,489
Regular Students 7-12 =	169.00	$1,711.11	$289,178
AUT Students =	0.00	$8,555.54	$0
DB Students =	0.00	$8,555.54	$0
ED Students =	0.00	$3,422.21	$0
EMD Students =	0.00	$2,281.48	$0
HHPD Students =	0.00	$5,703.69	$0
ILC Students =	0.00	$3,979.32	$0
LD Students =	17.00	$4,277.77	$72,722
OHI Students =	0.00	$5,703.69	$0
OI Students =	0.00	$5,703.69	$0
PS Students =	0.00	$3,422.21	$0
SMD Students =	0.00	$5,703.69	$0
SP Students =	0.00	$34,222.14	$0
TBI Students =	0.00	$5,703.69	$0
TMD Students =	0.00	$5,703.69	$0
VI Students =	0.00	$4,277.77	$0
Totals	212.00		$406,389

37 Delmar	#	Local Pupil Rate	Amount
Kindergarten Students =	0.00	$489.64	$0
Regular Students 1-3 =	0.00	$979.29	$0
Regular Students 4-6 =	0.00	$851.98	$0
Regular Students 7-12 =	0.00	$851.98	$0
AUT Students =	0.00	$4,259.89	$0
DB Students =	0.00	$4,259.89	$0
ED Students =	0.00	$1,703.96	$0
EMD Students =	0.00	$1,135.97	$0
HHPD Students =	0.00	$2,839.93	$0
ILC Students =	0.00	$1,981.35	$0
LD Students =	0.00	$2,129.95	$0
OHI Students =	0.00	$2,839.93	$0
OI Students =	0.00	$2,839.93	$0
PS Students =	0.00	$1,703.96	$0
SMD Students =	0.00	$2,839.93	$0
SP Students =	0.00	$17,039.57	$0
TBI Students =	0.00	$2,839.93	$0
TMD Students =	0.00	$2,839.93	$0
VI Students =	0.00	$2,129.95	$0
	0.00		$0

36 Indian River
Kindergarten Students =
Regular Students 1-3 =
Regular Students 4-6 =
Regular Students 7-12 =
AUT Students =
DB Students =
ED Students =
EMD Students =
HHPD Students =
ILC Students =
LD Students =
OHI Students =
OI Students =
PS Students =
SMD Students =
SP Students =
TBI Students =
TMD Students =
VI Students =

15 Lake Forest	#	Local Pupil Rate	Amount
Kindergarten Students =	0.00	$899.60	$0
Regular Students 1-3 =	0.00	$899.60	$0
Regular Students 4-6 =	0.00	$782.65	$0
Regular Students 7-12 =	0.00	$782.65	$0
AUT Students =	0.00	$3,913.27	$0
DB Students =	0.00	$3,913.27	$0
ED Students =	0.00	$1,565.31	$0
EMD Students =	0.00	$1,043.54	$0
HHPD Students =	0.00	$2,608.85	$0
ILC Students =	0.00	$1,820.12	$0
LD Students =	0.00	$1,965.63	$0
OHI Students =	0.00	$2,608.85	$0
OI Students =	0.00	$2,608.85	$0
PS Students =	0.00	$1,565.31	$0
SMD Students =	0.00	$2,608.85	$0
SP Students =	0.00	$15,653.07	$0
TBI Students =	0.00	$2,608.85	$0
TMD Students =	0.00	$2,608.85	$0
VI Students =	0.00	$1,965.63	$0
Totals	0.00		$0

16 Laurel	#	Local Pupil Rate	Amount
Kindergarten Students =	0.00	$926.55	$0
Regular Students 1-3 =	0.00	$926.00	$0
Regular Students 4-6 =	0.00	$807.84	$0
Regular Students 7-12 =	0.00	$807.84	$0
AUT Students =	0.00	$4,039.19	$0
DB Students =	0.00	$4,039.19	$0
ED Students =	0.00	$1,615.67	$0
EMD Students =	0.00	$1,077.12	$0
HHPD Students =	0.00	$2,692.79	$0
ILC Students =	0.00	$1,878.69	$0
LD Students =	0.00	$2,019.59	$0
OHI Students =	0.00	$2,692.79	$0
OI Students =	0.00	$2,692.79	$0
PS Students =	0.00	$1,615.67	$0
SMD Students =	0.00	$2,692.79	$0
SP Students =	0.00	$16,156.74	$0
TBI Students =	0.00	$2,692.79	$0
TMD Students =	0.00	$2,692.79	$0
VI Students =	0.00	$2,019.59	$0
	0.00		$0

18 Milford
Kindergarten Students =
Regular Students 1-3 =
Regular Students 4-6 =
Regular Students 7-12 =
AUT Students =
DB Students =
ED Students =
EMD Students =
HHPD Students =
ILC Students =
LD Students =
OHI Students =
OI Students =
PS Students =
SMD Students =
SP Students =
TBI Students =
TMD Students =
VI Students =

32 Red Clay	#	Local Pupil Rate	Amount
Kindergarten Students =	0.00	$3,098.09	$0
Regular Students 1-3 =	0.00	$3,098.09	$0
Regular Students 4-6 =	13.00	$2,695.34	$35,039
Regular Students 7-12 =	85.00	$2,695.34	$229,104
AUT Students =	0.00	$13,476.70	$0
DB Students =	0.00	$13,476.70	$0
ED Students =	0.00	$5,390.68	$0
EMD Students =	0.00	$3,593.79	$0
HHPD Students =	0.00	$8,984.46	$0
ILC Students =	0.00	$5,288.23	$0
LD Students =	8.00	$6,736.36	$53,907
OHI Students =	0.00	$8,984.46	$0
OI Students =	0.00	$8,984.46	$0
PS Students =	0.00	$5,390.68	$0
SMD Students =	0.00	$8,984.46	$0
SP Students =	0.00	$53,906.78	$0
TBI Students =	0.00	$8,984.46	$0
TMD Students =	0.00	$8,984.46	$0
VI Students =	0.00	$6,738.35	$0
Totals	106.00		$318,050

23 Seaford	#	Local Pupil Rate	Amount
Kindergarten Students =	0.00	$854.36	$0
Regular Students 1-3 =	0.00	$854.36	$0
Regular Students 4-6 =	0.00	$743.29	$0
Regular Students 7-12 =	0.00	$743.29	$0
AUT Students =	0.00	$3,716.47	$0
DB Students =	0.00	$3,716.47	$0
ED Students =	0.00	$1,486.59	$0
EMD Students =	0.00	$991.06	$0
HHPD Students =	0.00	$2,477.65	$0
ILC Students =	0.00	$1,728.59	$0
LD Students =	0.00	$1,858.23	$0
OHI Students =	0.00	$2,477.65	$0
OI Students =	0.00	$2,477.65	$0
PS Students =	0.00	$1,485.59	$0
SMD Students =	0.00	$2,477.65	$0
SP Students =	0.00	$14,865.87	$0
TBI Students =	0.00	$2,477.65	$0
TMD Students =	0.00	$2,477.65	$0
VI Students =	0.00	$1,858.23	$0
	0.00		$0

24 Smyrna
Kindergarten Students =
Regular Students 1-3 =
Regular Students 4-6 =
Regular Students 7-12 =
AUT Students =
DB Students =
ED Students =
EMD Students =
HHPD Students =
ILC Students =
LD Students =
OHI Students =
OI Students =
PS Students =
SMD Students =
SP Students =
TBI Students =
TMD Students =
VI Students =

35 Woodbridge	#	Local Pupil Rate	Amount
Kindergarten Students =	0.00	$1,492.42	$0
Regular Students 1-3 =	0.00	$1,492.42	$0
Regular Students 4-6 =	0.00	$1,298.41	$0
Regular Students 7-12 =	0.00	$1,298.41	$0
AUT Students =	0.00	$6,492.03	$0
DB Students =	0.00	$6,492.03	$0
ED Students =	0.00	$2,596.81	$0
EMD Students =	0.00	$1,731.21	$0
HHPD Students =	0.00	$4,328.02	$0
ILC Students =	0.00	$3,019.55	$0
LD Students =	0.00	$3,246.02	$0
OHI Students =	0.00	$4,328.02	$0
OI Students =	0.00	$4,328.02	$0
PS Students =	0.00	$2,596.81	$0
SMD Students =	0.00	$4,328.02	$0
SP Students =	0.00	$25,968.12	$0
TBI Students =	0.00	$4,328.02	$0
TMD Students =	0.00	$4,328.02	$0
VI Students =	0.00	$3,246.02	$0
Totals	0.00		$0

#	Local Pupil Rate	Amount
0.00	$1,601.58	$0
0.00	$1,601.58	$0
0.00	$1,393.37	$0
0.00	$1,393.37	$0
0.00	$6,996.87	$0
0.00	$6,996.87	$0
0.00	$2,786.75	$0
0.00	$1,857.83	$0
0.00	$4,644.58	$0
0.00	$3,240.41	$0
0.00	$3,483.44	$0
0.00	$4,644.58	$0
0.00	$4,644.58	$0
0.00	$2,786.75	$0
0.00	$4,644.58	$0
0.00	$27,867.49	$0
0.00	$4,644.58	$0
0.00	$4,644.58	$0
0.00	$3,483.44	$0
0.00		$0

#	Local Pupil Rate	Amount
0.00	$1,441.81	$0
0.00	$2,883.62	$0
65.00	$2,508.75	$163,069
423.00	$2,508.75	$1,061,201
0.00	$12,543.77	$0
0.00	$12,543.77	$0
0.00	$5,017.51	$0
0.00	$3,345.00	$0
0.00	$8,362.51	$0
0.00	$5,834.31	$0
42.00	$6,271.88	$263,419
0.00	$8,362.51	$0
0.00	$8,362.51	$0
0.00	$5,017.51	$0
0.00	$8,362.51	$0
0.00	$50,175.07	$0
0.00	$8,362.51	$0
0.00	$8,362.51	$0
0.00	$6,271.88	$0
530.00		$1,487,689

#	Local Pupil Rate	Amount
0.00	$2,001.67	$0
0.00	$2,001.67	$0
0.00	$1,741.45	$0
0.00	$1,741.45	$0
0.00	$8,707.26	$0
0.00	$8,707.28	$0
0.00	$3,482.90	$0
0.00	$2,321.93	$0
0.00	$5,804.84	$0
0.00	$4,049.89	$0
0.00	$4,353.63	$0
0.00	$5,804.84	$0
0.00	$5,804.84	$0
0.00	$3,482.90	$0
0.00	$5,804.84	$0
0.00	$34,829.02	$0
0.00	$5,804.84	$0
0.00	$5,804.84	$0
0.00	$4,353.63	$0
0.00		$0

#	Local Pupil Rate	Amount
0.00	$446.19	$0
0.00	$806.38	$0
0.00	$779.85	$0
0.00	$779.85	$0
0.00	$3,899.25	$0
0.00	$3,899.25	$0
0.00	$1,559.70	$0
0.00	$1,039.80	$0
0.00	$2,599.50	$0
0.00	$1,813.60	$0
0.00	$1,949.63	$0
0.00	$2,599.50	$0
0.00	$2,599.50	$0
0.00	$1,559.70	$0
0.00	$2,599.50	$0
0.00	$15,597.00	$0
0.00	$2,599.50	$0
0.00	$2,599.50	$0
0.00	$1,949.63	$0
0.00		$0

#	Local Pupil Rate	Amount
0.00	$799.30	$0
0.00	$799.30	$0
0.00	$695.39	$0
0.00	$695.39	$0
0.00	$3,476.96	$0
0.00	$3,476.96	$0
0.00	$1,390.78	$0
0.00	$927.19	$0
0.00	$2,317.97	$0
0.00	$1,617.19	$0
0.00	$1,738.48	$0
0.00	$2,317.97	$0
0.00	$2,317.97	$0
0.00	$1,390.78	$0
0.00	$2,317.97	$0
0.00	$13,907.83	$0
0.00	$2,317.97	$0
0.00	$2,317.97	$0
0.00	$1,738.48	$0
0.00		$0

APPENDIX A

STATE of DELAWARE
CERTIFICATE of INCORPORATION
A NON-STOCK CORPORATION

State of Delaware
Secretary of State
Division of Corporations
Delivered 02:39 PM 09/15/20..
FILED 02:39 PM 09/15/2010
SRV 100910610 - 4872102 FILE

• **First:** The name of the Corporation is I AM Academy Leadership & Technical Institute, Inc.

• **Second:** Its Registered Office in the State of Delaware is to be located at 12 Dunleary Drive, in the City of Bear, Delaware, County of New Castle, Zip Code:19701. The name of the registered agent is Valerie Brown-Baul.

• **Third:** The purpose of the corporation is to engage in any lawful act of activity for which corporations may be organized under the General Corporation Law of Delaware. This Corporation shall be a nonprofit corporation. Said corporation is organized exclusively for charitable and educational purposes, including, for such purposes, the making of distributions to organizations that qualify as exempt organizations under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

• **Fourth:** The corporation shall not have any capital stock and it is a non-profit organization.

• **Fifth:** The Conditions of Membership are: Member must be a part of the Board of Directors. Details are listed in the By-laws

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

• **Seventh:** Upon the dissolution of the corporation, assets shall be distributed for one or more exempt purposes within the meaning of section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose. Any such assets not so disposed of shall be disposed of by a Court of Competent Jurisdiction of the county in which the principal office of the corporation is then located, exclusively for such purposes or to such organization or organizations, as said Court shall determine, which are organized and operated exclusively for such purposes.

• **Eighth:** The name and mailing address of the incorporator/initial trustee are as follows:
Name Valerie Brown-Baul
Mailing Address: 12 Dunleary Drive Bear, DE 19701

• **I, The Undersigned,** for the purpose of forming a corporation under the laws of the State of Delaware, do make, file and record this Certificate, and do certify that the facts herein stated are true, and I have accordingly hereunto set my hand this 15th day of

September, A.D. 2010

BY: Valerie Brown-Baul (Incorporator)

NAME: Valerie Brown-Baul
(type or print)

State of Delaware

SECRETARY OF STATE
DIVISION OF CORPORATIONS
P.O. BOX 898
DOVER, DELAWARE 19903

100910610

9718001
VALERIE BROWN-BAUL
12 DUNLEARY DRIVE
BEAR DE 19701

09-15-2010

DESCRIPTION	AMOUNT
I AM ACADEMY LEADERSHIP & TECHNICAL INSTITUTE, INC.	
4872102 0102 Incorp Delaware Non-Stock	
Incorporation Fee	15.00
Receiving/Indexing	25.00
Data Entry Fee	5.00
Court Municipality Fee, Wilm.	20.00
Surcharge Assessment-New Castle	6.00
Page Assessment-New Castle Count	18.00
Expedite Fee, 24 Hour	50.00
FILING TOTAL	139.00
TOTAL PAYMENTS	139.00
SERVICE REQUEST BALANCE	.00

X

IRS DEPARTMENT OF THE TREASURY
INTERNAL REVENUE SERVICE
OGDEN UT 84201-0023

Date of this notice: 09-24-2[illegible]

Employer Identification Number:
90-0610732

Form: SS-4

Number of this notice: CP 575 C

For assistance you may call us at:
1-800-829-4933

IF YOU WRITE, ATTACH THE
STUB OF THIS NOTICE.

000897.788672.0004.001 1 MB 0.382 996

I AM ACADEMY LEADERSHIP & TECHNICAL
% VALERIE D BROWN
12 DUNLEARY DR
BEAR DE 19701

WE ASSIGNED YOU AN EMPLOYER IDENTIFICATION NUMBER

Thank you for applying for an Employer Identification Number (EIN). We assigned you EIN 90-0610732. This EIN will identify you, your business accounts, tax returns, and documents, even if you have no employees. Please keep this notice in your permanent records.

When filing tax documents, payments, and related correspondence, it is very important that you use your EIN and complete name and address exactly as shown above. Any variation may cause a delay in processing, result in incorrect information in your account, or even cause you to be assigned more than one EIN. If the information is not correct as shown above, please make the correction using the attached tear off stub and return it to us.

Based on the information received from you or your representative, you must file the following form(s) by the date(s) shown.

Form 941	10/31/2011
Form 940	01/31/2012

If you have questions about the form(s) or the due dates(s) shown, you can call us at the phone number or write to us at the address shown at the top of this notice. If you need help in determining your annual accounting period (tax year), see Publication 538, Accounting Periods and Methods.

We assigned you a tax classification based on information obtained from you or your representative. It is not a legal determination of your tax classification and is not binding on the IRS. If you want a legal determination of your tax classification, you may request a private letter ruling from the IRS under the guidelines in Revenue Procedure 2004-1, 2004-1 I.R.B. 1 (or superseding Revenue Procedure for the year at issue). Note: Certain tax classification elections can be requested by filing Form 8832, Entity Classification Election. See Form 8832 and its instructions for additional information.

If you are required to deposit for employment taxes (Forms 941, 943, 940, 944, 945, CT-1, or 1042), excise taxes (Form 720), or income taxes (Form 1120), you will receive a Welcome Package shortly which includes instructions for making your deposits electronically through the Electronic Federal Tax Payment System (EFTPS). A Personal Identification Number (PIN) for EFTPS will also be sent to you under separate cover. Please activate the PIN once you receive it, even if you have requested the services of a tax professional or representative. For more information about EFTPS, refer to Publication 966, Electronic Choices to Pay All Your Federal Taxes. If you need to make a deposit before you receive your Welcome Package, you can use the enclosed Form 8109-B, Federal Tax Deposit Coupon.

The IRS is committed to helping all taxpayers comply with their tax filing obligations. If you need help completing your returns or meeting your tax obligations Authorized e-file Providers, such as Reporting Agents (payroll service providers) are available to assist you. Visit the IRS Web site at www.irs.gov for a list of companies that offer IRS e-file for business products and services. The list provides addresses, telephone numbers, and links to their Web sites.

To obtain tax forms and publications, including those referenced in this notice, visit our Web site at www.irs.gov. If you do not have access to the Internet, call 1-800-829-3676 (TTY/TDD 1-800-829-4059) or visit your local IRS office.

IMPORTANT REMINDERS:

* Keep a copy of this notice in your permanent records. This notice is issued only one time and IRS will not be able to generate a duplicate copy for you.

* Use this EIN and your name exactly as they appear at the top of this notice on all your federal tax forms.

* Refer to this EIN on your tax-related correspondence and documents.

If you have questions about your EIN, you can call us at the phone number or write to us at the address shown at the top of this notice. If you write, please tear off the stub at the bottom of this notice and send it along with your letter. If you do not need to write us, do not complete and return this stub. Thank you for your cooperation.

APPENDIX B

BYLAWS
OF
I AM ACADEMY
LEADERSHIP AND TECHNICAL INSTITUTE, INC.

ARTICLE I: NAME

The name of the Corporation is I AM Academy Leadership and Technical Institute, Inc. (hereinafter "the Corporation")

ARTICLE II: PURPOSE

The Corporation was incorporated as a nonprofit corporation under the General Corporation Law of the State of Delaware ("DGCL") to organize and run a Charter School pursuant to the Charter School Act of 1995 (14 Delaware Code § 501). The business of the Corporation 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. The nature of the activities to be conducted to accomplish the above purpose shall be exclusively those within the purview of Section 501 (c)(3) of the Internal Revenue Code 1986, or the corresponding provisions of any subsequent Federal tax laws. The corporation shall not have members.

ARTICLE III: OFFICES

The Corporation may have an office or offices at such places as the Board of Directors may from time to time designate.

ARTICLE IV: MISSION

The mission of I AM Academy Leadership and Technical Institute is to develop an educational model that not only promotes academic best practices, but equally focuses on the whole student, their aspirations and talents using personal and leadership development programs and multi-media technology.

ARTICLE V: BOARD OF DIRECTORS

Section 1. Powers

Subject to limitations imposed by law, the Certificate of Incorporation, or these Bylaws, all corporate powers shall be exercised by or under the authority of the Board of Directors (the "Board"). The Board has the power to manage the property and business of this corporation (the "Corporation" or "School"). Without limiting the foregoing, the Board shall conduct the business of the Corporation, including:

9. Financial and/or legal, business, fundraising, management, governance, real estate development, community advocacy, or educational experience;
10. A willingness to accept and support decisions made in accordance with these Bylaws;
11. An ability and willingness to give time and energy to the School: and,
12. A willingness and ability to provide access to resources, both financial and other, in order to support and strengthen the School.

Section 4. Election and Term

i) Adopting the bylaws of the Corporation;
ii) Determining the general policies and strategic planning of the Corporation;
iii) Establishing the annual budget and approving major expenditures;
iv) Selecting projects and approving the overall budget of said projects;
v) Approving the administrative budget of the Corporation;
vi) Approving the annual reports of the Corporation;
vii) Approving the annual financial statements of the Corporation; and
viii) Electing officers and filling vacancies in said offices as may occur from time to time during the year.

Section 2. Number.

The number of directors of the Corporation ("Directors") shall be not fewer than nine (9) and shall not exceed ~~thirteen~~ fifteen (15). However, the number of Directors constituting the Board may be reduced as a result of a vacancy or increased upon the election of additional directors as provided in Section 4 of this Article IV.

Section 3. Qualifications of Directors.

One member of the Board shall be a parent or legal guardian of a student enrolled at the School ("Parent Director") and one member of the Board shall be a teacher at the School ("Teacher Director"). Such Directors shall be designated at the time of election. A Parent Director who ceases to be a parent or legal guardian of a student enrolled at the School may continue in office until the next annual meeting of the Corporation. A Teacher Director shall be deemed to have resigned from the Board on the date the Teacher is no longer employed as a teacher at the School.

The Board may elect any person who in its discretion it believes will serve the Corporation faithfully and effectively. The Board shall, however, seek to elect Directors with the following qualifications:

1. An unwavering commitment to seeing our students superbly prepared for high school, college, and beyond;
2. A set of personal and professional skills which will further this effort;
3. A commitment to improving access to quality education for all children regardless of race or economic status;
4. An understanding of the Board's obligation to act as effective and vigilant stewards of public funds;
5. The ability to be a good judge of information regarding the Executive Director's educational and fiscal management of the School and a willingness to replace the Executive Director if results are less than satisfactory;
6. A willingness to focus on the academic achievement of children in the School, and not to divert the Board's attention to matters that are peripheral to this mission;
7. An ability to fairly and accurately assess the needs of the community, and to represent the School to the community and others;
8. Attainment of at least 21 years of age;

9. Financial and/or legal, business, fundraising, management, governance, real estate development, community advocacy, or educational experience;
10. A willingness to accept and support decisions made in accordance with these Bylaws;
11. An ability and willingness to give time and energy to the School: and,
12. A willingness and ability to provide access to resources, both financial and other, in order to support and strengthen the School.

Section 4. Election and Term

1. Election: The Incorporator pursuant to a written action shall select the initial Founding Board of Directors of the Corporation. At the first Board Meeting immediately following issuance of the charter, the Founding Board of Directors will become the governing Board of Directors and will be elected to a staggered-length terms of one, two, and three years.

Following issuance of the charter, and prior to the end of the calendar year in which I AM Academy Leadership and Technical Institute opens, the Parent Director shall be recommended to the Governance Committee by parents or legal guardians of students enrolled in the School and the Teacher Director shall be recommended to the Governance Committee by teachers at the School, in accordance with the provisions of this Article IV. The Governance Committee then nominates candidates to the Board; and, finally, the Directors elect the individuals.

The Parent Director and Teacher Director terms shall be for one (1) year from the date of the election; the terms of office for all other Directors shall be one (1), two (2) or three (3) years from the date of election.

The Directors may, in their discretion, elect additional Directors pursuant to an affirmative vote of ¾ of all Directors then serving, provided that the limit on the number of Directors set forth above in Section 2 of this Article IV shall not be exceeded.

2. Terms of Office are described as follows:
   (a) After election to and completion of staggered-length terms, the term of office for a Director shall be three (3) years from the date of election. A Director's term of office shall end at the conclusion of the second Annual Meeting after the Regular, Special or Annual Meeting at which the Director was elected or at an earlier Annual Meeting in the case of Directors elected for terms shorter than three years.
   (b) Any vacancy occurring on the Board of Directors and any position to be filled by reason of increase in the number of Directors may be filled, upon recommendation of a qualified candidate by the Governance Committee, by vote of a majority of the Directors then in office. A Director elected to fill the vacancy shall be elected for the unexpired term of his/her predecessor in office. The Board may exercise all of its powers notwithstanding the existence of one or more vacancies on the Board. If the number of Directors in office has become less than nine (9), the Board must elect additional Director until there are at least nine (9) before taking action on any other business.

(c) A Director's term of office shall not be shortened by any reduction in the number of Directors resulting from amendment to the charter, the bylaws, or other Board action.

(d) A Director's term of office shall not be extended beyond that for which the Director was elected by amendment of the school's charter or the bylaws or other Board action.

(e) No Director shall serve more than two (2) consecutive, three-year terms without at least a one (1) year break between terms.

3. Time of Elections is described as follows:

(a) The Board shall elect Directors at the Annual Meeting or, in the case of a Director elected to fill a vacancy, at a Regular Meeting designated for that purpose, or at a Special Meeting called for that purpose.

Section 5. Removal, Resignation and Vacancy.

1. Removal of Directors. Any Director may be removed or suspended from office by a majority of the whole Board of Directors. Such action shall be taken only upon written complaint of misconduct, incapacity or neglect of duty submitted to the Board of Directors. If in the opinion of a majority of the whole Board of Directors such complaint shall have been sustained, the accused Director may be removed or suspended from office. The Board may reserve the right to remove a Director with or without cause in accordance with the applicable provisions of the Education Law and the Not-for-Profit Corporation Law.

2. Resignation by Directors. A Director may resign by giving written notice to the Board Chair. The resignation is effective upon receipt of such notice, or at any later date specified in the notice. The acceptance of a resignation by the Board Chair shall not be necessary to make it effective, but no resignation shall discharge any accrued obligation or duty of a Director.

3. Vacancies. A vacancy is deemed to occur on the effective date of the resignation of a Director, upon the removal of a Director, upon declaration of vacancy pursuant to these bylaws, or upon a Director's death. A vacancy is also deemed to exist upon the increase by the Board of the authorized number of Directors.

Section 6. Compensation.

Directors shall serve without compensation. However, the Board may approve reimbursement of a Director's actual and necessary expenses while conducting Corporation business.

Section 7. Code of Conduct, Conflict of Interest and Confidentiality.

The Board shall establish Code of Conduct, Conflict of Interest and Confidentiality policies for the Board.

Section 8. Financial Interests.

Directors shall have no direct or indirect financial interest in the assets or leases of the School. Any Director who individually or as part of a business or professional firm is involved in business transactions with or in providing professional services to the School shall disclose this relationship and shall not participate in any vote taken with respect to such transactions or services as provided in Article XIII Section 2.

Section 9. Executive Director.

The Board may appoint an Executive Director to be responsible for carrying out the work of the School in accordance with the policies established from time to time by the Board. Any such Executive Director shall be an ex-officio, non-voting member of the Board of Directors.

ARTICLE VI: MEETINGS OF THE BOARD

Section 1. Compliance with the provisions of the Freedom of Information Act.

The Board shall conduct its meetings as if it were a "public body" as defined in 29 Del. Code § 10002(a), and according to the requirements of Chapter 100 of said Title 29 (the "Act"). In addition to the published notices required by the Act, notices of each meeting of the Board shall be forwarded to its members by any method that preserves proof of such notice.

Section 2. Quorum.

A quorum for the transaction of business at any meeting of the Board shall consist of at least one-half the voting Directors then serving, except as may otherwise be required by law.

Section 3. Action by the Board.

Except as otherwise provided by statute or by these bylaws, the vote of a majority of the Board present at the time of the vote, if a quorum is present at such time, shall be the act of the Board.

Section 4. Participation by Conference Telephone.

Notwithstanding any provision of these bylaws to the contrary, members of the Board, or of any committee thereof, may from time to time participate in a meeting of such Board or committee by means of conference telephone or similar communications equipment by means of which all persons participating in the meeting can hear each other and such participation shall constitute presence in person at such meeting.

Section 5. Reliance.

A member of the Board, or of any committee thereof, shall in the performance of his or her duties, be fully protected in relying in good faith upon the records of the Corporation and

upon such information, opinions, reports or statements presented to the Corporation by any of its officers, or employees, or committees of the Board, or by any other person as to matters the Board member reasonably believes are within such other person's professional or expert competence and who has been selected with reasonable care by or on behalf of the Corporation.

ARTICLE VII: COMMITTEES

1. Standing Committees. There shall be four (4) standing committees: the Academic Achievement Committee, the Governance Committee, the Fund Development Committee and the Finance Committee. The Board may create committees for any additional purpose.

2. Ad-hoc Committees. The Chair of the Board may from time to time appoint Directors to serve on committees formed to work in a limited timeframe on a project or program with a definite end, e.g. a fundraising campaign or event.

3. Appointment to and Membership of Committees. The Chair shall appoint members to and designate the chairs of all committees. Persons other than Directors may be appointed as members of committees provided that any committee to which the powers of the Directors are delegated shall consist solely of Directors; and further provided, that all committees shall be chaired by a Director.

4. Responsibilities of Committees. The responsibilities of the standing committees may include but shall not be limited to the following:

(a) Academic Achievement Committee:
- (i) to work with the Executive Director to review the school's academic results;
- (ii) to monitor progress toward goals set by the Board; and,
- (iii) to present, with the Executive Director, periodic reports informing the entire Board of progress toward these goals.

(b) Governance Committee:
- (i) to study the qualifications of Director candidates and present qualified nominees to the Board;
- (ii) to present nominees for Officers to the Board;
- (iii) to recommend candidates to the Board to fill vacancies that arise outside the regular nominating process;
- (iv) to provide ongoing orientation to Directors; and,
- (v) to oversee a Director assessment process to ensure optimum performance.

(c) Finance Committee:
- (i) to develop in conjunction with the Executive Director a proposed annual budget for the Board's consideration;
- (ii) to monitor the School's financial standing;

(iii) to make recommendations to the Board on financial matters when required; and,
(iv) to ensure that the School is operating under adequate and proper financial controls.

(d) Fund Development Committee:
(i) to develop in conjunction with the Executive Director, annual work plans for the development and implementation of fundraising goals and programs;
(ii) responsibilities may include setting annual fundraising goals, developing periodic capital campaigns and providing for appropriate parent and alumni communications and developing programs to facilitate continuing cultivation of support for Prestige Academy;
(iii) responsible for strengthening communication and outreach programs for parents and developing programs to better communicate with and maintain the support of Prestige Academy's broader community of alumni, neighborhood residents, education and business communities and others; and,
(iv) work with the Executive Director to ensure that the annual fund raising plan is achieved involving the remainder of the Board in this effort when appropriate.

5. Authority of Committees. The Chair may delegate to a Board committee any of the authority of the Board, except with respect to:

(a) The election of Directors;
(b) the filling of vacancies on the Board or on any committee which has the authority of the Board;
(c) the amendment or repeal of bylaws or the adoption of new bylaws; and,
(d) the appointment of other committees of the Board, or the members of the committees.

6. Procedures of Committees. At any meeting of a committee a quorum for the transaction of all business properly before the meeting shall consist of a majority of the members of such committee. The Board may prescribe the manner in which the proceedings of any committee are to be conducted. In the absence of such prescription, a committee may prescribe the manner of conducting its proceedings, except that the regular and special meetings of the committee are governed by the provisions of these bylaws and the Open Meetings Law with respect to the calling of meetings.

ARTICLE VIII: OFFICERS

Section 1. Officers

The Officers of the Corporation consist of a Board Chair (hereinafter "Chair"), Vice Chair (hereinafter "Vice Chair"), a Secretary and a Treasurer. The Corporation also may have such other officers as the Board deems advisable.

(1) Chair. Subject to Board control, the Chair has general supervision, direction and control of the affairs of the Corporation, and such other powers and duties as the Board may prescribe. If present, the Chair shall preside at Board meetings.

(2) Vice Chair. If the Chair is absent or disabled, the Vice Chair shall perform all the Chair's duties and, when so acting, shall have all the Chair's powers and be subject to the same restrictions. The Vice Chair shall have other such powers and perform such other duties as the Board may prescribe.

(3) Secretary. The Secretary shall: (a) keep or cause to be kept, at the Corporation's principal office, or such other place as the Board may direct, a book of minutes of all meetings of the Board and Board Committees, noting the time and place of the meeting, whether it was regular or special (and if special, how authorized), the notice given, the names of those present, and the proceedings; (b) keep or cause to be kept a copy of the Corporation's charter and bylaws, with amendments; (c) give or cause to be given notice of the Board and Committee meetings as required by the bylaws; and (d) have such other powers and perform such other duties as the Board may prescribe.

(4) Treasurer . The Treasurer shall: (a) keep or cause to be kept adequate and correct accounts of the Corporation's properties, receipts and disbursements; (b) make the books of account available for inspection by any Director; (c) deposit or cause to be deposited the Corporation's monies and other valuables in the Corporation's name and to its credit, with the depositories the Board designates; (d) disburse or cause to be disbursed the Corporation's funds as the Board directs; (e) render or cause to be rendered to the Chair and the Board, as requested but no less frequently than once every fiscal year, an account of the Corporation's financial transactions and financial condition; (f) prepare or cause to be prepared any reports on financial issues required by an agreement on loans; (g) serve as Chairperson of the Finance Committee; and (h) have such other powers and perform such other duties as the Board may prescribe.

Section 2. Election, Eligibility and Terms of Office

1. Nomination. The Governance Committee shall present nominations for Officers to the Board. The nominated Officers shall be Directors.

2. Election. The Board shall elect the Officers at the Annual Meeting or a Regular Meeting designated for that purpose or at a Special Meeting called for that purpose, except that Officers appointed to fill vacancies shall be elected as vacancies occur.

3. Eligibility. A Director may hold any number of offices, except that neither the Secretary nor Treasurer may serve concurrently as the Chairman.

4. Term of Office. Officers shall take office immediately following the close of the meeting at which they are elected and the term of office for an Officer shall be one year, or until a successor assumes office. A Director may serve more than one (1) term in the same office, but not more than three (3) consecutive terms in the same office.

Section 2. Removal and Resignation.

In addition to the procedures outlined in Article V, Section 5.1, the Board may remove any Officer, either with or without cause, at any time. Any Officer may resign at any time by giving written notice to the Chair (or in the case of resignation of the Chair, to the Vice Chair) or to the Corporation, the resignation taking effect upon receipt of the notice or at a later date specified in the notice.

ARTICLE IX: STANDARD OF CARE

Section 1. Standard of Care.

1. Performance of Duties. Each Director shall perform all duties of a Director, including duties on any committee, in good faith, with undivided loyalty and with that degree of diligence, care and skill, including reasonable inquiry, as an ordinary prudent person in a like position would use under similar circumstances.

2. Reliance on Others. In performing the duties of a Director, a Director shall be entitled to rely on information, opinions, reports or statements, including financial statements and other financial data, presented or prepared by:

(a) One or more Officers or employees of the Corporation whom the Director believes to be reliable and competent in the matters presented;

(b) Legal counsel, public accountants or other persons as to matters that the Director believes are within that person's professional or expert competence; or

(c) A Board Committee on which the Director does not serve, duly designated in accordance with a provision of the Corporation's charter or bylaws, as to matters within its designated authority, provided the Director believes the Committee merits confidence and the Director acts in good faith, and with that degree of care specified in this Article, Section 1, and after reasonable inquiry when the need is indicated by the circumstances, and without knowledge that would cause such reliance to be unwarranted.

3. Investments. In investing and dealing with all assets held by the Corporation for investment, the Board shall exercise the standard of care described above in this Article, Section 1, and shall consider among other relevant considerations the long and short term needs of the Corporation in carrying out its purposes, including its present and anticipated financial requirements. The Board may delegate its investment powers to others, provided that those

Section 2. Contracts.

All contracts, conveyances or other instruments which have been authorized by the Board shall be executed in the name and on behalf of the Corporation, and have affixed thereto the corporate seal, by the Secretary of the Corporation or his or her delegate.

ARTICLE XII: INDEMNIFICATION

Section 1. Right to Indemnification.

The Corporation shall indemnify and hold harmless, to the fullest extent permitted by applicable law as it presently exists or may hereafter be amended, any person who was or is made or is threatened to be made a party or is otherwise involved in any action, suit or proceeding, whether civil, criminal, administrative or investigative (a "proceeding") by reason of the fact that s/he, or a person for whom s/he is the legal representative, is or was a Director or Officer of the Corporation or is or was serving at the request of the Corporation as a Director, Officer, employee or agent of another corporation or of a partnership, joint venture, trust, enterprise, or non profit entity, including service with respect to employee benefit plans, against all liability and loss suffered and expenses (including attorneys' fees) reasonably incurred by such person. The Corporation shall be required to indemnify a person in connection with a proceeding (or part there of) initiated by such person only if the proceeding (or part thereof) was authorized by the Board of the Corporation.

Section 2. Prepayment of Expenses.

The Corporation shall pay the expenses (including attorneys' fees) incurred in defending any proceeding in advance of its final disposition, provided, however, that the payment of expenses incurred by a Director or Officer in advance of the final disposition of the proceeding shall be made only upon receipt of an undertaking by the Director or Officer to repay all amounts advanced if it should be ultimately determined that the Director or Officer is not entitled to be indemnified under this Article or otherwise.

Section 4. Nonexclusivity of Rights.

The rights conferred on any person by this Article XII shall not be exclusive of any other rights which such person may have or hereafter acquire under any statute, provision of the certificate of incorporation, these bylaws, an agreement, vote of Directors or otherwise.

Section 5. Other Indemnification.

powers are exercised within the ultimate direction of the Board.

Section 2. Rights of Inspection.

Every Director has the right to inspect and copy all books, records and documents of every kind and to inspect the physical properties of the Corporation, provided that such inspection is conducted at a reasonable time after reasonable notice, and provided that such right of inspection and copying is subject to the obligation to maintain the confidentiality of the reviewed information, in addition to any obligations imposed by any applicable federal, state or local law.

Section 3. Participation in Discussions and Voting.

Every Director has the right to participate in the discussion and vote on all issues before the Board or any Board Committee, except that a Director shall not be permitted to participate in the discussion and vote on any matter involving such Director relating to: (a) a self-dealing transaction; (b) a conflict of interest; (c) indemnification of that Director uniquely; or (d) any other matter at the discretion of a majority of the Directors then present.

Section 4. Duty to Maintain Board Confidences.

Every Director has a duty to maintain the confidentiality of all Board actions which are not required by law to be open to the public, including discussions and votes which take place at any Executive Sessions of the Board. Any Director violating this confidence may be removed from the Board.

ARTICLE X: NON-LIABILITY OF DIRECTORS

No Director shall be personally liable for the debts, liabilities or obligations of the Corporation.

ARTICLE XI: EXECUTION OF INSTRUMENTS

Section 1. Checks, Drafts and Orders for Payment of Money.

All checks, drafts and orders for payment in amounts up to and including $5,000 shall be signed in the name of the Corporation by the Executive Director. In the case of checks, drafts and orders for payment exceeding $5,000, the Executive Director and any one of the following officers – the Chair, Vice Chair, and Treasurer – both shall sign. In the absence of the Executive Director, one Officer may sign checks, drafts and orders for payment in amounts up to and including $5,000, and two Officers must sign checks, drafts and orders for payment in amounts exceeding $5,000. The Secretary shall have signing authority only if the above-named Officers are unavailable.

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

Section 6. Liability Insurance.

The Corporation shall purchase and maintain insurance on behalf of any person who was or is a Director, Officer, employee, or agent of the Corporation, or is or was serving at the request of the Corporation as a Director, Officer, employee or agent of another corporation, partnership, joint venture, trust or other enterprise against any liability asserted against him/her and incurred by him/her in any such capacity, or arising out of his/her status as such, whether or not the Corporation would have the power or the obligation to indemnify him/her against such liability under the provisions of this Article XII.

Section 7. Amendment or Repeal.

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

ARTICLE XIII: CONFLICTS OF INTEREST POLICY

Section 1. Purpose.

The purpose of the Conflicts of Interest policy is to protect the Corporation's interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an Officer or Director of the Corporation. This policy is intended to supplement but not replace any applicable state laws governing conflicts of interest applicable to nonprofit and charitable corporations.

Section 2. Voting and Disclosure.

In order to minimize any risk of any conflict of interest concerning the Board of Directors and Officers of the Corporation, all Directors and Officers shall refrain from voting on any issue in which they have a financial interest. In particular, Teacher Directors are precluded from voting on issues related to teacher compensation at the School. All Directors and Officers must make a full disclosure annually of all organizations, together with any other relationships which, in the judgment of the Director or Officer, has the potential for creating a conflict of interest. Furthermore, in the event that the Board of Directors considers any matter that may have a material impact on any organization of which a Director or Officer serves as a Director, Officer or key employee or as to which a Director or Officer otherwise has a material relationship, such Director or Officer must disclose such relationship to the Board and must refrain from voting on such matter.

Section 3. Board Approval.

No Director or Officer, or any spouse, sibling, parent or child (in each case whether by birth, marriage, guardianship or legal adoption) of such Director or Officer or any employee or other person or entity in which a Director or Officer has a material financial interest, shall receive any payment or other direct benefit from the Corporation for any services rendered unless the Board, after full disclosure of the terms and conditions of such payments, approves such payments.

ARTICLE XIV: CORPORATE SEAL

The Board shall provide a corporate seal, containing the name of the Corporation, which seal shall be in the charge of the Secretary.

ARTICLE XV: AMENDMENT OF BYLAWS

These bylaws may be amended, suspended or repealed by the affirmative vote of 2/3 of all of the members of the Board of Directors of the Corporation then serving at a meeting noticed and called for the purpose of amending, suspending or repealing the bylaws.

ARTICLE XVI: GIFTS

The Board may accept, on behalf of the Corporation, any contribution, gift, bequest or devise for the general purpose, or any special purpose, of the Corporation.

ARTICLE XVII – FISCAL YEAR

The fiscal year of the Corporation shall commence on the first day of July of each Calendar year and conclude June 30 of the following calendar year.

APPENDIX C

Curriculum Scope & Sequence

School_I AM Academy Grade or Course _____SS 6-12_____Teacher _____

Unit Order By unit title and/or time frame	**Learning Targets** Content Standards, Grade Level Expectations, Proficiency Level Expectations, or Grade Cluster Benchmarks	**Theme/Big Idea/Concept**	**Enduring Understandings and/or Essential Questions**
Grade 6 • Culture & Civilization **Grade 7** • Conflict & Cooperation • Expansion of Freedom (Historical Research Project Citizen **Grade 8** • How Markets Work • Interpreting the Past – The Case of the "Bloody ***Grade 9*** • Dams: Humans Modify the Environment • Project Citizen: Public Policy • Responsibilities of Citizenship **Grade 10 – Enhanced Economics** ***Grade 10 Model Unit:*** • Economic Stability **Grade 11 – U.S. History** ***Grade 11 Model Unit:*** • Historical Research **Grade 12 – World History (Elective)** ***Grade 12 Model Unit:*** • Pandemics	• Civics 2a – Expansion of Freedom • Civics 3a • Civics 4a – Project Citizen • Economics 4a • Geography 3a – *Green Cities* • Geography 4b – • Conflict and Cooperation • History 2a – Historical Research • Civics 1b – *Federalism* • Civics 2b • Civics 3b • Economics 1a – How Markets Work • Economics 2a – • *Money and Banking* • *Taxing and Spending* • History 1a • History 2b • History 3a .– Interpreting the Past • •	• citizenship learned through cultural contexts and contemporary issues. • Global studies an contemporary issues • U.S. History • Geography • Economics	• Effective citizens can research issues, form reasoned opinions, support their positions, and engage in the political process. • Effective governance requires responsible participation from diverse individuals who translate beliefs and ideas into lawful action and policy. • The structure of government in different societies reflects the reasons why, when, and where that government is formed. • Distinctive places and cultures result from human interaction with the environment. • The different ways in which people view places and conceptualize regions will affect their actions. • Different geographic tools may be used to organize data, locate a place, reveal patterns, and solve problems. • Individual, societal, and governmental choices about scarce resources have both positive and negative consequences for economies in an increasingly interdependent and competitive global economy. • Researching, interpreting, and drawing conclusions from the past

	• • Civics 1a • Economics 3a – *Economic Systems* • Geography 1a • Geography 2a – *Physical Systems* • Geography 4a • History 1a • Geography 3a – Culture and Civilization • Civics 2a • Civics 2b • Economics 1a • Economics 2a • Geography 1a • Geography 3a • History 1a • History 2a • History 2b • History 3a • Civics 1 • Economics 3a • Economics 4a • Geography 3a • History 1a • History 2b • History 3a • Economics Standards 1-4		enables better decisions for the future. • What is a good citizen? What does it mean to be a citizen? • To what extent is a well-governed society a product of an informed and active citizenry? • To what degree do people need government? • What is the significance of where and when events occur? How does it affect the way people live? • To what extent does studying the past inform the future? Does history change? • Why can't I have everything I want? • How does the way information is organized affect the way it is perceived? • How can thinking like a political scientist, an economist, a geographer, and a historian help students solve real-world problems? •What's the evidence? How do you know? •How can an encounter with something new change one's view of the world?

Curriculum Scope & Sequence

School_I AM Academy Grade or Course _____Math 6-8_____Teacher _____

Unit Order By unit title and/or time frame	**Learning Targets** Content Standards, Grade Level Expectations, Proficiency Level Expectations, or Grade Cluster Benchmarks	**Theme/Big Idea/Concept**	**Enduring Understandings and/or Essential Questions**
6th Grade- Connected Math September November December January February March/April May/June 7th Grade- Connected Math September October November December January February March/April May/June 8th Grade- Connected Curriculum September October	Standards 1-5 and 7 of the Delaware Prioritized Standards Standards 1-5 and 7 of the Delaware Prioritized Standards Standards 1-5 and 7 of the Delaware Prioritized Standards Standards 1-5 and 7-8 of the Delaware Prioritized Standards Standards 1-8 of the Delaware Prioritized Standards	Project 2 October Prime Time Data About Us Bit and Pieces I Shapes and Designs Bit and Pieces II How Likely Is It? Covering and Surrounding Bits and Piece III Project 2 Variables & Patterns Stretching and Shrinking Data Distributions Comparing and Scaling Filling and Wrapping What Do You Expect? Accentuate the Negative Moving Straight Ahead Mathematics Project 2 Thinking With Mathematical Models Looking For Pythagoras	▪ Numbers can be represented in multiple ways. ▪ The same operations can be applied in problem situations that seem quite different from one another. ▪ Being able to compute fluently means making smart choices about which tools to use and when to use them. ▪ Knowing the reasonableness of an answer comes from using good number sense and estimation strategies. or ▪ What makes an estimate *reasonable*? ▪ What makes an answer *exact*? ▪ What makes a strategy both *effective* and *efficient*? ▪ What makes a solution *optimal*? ▪ Change is fundamental to understanding functions. ▪ Numbers or objects that repeat in predictable ways can be described or generalized. ▪ An operation can be "undone" by its inverse. ▪ Rules of arithmetic and algebra can be used together with notions of equivalence to transform equations and inequalities so solutions can be found. or ▪ How can change be described mathematically?

November December January/February March/April Cubes May/June 6th-7th Grade- Carnegie Learning Bridges to Algebra Curriculum (Advanced Mathematics) September October November December January February Linear Functions March April May Models Quadratics 7th-8th Grade- Core Plus Integrated Mathematics Course 1 Curriculum (Advanced Mathematics) September-October November December	Standards 1-8 of the Delaware Prioritized Standards	Growing, Growing, Growing Samples and Populations Kaleidoscopes, Hubcaps, and Mirrors Frogs, Fleas, and Painted Say It With Symbols Ratios and Proportions Percents Integers & Algebraic Problem Solving Geometric Figures Area and Pythagorean Theorem Probability and Statistics Volume and Surface Area Number Systems Transformations Exponential and Power Patterns of Change Patterns in Data Linear Functions Vertex-Edge Graphs Exponential Functions	▪ How are patterns of change related to the behavior of functions? ▪ How do mathematical models/representations shape our understanding of mathematics? ▪ Two- and three-dimensional objects can be described, classified, and analyzed by their attributes. ▪ An object in a plane or in space can be oriented in an infinite number of ways while maintaining its size or shape. ▪ An object's location on a plane or in space can be described quantitatively. ▪ Linear measure, area, and volume are fundamentally different but may be related to one another in ways that permit calculation of one given the other. Or ▪ How are measurement and counting related? ▪ How does *what* we measure affect *how* we measure? How can space be defined through numbers/measurement? ▪ Why do we compare contrast and classify objects? ▪ How do decomposing and recomposing shapes help us build our understand of mathematics? ▪ How can transformations be described mathematically? ▪ The question to be answered determines the data to be collected and how best to collect it. ▪ Basic statistical techniques can be used to analyze data in the workplace. ▪ The probability of an event can be used to predict the probability of future events. ▪ Or

January February March April May 8th Grade- Core Plus Integrated Mathematics Course 2 Curriculum (Advanced Mathematics) September October November December January February March April May		Patterns in Shape Quadratic Functions Patterns in Chance Systems of Equations and Inequalities Quadratics Polynomial Functions and Rational Expressions Probability and Counting Methods Introductions to Angles and Triangles Parallel and Perpendicular Lines Similarity Congruence Transformations Quadrilaterals Right Triangle Tri	▪ What is average? ▪ What makes a data representation useful? ▪ How does my sample affect confidence in my predication? ▪ What is fair? 1. Mathematics can be used to solve problems outside of the mathematics classroom. 2. Mathematics is built on reason and always makes sense. 3. Reasoning allows us to *make* conjectures and to *prove* conjectures. 4. Classifying helps us build networks of mathematical ideas. 5. Precise language helps us express mathematical ideas and receive them. or 6. Is your plan working? Do you need to reconsider what you are doing? 7. How are *solving* and *proving* different? How are *showing* and *explaining* different? 8. How do you know when you have proven something? 9. What does it take to **verify** a conjecture? How do you develop a convincing argument? 10. How do you make sense of different strategies? How do you determine their strengths and weaknesses? How do you determine similarities and differences? 11. Why do we classify? Why do we classify numbers? Why do we classify geometric objects? Why do we classify functions? Mathematics can be used to solve problems outside of the mathematics classroom.

			Mathematics is built on reason and always makes sense. Reasoning allows us to *make* conjectures and to *prove* conjectures. Classifying helps us build networks of mathematical ideas. Precise language helps us express mathematical ideas and receive them. Or Is your plan working? Do you need to reconsider what you are doing? How are *solving* and *proving* different? How are *showing* and *explaining* different? How do you know when you have proven something? What does it take to **verify** a conjecture? How do you develop a convincing argument? How do you make sense of different strategies? How do you determine their strengths and weaknesses? How do you determine similarities and differences? Why do we classify? Why do we classify numbers? Why do we classify geometric objects? Why do we classify functions?

Curriculum Scope & Sequence

School I Am Academy Grade or Course 9th-12th Math Teacher _____

Unit Order By unit title and/or time frame	**Learning Targets** Content Standards Grade Level Expectations, Proficiency Level Expectations or Grade Cluster Benchmark	**Theme or Big Idea**	**Enduring Understandings**	**Essential Questions**
9th Grade- Core Plus Integrated Math Course 1 September-October Patterns of Change November Patterns in Data December Linear Functions January Vertex-Edge Graphs February Exponential Functions March Patterns in Shape April Quadratic Functions	**Standard 2 (9–12)** – Algebraic Reasoning: Standard 5.1,5.2, 5.3, 6.1, 6.2, 7.1, 7.2, 7.3, 8.1, 8.2 **Standard 4 (9–12)** – Quantitative Reasoning: Standard 5.1,5.2, 5.3, 6.1, 6.2, 7.1, 7.2, 7.3, 8.1, 8.2 **Standard 2 (9–12)** – Algebraic Reasoning: Standard 5.1,5.2, 5.3, 6.1, 6.2, 7.1, 7.2, 7.3, 8.1, 8.2 **Standard 3 (9–12)** – Geometric Reasoning: Standard 5.1,5.2, 5.3, 6.1, 6.2, 7.1, 7.2, 7.3, 8.1, 8.2 **Standard 2 (9–12)** – Algebraic Reasoning: Standard 5.1,5.2, 5.3, 6.1, 6.2, 7.1, 7.2, 7.3, 8.1, 8.2	Algebraic Reasoning and understanding of Patterns and Functions Quantitative Reasoning and understanding of Data Analysis Understanding of Geometry and Measurement Algebraic Reasoning and understanding of Patterns and Functions	Change is fundamental to understanding functions. Numbers or objects that repeat in predictable ways can be described or generalized. The question to be answered determines the data to be collected and how best to collect it. Linear measure, area, and volume are fundamentally different but may be related to one another in ways that permit calculation of one given the other	How can change be described mathematically? How are patterns of change related to the behavior of functions? What is average? What makes a data representation useful? How can space be defined through numbers/measurement? Why do we compare contrast and classify objects?

May 10th Grade- Core Plus Integrated Math Course 2 **September-October** **Functions, Equations, and Systems** reviews and extends student ability to recognize, describe, and use functional relationships among quantitative variables, with special emphasis on relationships that involve two or more independent variables. **November** **Matrix Methods** develops student understanding of matrices and ability to use matrices to represent and solve problems in a variety of real-world and mathematical settings. **December** **Coordinate Methods** develops student understanding of coordinate methods for representing and analyzing properties of geometric shapes, for describing geometric change, and for producing animations. **January-February** **Regression and Correlation** develops student understanding of the characteristics and interpretation of the least squares regression equation and of the use of correlation to measure the strength of the linear association between two	**Standard 2 (9–12)** – Algebraic Reasoning: Standard 5.1,5.2, 5.3, 6.1, 6.2, 7.1, 7.2, 7.3, 8.1, 8.2 **Standard 3 (9–12)** – Geometric Reasoning: Standard 5.1,5.2, 5.3, 6.1, 6.2, 7.1, 7.2, 7.3, 8.1, 8.2 **Standard 2 (9–12)** – Algebraic Reasoning: Standard 5.1,5.2, 5.3, 6.1, 6.2, 7.1, 7.2, 7.3, 8.1, 8.2	Algebraic Reasoning and understanding of Patterns and Functions Understanding of Geometry and Measurement Algebraic Reasoning and understanding of Patterns and Functions	Change is fundamental to understanding functions. Numbers or objects that repeat in predictable ways can be described or generalized Linear measure, area, and volume are fundamentally different but may be related to one another in ways that permit calculation of one given the other Change is fundamental to understanding functions. Numbers or objects that repeat in predictable ways can be described or generalized	How can change be described mathematically? How are patterns of change related to the behavior of functions? What is average? What makes a data representation useful? How can space be defined through numbers/measurement? Why do we compare contrast and classify objects? How can change be described mathematically? How are patterns of change related to the behavior of functions?

variables. **March** **Nonlinear Functions and Equations** introduces function notation, reviews and extends student ability to construct and reason with functions that model parabolic shapes and other quadratic relationships in science and economics, with special emphasis on formal symbolic reasoning methods, and introduces common logarithms and algebraic methods for solving exponential equations. **April** **Network Optimization** develops student understanding of vertex-edge graphs and ability to use these graphs to solve network optimization problems. **May** **Trigonometric Methods** develops student understanding of trigonometric functions and the ability to use trigonometric methods to solve triangulation and indirect measurement problems. **June** **Probability Distributions** further develops student ability to understand and visualize situations involving chance by using simulation and mathematical analysis to construct probability distributions. 11th Grade- Core	**Standard 2 (9–12)** – Algebraic Reasoning: Standard 5.1,5.2, 5.3, 6.1, 6.2, 7.1, 7.2, 7.3, 8.1, 8.2 **Standard 4 (9–12)** – Quantitative Reasoning: Standard 5.1,5.2, 5.3, 6.1, 6.2, 7.1, 7.2, 7.3, 8.1, 8.2 **Standard 3 (9–12)** – Geometric Reasoning: Standard 5.1,5.2, 5.3, 6.1, 6.2, 7.1, 7.2, 7.3, 8.1, 8.2 **Standard 4 (9–12)** – Quantitative Reasoning: Standard 5.1,5.2, 5.3, 6.1, 6.2, 7.1, 7.2, 7.3, 8.1, 8.2	Quantitative Reasoning and understanding of Data Analysis Understanding of Geometry and Measurement Quantitative Reasoning and understanding of Data Analysis	Change is fundamental to understanding functions. Numbers or objects that repeat in predictable ways can be described or generalized The question to be answered determines the data to be collected and how best to collect it. Linear measure, area, and volume are fundamentally different but may be related to one another in ways that permit calculation of one given the other The question to be answered determines the data to be collected and how best to collect it.	What is average? What makes a data representation useful? How can space be defined through numbers/measurement? Why do we compare contrast and classify objects? What is average? What makes a data representation useful?

Plus Integrated Math Course 3 **September** **Reasoning and Proof** develops student understanding of formal reasoning in geometric, algebraic, and statistical contexts and of basic principles that underlie those reasoning strategies. **October-November** **Inequalities and Linear Programming** develops student ability to reason both algebraically and graphically to solve inequalities in one and two variables, introduces systems of inequalities in two variables, and develops a strategy for optimizing a linear function in two variables within a system of linear constraints on those variables. **December** **Similarity and Congruence** extends student understanding of similarity and congruence and their ability to use those relations to solve problems and to prove geometric assertions with and without the use of coordinates. **January** **Samples and Variation** extends student understanding of the measurement of variability, develops student ability to use the normal distribution as a model of variation, introduces students	**Standard 4 (9–12)** – Quantitative Reasoning: Standard 5.1,5.2, 5.3, 6.1, 6.2, 7.1, 7.2, 7.3, 8.1, 8.2 **Standard 2 (9–12)** – Algebraic Reasoning: Standard 5.1,5.2, 5.3, 6.1, 6.2, 7.1, 7.2, 7.3, 8.1, 8.2 **Standard 2 (9–12)** – Algebraic Reasoning: Standard 5.1,5.2, 5.3, 6.1, 6.2, 7.1, 7.2, 7.3, 8.1, 8.2 **Standard 4 (9–12)** – Quantitative Reasoning: Standard 5.1,5.2, 5.3, 6.1, 6.2, 7.1, 7.2, 7.3, 8.1, 8.2	Algebraic Reasoning and understanding of Patterns and Functions Quantitative Reasoning and understanding of Data Analysis	The question to be answered determines the data to be collected and how best to collect it. Change is fundamental to understanding functions. Numbers or objects that repeat in predictable ways can be described or generalized Change is fundamental to understanding functions. Numbers or objects that repeat in predictable ways can be described or generalized The question to be answered determines the data to be collected and how best to collect it.	How can change be described mathematically? How are patterns of change related to the behavior of functions? What is average? What makes a data representation useful?

to the binomial distribution and its use in decision making, and introduces students to probability and statistical inference involved in control charts used in industry for statistical process control. **February** **Polynomial and Rational Functions** extends student ability to represent and draw inferences about polynomial and rational functions using symbolic expressions and manipulations. **March** **Circles and Circular Functions** develops student understanding of relationships among special lines, segments, and angles in circles and the ability to use properties of circles to solve problems; develops student understanding of circular functions and the ability to use these functions to model periodic change; and extends student ability to reason deductively in geometric settings. **April** **Recursion and Iteration** extends student ability to represent, analyze, and solve problems in situations involving sequential and recursive change. **May** **Inverse Functions** develops student understanding of inverses of functions with a	**Standard 2 (9–12)** – Algebraic Reasoning: Standard 5.1,5.2, 5.3, 6.1, 6.2, 7.1, 7.2, 7.3, 8.1, 8.2 **Standard 3 (9–12)** – Geometric Reasoning: Standard 5.1,5.2, 5.3, 6.1, 6.2, 7.1, 7.2, 7.3, 8.1, 8.2 **Standard 2 (9–12)** – Algebraic Reasoning: Standard 5.1,5.2, 5.3, 6.1, 6.2, 7.1, 7.2, 7.3, 8.1, 8.2 **Standard 2 (9–12)** – Algebraic Reasoning: Standard 5.1,5.2, 5.3, 6.1, 6.2,	Algebraic Reasoning and understanding of Patterns and Functions Understanding of Geometry and Measurement Algebraic Reasoning and understanding of Patterns and Functions	Change is fundamental to understanding functions. Numbers or objects that repeat in predictable ways can be described or generalized Linear measure, area, and volume are fundamentally different but may be related to one another in ways that permit calculation of one given the other Change is fundamental to understanding functions. Numbers or objects that repeat in predictable ways can be described or generalized	How can change be described mathematically? How are patterns of change related to the behavior of functions? How can space be defined through numbers/measurement? Why do we compare contrast and classify objects? How can change be described mathematically? How are patterns of change related to the behavior of functions?

focus on logarithmic functions and their use in modeling and analyzing problem situations and data patterns. 12th Grade- Core Plus Integrated Math Course 4 **September-October** **Families of Functions** extends student understanding of linear, exponential, quadratic, power, and trigonometric functions to model data patterns whose graphs are transformations of basic patterns; and develops understanding of operations on functions useful in representing and reasoning about quantitative relationships. **November** **Vectors and Motion** develops student understanding of two-dimensional vectors and their use in modeling linear, circular, and other nonlinear motion. **December** **Algebraic Functions and Equations** reviews and extends student understanding of properties of polynomial and rational functions and skills in manipulating algebraic expressions and solving polynomial and rational equations, and develops student understanding of complex number representations and operations. **January**	7.1, 7.2, 7.3, 8.1, 8.2 **Standard 2 (9–12)** – Algebraic Reasoning: Standard 5.1,5.2, 5.3, 6.1, 6.2, 7.1, 7.2, 7.3, 8.1, 8.2 **Standard 3 (9–12)** – Geometric Reasoning: Standard 5.1,5.2, 5.3, 6.1, 6.2, 7.1, 7.2, 7.3, 8.1, 8.2 **Standard 2 (9–12)** – Algebraic Reasoning: Standard 5.1,5.2, 5.3, 6.1, 6.2, 7.1, 7.2, 7.3, 8.1, 8.2	Understanding of Geometry and Measurement Algebraic Reasoning and understanding of Patterns and Functions	Linear measure, area, and volume are fundamentally different but may be related to one another in ways that permit calculation of one given the other Change is fundamental to understanding functions. Numbers or objects that repeat in predictable ways can be described or generalized	How can space be defined through numbers/measurement? Why do we compare contrast and classify objects? How can change be described mathematically? How are patterns of change related to the behavior of functions?

Trigonometric Functions and Equations extends student understanding of, and ability to reason with, trigonometric functions to prove or disprove trigonometric identities and to solve trigonometric equations; to geometrically represent complex numbers and complex number operations and to find powers and roots of complex numbers expressed in trigonometric form. **February** **Exponential Functions, Logarithms, and Data Modeling** extends student understanding of exponential and logarithmic functions to the case of natural exponential and logarithmic functions, solution of exponential growth and decay problems, and use of logarithms for linearization and modeling of data patterns. **March** **Surfaces and Cross Sections** extends student ability to visualize and represent three-dimensional shapes using contours, cross sections, and reliefs, and to visualize and represent surfaces and conic sections defined by algebraic equations. **April** **Concepts of Calculus** develops student understanding of fundamental calculus ideas through explorations in a variety of applied problem	**Standard 4 (9–12)** – Quantitative Reasoning: Standard 5.1,5.2, 5.3, 6.1, 6.2, 7.1, 7.2, 7.3, 8.1, 8.2 **Standard 2 (9–12)** – Algebraic Reasoning: Standard 5.1,5.2, 5.3, 6.1, 6.2, 7.1, 7.2, 7.3, 8.1, 8.2 **Standard 3 (9–12)** – Geometric Reasoning: Standard 5.1,5.2, 5.3, 6.1, 6.2, 7.1, 7.2, 7.3, 8.1, 8.2 **Standard 2 (9–12)** – Algebraic Reasoning: Standard 5.1,5.2, 5.3, 6.1, 6.2, 7.1, 7.2, 7.3, 8.1, 8.2	Quantitative Reasoning and understanding of Data Analysis Algebraic Reasoning and understanding of Patterns and Functions Understanding of Geometry and Measurement Algebraic Reasoning and	The question to be answered determines the data to be collected and how best to collect it. Change is fundamental to understanding functions. Numbers or objects that repeat in predictable ways can be described or generalized Linear measure, area, and volume are fundamentally different but may be related to one another in ways that permit calculation of one given the other Change is fundamental to understanding functions. Numbers or objects that repeat in predictable	What is average? What makes a data representation useful? How can change be described mathematically? How are patterns of change related to the behavior of functions? How can space be defined through numbers/measurement? Why do we compare contrast and classify objects? How can change be described mathematically? How are patterns of change

contexts and their representations in function tables and graphs. **May** **Counting Methods and Induction** extends student ability to count systematically and solve enumeration problems, and develops understanding of, and ability to write, proofs by mathematical induction. Pre-Calculus Course (Advanced Mathematics Course)	**Standard 2 (9–12)** – Algebraic Reasoning: Standard 5.1,5.2, 5.3, 6.1, 6.2, 7.1, 7.2, 7.3, 8.1, 8.2 **Standard 4 (9–12)** – Quantitative Reasoning: Standard 5.1,5.2, 5.3, 6.1, 6.2, 7.1, 7.2, 7.3, 8.1, 8.2	understanding of Patterns and Functions Quantitative Reasoning and understanding of Data Analysis	ways can be described or generalized The question to be answered determines the data to be collected and how best to collect it.	related to the behavior of functions? What is average? What makes a data representation useful?

Curriculum Scope & Sequence

School__I AM Academy _ Grade or Course __Physical Education 6-8 Teacher _____

Unit Order By unit title and/or time frame	**Learning Targets** Content Standards, Grade Level Expectations, Proficiency Level Expectations, or Grade Cluster Benchmarks	**Theme/Big Idea/Concept**	**Enduring Understandings and/or Essential Questions**
Stretching myself with Catch 6-8 **Walking for Lifetime Fitnes 6-8**	**DE Standard 1-6**	**Fit For Life**	EQ: What ways can I use physical activities throughout my life? EU: Movement concepts, principles, strategies and tactics are used in physical activities. EQ: What are the concept, principles, strategies and tactics used in physical activity? EU: We need to be physically active. EQ: What is the importance of being physically active? EU: Physical fitness is essential to health throughout life. EQ: How does my health benefit from being physically fit? EU: There are personal and social behavioral expectations in physical activity settings. EQ: What are the personal and social behavioral expectations in physical

Curriculum Scope & Sequence

School__I AM Academy _ Grade or Course __Physical Education 9-12Teacher _____

Unit Order By unit title and/or time frame	**Learning Targets** Content Standards, Grade Level Expectations, Proficiency Level Expectations, or Grade Cluster Benchmarks	**Theme/Big Idea/Concept**	**Enduring Understandings and/or Essential Questions**
Teambuilding 9-12 **Walking for Life 9-12**	**DE Standards 1-6**	**Fit For Life**	EU: Physical Activity involves using movement and motor skills throughout your life. EQ: How do I make motor skills and physical activity an integral part of my life? EU: How to apply specific movement concepts, principles, strategies and tactics to variety of physical activities. EQ: What concepts, principles, strategies and tactics do apply to specific physical activity? EU: Need to be physically active. EQ: What can I do to be physically active throughout my life? EU: Physical fitness contributes to quality of life. EQ: How can I include physical fitness into my life? EU: There are personal and social behavioral expectations in physical activity settings. EQ: What are the personal and social behavioral expectations in physical settings? EU: Physical activity provides a variety of opportunities for health, enjoyment, challenge, self-expression and/or social interaction. EQ: What personal meaning do I find through participation in physical activity?

Curriculum Scope & Sequence

School_I AM Academy Grade or Course _____Health 6-8_____Teacher _____

Unit Order By unit title and/or time frame	**Learning Targets** Content Standards, Grade Level Expectations, Proficiency Level Expectations, or Grade Cluster Benchmarks	**Theme/Big Idea/Concept**	**Enduring Understandings and/or Essential Questions**
• Healthy Sexuality (6–8) • Physical Activity (6–8) • Project ALERT—Core Curriculum (6–8) • Project ALERT—Booster (6–8) •	DE Health standards 1-8	Fit for life	• Knowledge of essential health information impacts the adoption of healthy behaviors • What I believe and what others believe influence my health • There are criteria to determine the validity of health information, products, and services • Peer mediation and negotiation are effective ways to resolve conflicts • Predicting and analyzing outcomes impact decisions about health • My personal goals may need adjustment because of changing abilities, priorities and outside influences (e.g. friends, family, etc.) • The actions of our community affect my health and the health of others.

Curriculum Scope & Sequence

School_I AM Academy Grade or Course _____Health 9-12_____Teacher _____

Unit Order By unit title and/or time frame	**Learning Targets** Content Standards, Grade Level Expectations, Proficiency Level Expectations, or Grade Cluster Benchmarks	**Theme/Big Idea/Concept**	**Enduring Understandings and/or Essential Questions**
• Communicating Through Feelings (9–12) • Fact or Fiction: Alcohol & Tobacco (9–12) • Fit for Life (9–12) • Healthy Eating for Life (9–12) • Healthy Relationships (9–12) • Making Proud Choices (9–12) • Should I Take a Chance? (9–12) • Talking Trash (9–12)	1. Students will *understand essential health concepts* in order to transfer knowledge into healthy actions for life. 2. Students will *analyze the influence* of family, peers, culture, media, technology and other factors on health behaviors. 3. Students will demonstrate the ability to *access information*, products and services to enhance health. 4. Students will demonstrate the ability to use interpersonal	**Fit for life**	Health is important and personal actions will impact self and others in many ways Internal and external factors influence personal and community health Choosing health resources require critical evaluation and analysis Refusal, negotiation, and collaboration skills will enhance the health of self and others There are barriers that can hinder healthy decision-making Several factors influence the formation, achievement and evaluation of a long term personal health plan People have the power to create change

	communication skills to enhance health and avoid or reduce health risks. 5. Students will demonstrate the ability to use *decision-making skills* to enhance health. 6. Students will demonstrate the ability to use *goal-setting skills* to enhance health. 7. Students will demonstrate the ability to *practice health-enhancing behaviors* and avoid or reduce health risks. (self-management) 8. Students will demonstrate the ability to *advocate* for personal, family and community health.		

Curriculum Scope & Sequence
Visual and Performing Arts

School I AM Academy Grade or Course 6-12 Teacher Visual and Performing Arts Teacher

Unit Order By unit title and/or time frame	**Learning Targets** Content Standards, Grade Level Expectations, Proficiency Level Expectations, or Grade Cluster Benchmarks	**Theme/Big Idea/Concept**	**Enduring Understandings and/or Essential Questions**
Techniques & Processes	Standard 1.1-1.7: Understanding and applying media, techniques and processes	Following instruction students will understand that: • Artists make thoughtful choices in creating works of art. • Artists use a variety of techniques and processes to manipulate media to achieve desired effects. • Artists must understand media, techniques and process as tools to communicate. • Artists learn rules in order to break them. • Artists consider multiple approaches to visual problems. • Artists create works of art employing both conscious and intuitive thought.	• Why do artists select one medium over another? • To what extent can media be manipulated using a variety of techniques and processes?
Structures & Functions	Standard 2:1-10: Using knowledge of structures and functions	Following instruction students will understand that: • Every work of art has a point of view. • Form and function may or may not be related one to the other. • Art is a form of expression that employs a system of visual symbols.	• To what extent is a work of art dependent upon the point of view of the artist? • To what extent is a work of art dependent upon the point of view of the viewer? • How and why is art used as a vehicle for communication? • To what extent does good design integrate form with function?

Symbols & Ideas	Standard 3:1-6: Choosing and evaluating a range of subject matter, symbols and ideas	Following instruction students will understand that: • Art may be created solely to fulfill a need to create. • Art is a universal symbol system that transcends language barriers. • Art draws upon all aspects of human experience. • The process of choosing and evaluating subject matter, symbols and ideas may be deliberate or intuitive.	• What is art? • How does the use of specific symbols influence the meaning of a work of art? • What makes art more or less authentic?
History & Cultures	Standard 4:1-7: Understanding the visual arts in relation to history and cultures	Following instruction students will understand that: • Art has been created by all peoples, in all times and in all places. • Art preserves and depicts history in ways words cannot. • Art celebrates the unique characteristics of all cultures. • Subject matter, symbols and ideas are all rooted in culture. • Natural resources have influenced the creation of indigenous art forms.	• To what extent does history reflect upon and have an influence on art? • To what extent does art reflect upon and have an influence on history?

Reflection & Assessment	Standard 5:1-7: Reflecting upon and assessing the characteristics and merits of their work and the work of others	Following instruction students will understand that: • Timeless works of art are deemed important for a number and variety of reasons. • Reflection, assessment and refinement are key steps in the process of creating art.	• What makes some works of art great? • When does a work of art have merit? • To what extent is it adequate or appropriate to say "I like it" or "I don't like it" when discussing the merit of a work of art?
Various Art Forms	Standard 6:1-4: Making connections between visual arts and other disciplines	Following instruction students will understand that: • Learning can be deepened by connecting visual art to other disciplines. • Many people favor learning in a visual and tactile way. • The process of creating art requires critical a	• What makes some works of art great? • When does a work of art have merit? • To what extent is it adequate or appropriate to say "I like it" or "I don't like it" when discussing the merit of a work of art?

Curriculum Scope & Sequence

School I Am Academy **Grade or Course** 6-12 World Languages **Teacher** _____

Unit Order By unit title and/or time frame	**Learning Targets** Content Standards, Grade Level Expectations, Proficiency Level Expectations, or Grade Cluster Benchmarks	**Theme/Big Idea/Concept**	**Enduring Understandings and/or Essential Questions**
September, October, November **Communication Unit** **50 days**	**H1 H2, H3, H4, H5, H6** 1.1Interpersonal Communication, 1.2 Interpretive Communication, 1.3 Presentational Communication, 4.1 Language Comparisons, 4.2 Cultural Comparison, 5.1 Transfer to Communities 5.2 Enjoyment/ Lifelong Learning	Language is at the heart of all human interaction.	Language is a multi-faceted, multi-layered system of communication. Are words alone sufficient for communication? What is communication? What do you need to be able to do to communicate in another language? Speaking, listening, reading and writing skills are developed by using the interpersonal, interpretative and presentational modes of communication. Language learning involves taking risks and learning from one's mistakes. When do mistakes interfere with communication? Does practice make perfect?
December, January, February **40 days**	**H1, H2, H3, H4, H5, H6** 2.2 Cultural Products and Perspectives, 3.1 Connections to Other Disciplines, 3.2 Access to Information,	Culture and language are inseparable; they influence and reflect each other.	A people's perspectives, practices and products are windows to their culture. What is a culture? What is the connection between a people's perspectives, practices, products and their language? Language and culture are inseparable, like body and soul.

February, March, April **25 days**	**H1, H2, H3, H4, H5, H6** 4.1 Language Comparisons, 4.2 Cultural Comparison	The study of World Languages helps students enhance learning and provide access to other content areas, strategies, and resources.	How do language and culture influence and reflect each other? Language and culture evolve. They are bound by people, time and place. How do people, time and place affect language and culture? Language learning provides opportunities to uncover big ideas about languages, cultures, and other disciplines. What is the connection between the study of a world language and other content areas? Strategies used to acquire a language are transferable to other areas of learning throughout life. What are the strategies that individuals use to learn a world language? How do these strategies help them learn in other content areas? Learning another world language enables one to access information available only in that language. Why is it important to access primary information?
May, June **Novel** **20 days**	**H1, H2, H3, H4, H5, H6** 5.1 Transfer to Communities 5.2 Enjoyment/ Lifelong Learning	Comparing and contrasting one's own and other languages and cultures enables individuals to gain new insight about self and the world.	By learning another language individuals can better understand how both the native and other languages work. Why do they say or write it that way? Why can't they say or write it our way?

		The study of WL enables individuals to participate in multiple communities and enriches their experiences	By studying another culture, individuals can better understand and appreciate their native and other cultures. How does studying another culture make an individual understand and appreciate his/her own? Comparing and contrasting world languages and cultures promote individuals' ability to process information. In what way does the study of another language and culture develop an individual's critical thinking skills? The study of a World Language expands individuals' opportunities. In what ways does the study of a World Language open doors for individuals? Language is tool to connect with the world. What difference does the study of a World Language make in an individual's life? What does it take to become a global citizen?

Curriculum Scope & Sequence

School I Am Academy Grade or Course 6th-12th Grade Science Teacher

Unit Order By unit title and/or time frame	Learning Targets Content Standards Grade Level Expectations, Proficiency Level Expectations or Grade Cluster Benchmark	Theme or Big Idea	Enduring and/or Essential Questions
6th Grade Science Units Developed by the Delaware Science Coalition: 7th Grade Science Units Developed by the Delaware Science Coalition: 8th Grade Science Units Developed by the Delaware	Standard 7 Standard 2 Standard 1 Standard 3 Standard 4 Standard 7 Standard 6 Standard 2 Standard Standard 3 Standard 1 Standard 4 Standard 5	See Delaware Science Coalition	***The many Essential questions will be taken from the curriculum developed by the Science Coalition for grades 6-12.***

9th -12th Grade Science Units developed by the Delaware Science Coalition	Standards 1-8		

Curriculum Scope & Sequence

School I Am Academy Grade or Course 6th-12h ELA Teacher _____

Unit Order By unit title and/or time frame	**Learning Targets** Content Standards Grade Level Expectations, Proficiency Level Expectations or Grade Cluster Benchmark	**Theme or Big Idea/Concept**	**Enduring Understandings and/or Essential Questions**
6th Grade - 12th Grade ELA – College Board Springboard Curriculum See Attached Scope and Sequence from College Board in appendix	DE ELA Standards 1 -4 and Common Core Standards for ELA	**See attached Springboard theme**	**See attached Springboard Essential Questions**

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Level One: Changes					
Unit / Text	**Essential Questions**	**Academic Vocabulary**	**Embedded Assessments**	**Unit Goals**	**Writing Workshop Connections**
Unit 1 **Changes in Me** ***Independent Reading***	What is the relationship between change and growth? How do writers use different modes to express their ideas?	Fluency Characterization Narrative Point of View Expository Writing Cause/Effect	EA#1: Writing a Personal Narrative About an Incident That Changed Me EA#2: Writing an Expository Essay About a Change in Me	Define change, and identify the types of change that adolescents encounter. Make thematic connections among texts and between texts and your own life. Use descriptive language in writing both narrative and expository text. Understand and explain the relationship between cause and effect.	Writing Workshop 1: Writing Process Writing Workshop 4: Personal Narrative Writing Workshop 6: Expository Texts
Unit 2 **Changes in My World** ***Independent Reading***	How are people influenced by changes in their worlds? How does a writer effectively craft a story	Short Story Figurative Language	EA#1: Creating a Short Story EA#2: Producing a TV News Story	To explore the craft of storytelling and write a short story To recognize essential elements of plot, point of view, characterization and setting To build oral reading fluency To write using precise adjectives and adverbs	Writing Workshop 2: Short Story Writing Workshop 8: Persuasive Writing
Unit 3 **Identity Changes** ***Holes***	How do internal and external factors influence one's self-perception? How does voice relate to audience and purpose?	Internal/External Diction Voice Literary Analysis Personal Letter Setting Subplot	EA#1: Writing Letters in the Voices of Characters EA#2: Writing a Character Analysis Essay	To explore the concept of voice through both reading and writing. To read challenging texts, both fiction and nonfiction, with fluency and comprehension. To identify elements of legends and myths present in a contemporary work of fiction. To identify how a character is presented and how he or she changes throughout a novel. To develop writing skills through various stages of the writing process.	Writing Workshop 7: Procedural Texts: Informal Letters Writing Workshop 9: Response to Literature and Expository Texts
Unit 4 **Measuring Changes**	Why is it important to reflect on personal change and growth? Why does successful writing require global revision?	Global Revision Reflection	EA#1: Revising, Reflecting, and Publishing	To recognize personal and academic change and growth over time. To practice thoughtful reflection. To build global revision skills. To set goals for future reading and writing	Writing Workshop 8: Persuasive Writing
Unit 5 **Changing Times and Places** ***Independent Reading***	Why do objects change over time, and how does this change affect society? How does setting affect characterization and plot?	Research Tone Presentation Drama	EA#1: Researching and Presenting an Item That Has Changed Over Time EA#2:Transforming and Performing a Scene from a Play	To research, gather and organize content to achieve purpose for a presentation To relate setting to action, characterization, and plot To define, identify, and analyze various elements of drama To rehearse and present an engaging performance	Writing Workshop 5: Script Writing Writing Workshop 10: Research

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Level Two: Choices

Unit / Text	Essential Questions	Academic Vocabulary	Embedded Assessments	Unit Goals	Writing Workshop Connections
Unit 1 **The Choices We Make** ***Independent Reading***	How do authors use narrative elements to create a story? Why is storytelling an important aspect of a culture/society?	Characterization Folklore Personal Narrative Plot Sensory Detail Symbolism Theme	EA#1: Revising a Personal Narrative About Choice EA#2: Creating an Illustrated Myth	To make connections among texts and to oneself To explore the role of personal voice in writing To analyze genres and their organizational structures To examine the function and use of narrative elements To use the writing process to prepare drafts for publication	Writing Workshop 4: Personal Narrative Writing Workshop 2: Short Story
Unit 2 **What Influences Our Choices** ***Independent Reading***	How do advertisers attempt to influence consumers? How do purpose and audience shape the content in a persuasive text?	Consumerism Media Advertising Persuasion Audience Purpose Editorial	EA#1: Analyzing and Creating a New Advertisement EA#2: Writing a Letter to the Editor	To understand how our lives are affected by persuasion. To identify and analyze persuasive techniques, appeals, language, and images in print and non-print texts. To create persuasive advertisements and to write persuasive letters to the editor	Writing Workshop 9: Response to Literary or Expository Text Writing Workshop 7: Procedural Texts: Business Letters
Unit 3 **Our Choices and Life's Lessons** ***Tangerine***	What is the relationship between choices and consequences? How does research contribute to the discovery of solutions?	Imagery Point of View Literary Analysis Problem/Solution Essay Research	EA#1: Writing an Analytical Essay EA#2:Researching and Presenting a Problem and Solutions	To make connections between or among texts and your own lives To analyze, interpret, and evaluate a novel on a variety of levels and for a variety of purposes To read with fluency and apply appropriate language conventions (sentence structure, usage, punctuation) in oral reading, discussion, and writing To conduct research and present a convincing argument	Writing Workshop 8: Persuasive Writing Writing Workshop 9: Response to Literary or Expository Text Writing Workshop 10: Research
Unit 4 **Reflecting on My Choices** ***Independent Reading***	Why is it important to revisit, reflect, and revise previously written texts? What influences a writer's choices during the revision process?	Voice Revision Global Revision	EA: Making Revision Choices	To revisit and evaluate previously written texts. To recognize how audience and format influence voice. To understand the difference between revising and editing.	Writing Workshop 2: Short Story Writing Workshop 9: Response to Literary or Expository Text Writing Workshop 10: Research
Unit 5 **How We Choose to Act** ***Independent Reading***	How does a speaker create and present an effective oral text? How do literary devices enhance a text?	Oral Interpretation Tone Monologue Narrative Poem Poetic Devices	EA#1: Creating and Presenting an Original Monologue EA#2: Writing a Narrative Poem	To learn to communicate in a variety of forms (verbal, non-verbal) To improve oral reading and presentation skills To enhance textual analysis skills and apply them to a variety of genre	Writing Workshop 5: Script Writing Writing Workshop 3: Poetry

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Level Three: Challenges					
Unit / Text	**Essential Questions**	**Academic Vocabulary**	**Embedded Assessments**	**Unit Goals**	**Writing Workshop Connections**
Unit 1 **The Challenge of Heroism** ***The Giver***	What defines a hero? How do visual images enhance or create meaning?	Diction Archetype Definition Essay Non-print Text Compare/Contrast Imagery	EA#1: Writing a Definition Essay EA#2: Visualizing an Event in Jonas's Journey	To define various traits and types of heroes through multiple genres and texts To understand the archetype of the hero's journey, and apply it to various scenarios, using both print and non-print texts To analyze various literary, nonfiction, and non-print texts	Writing Workshop 6: Expository Writing Writing Workshop 2: Short Story
Unit 2 **Real-life Challenges** ***Independent Reading***	How does commercialism impact daily life? How does research enhance the ability to persuade?	Media Commercialism Advertising Techniques Persuasive Appeals Persuasive Essay	EA#1: Writing about the Media EA#2: Writing a Persuasive Essay	Analyze and reflect on the effect of media in our lives Understand how persuasive techniques are used to convince an audience to support a position Evaluate and cite online sources in an annotated bibliography Effectively use information from primary and secondary sources to support a position	Writing Workshop 8: Persuasive Writing Writing Workshop 10: Research
Unit 3 **Reflecting on Challenges** ***Independent Reading***	What is the relationship between challenges, multiple intelligences, and strategies? How can a writer achieve coherence in writing?	Reflection Multiple Intelligences Coherence Global Revision	EA: Essay Revision and Reflection	To examine the concepts of challenge and multiple intelligences in personal and academic contexts To strengthen the cohesion of an essay through deep revision of introduction, body, and conclusion paragraphs To reflect on past writing and new revisions	Writing Workshop 6: Expository Writing Writing Workshop 10: Research
Unit 4 **Voices and Challenges** ***Literature Circle Novels***	How can one person make a difference when encountering a social challenge? How do people communicate effectively?	Allegory Communication Euphemism Talking Points Theme Media Channels	EA#1: Presenting Voices of the Holocaust EA#2: Taking Action About an Issue	To engage in meaningful discussion of historical and contemporary issues of local and global importance To employ effective communication skills in small and large group settings To research an issue and create an action plan to address it To examine and employ various media channels	Writing Workshop 8: Persuasive Writing
Unit 5 **The Challenge of Comedy** ***Independent Reading***	How is humor created? How do people respond to humor and why do responses vary?	Anecdote Elements of Humor Levels of Comedy Performance	EA#1: Writing an Analysis of a Humorous Text EA#2: Performing a Comic Scene	To use vocabulary associated with humorous texts To differentiate between the levels of high and low comedy To analyze the elements of humor found in a variety of print and non-print texts To analyze a humorous text and write an essay of analysis To perform a comic scene emphasizing the elements of humor	Writing Workshop 5: Script Writing Writing Workshop 9: Response to Literary and Expository Text

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Level Four: Coming of Age

Unit / Texts	Essential Questions	Academic Vocabulary	Suggested Assessments	Unit Goals	Writing Workshop Connections
Unit 1 Coming of Age ***Independent Reading***	What does it mean to "come of age"? How are rhetorical appeals used to influence an audience?	Voice Advertising Techniques Rhetorical Appeals	EA#1: Presenting an Interview EA#2: Creating an Ad Campaign for a Novel	Understand the concept of coming of age. Identify diction, syntax, and tone and the way they work together to convey an author or speaker's voice. Incorporate voice effectively in your own writing. Analyze and use rhetorical appeals to influence an audience.	Writing Workshop 1: The Writing Process Workshop 5: Script Writing
Unit 2 Defining Style ***Edward Scissorhands***	How do authors and directors use specific techniques to achieve a desired effect? What are the essential features of an effective style analysis?	Point of View Commentary Cinematic Techniques Style Effect	EA#1: Creating a Storyboard EA#2: Writing a Style Analysis Essay	To identify important cinematic techniques and analyze their effects To transform a text into a new genre To identify specific elements of an author's style To develop an awareness of reading strategies to enhance comprehension To analyze the elements of fiction – setting, plot, character, theme–and the steps in plot development, exposition, complications, climax, falling action, resolution (denouement)	Writing Workshop 9: Response to Literary or Expository Text
Unit 3 Exploring Poetic Voices	What is Poetry? What can a writer learn from studying an author's craft and style?	Poetic Structure Diction Imagery Figurative Language Syntax	EA#1: Creating a Poetry Anthology EA#2: Analyzing and Presenting a Poet	Develop the skills and knowledge to analyze and craft poetry Analyze the function and effects of figurative language Write original poems that reflect personal voice, style, and an understanding of poetic elements Write a style analysis essay Present an oral interpretation of a poem	Writing Workshop 3: Poetry Writing Workshop 9: Response to Literary or Expository Text
Unit 4 Interpreting Drama Through Performance ***Romeo and Juliet***	What are the essential features of an effective drama and/or dramatic performance? How have the strategies I have learned this year helped me to be a better reader, writer, speaker, listener, critical thinker?	Drama Tragedy Theatrical Elements Interpretation Metacognition	EA#1: Presenting a Shakespearean Scene EA#2: Writing a Metacognitive Reflection	To engage in authentic research related to performing *Romeo and Juliet* To explore multiple interpretations of *Romeo and Juliet* through performance and film To examine the "coming of age" concept in context of the play To be intentional in the use of strategies and to evaluate how they work To reflect on one's growth as a learner	Writing Workshop 6: Expository Text
Unit 5 Coming of Age Amidst Controversy ***To Kill a Mockingbird***	What impact does historical, cultural, geographical, and social context have on a novel and on the reaction of readers to it? What are the essential elements of an effective informative oral presentation?	Context Annotated Bibliography Audience Analysis Characterization Thematic Statement	EA#1: Historical Investigation and Presentation EA#2: Analyzing a Passage from *To Kill a Mockingbird*	Gather and synthesize information for an oral presentation on the social, cultural, historical, and geographical context of the novel Explore the significance of setting, conflict, and the growth of characters in relation to the theme of coming of age. Extrapolate from a short passage the larger themes and literary elements of the novel	Writing Workshop 10: Research Writing Workshop 9: Response to Literary or Expository Text

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Level Five: Culture and Community					
Unit/Text	Essential Questions	Academic Vocabulary	Embedded Assessments	Unit Goals	Writing Workshop Connections
Unit 1 **Voices of Modern Culture** ***Independent Reading***	How can cultural experiences shape, impact, or influence our perception of the world? How does voice function in and beyond the contexts of writing?	Culture Subculture Symbol Perspective Stereotype	EA#1: Creating and Artistic Representation of My Culture EA#2: Presenting Two of My Voices	To examine a variety of voices writers and speakers use and the reasons they use them (audience, purpose, context, and genre) To apply analytical, critical, creative, and reflective strategies to published, personal, and peer generated texts To develop speaking and listening skills that build capacity for effective communication	Writing Workshop 1: The Writing Process Writing Workshop 3: Poetry
Unit 2 **Cultural Conversations** ***Bend it Like Beckham***	How do external factors affect one's sense of identity? How do we synthesize multiple resources into a cohesive argument?	Persona Juxtaposition Cultural Conflict Satire / Humor Synthesis Argument	EA#1: Writing About a Cultural Conflict EA#2: Writing a Synthesis Paper	To recognize how we define ourselves as individuals through our interactions with external cultural forces To understand and apply the basic elements of argument To recognize the role that culture plays in defining ourselves as individuals To identify and understand significant cultural conversations within a variety of media sources To apply the appropriate conventions and elements of a synthesis essay	Writing Workshop 9: Response the Literary or Expository Texts Writing Workshop 8: Persuasive/ Argumentative Writing
Unit 3 **Community** ***Things Fall Apart***	How can an author use a work of fiction to make a statement about culture? How might the cultural fabric of a community be stretched or altered when it encounters new ideas and members?	Validity Reliability Plagiarism Tragic Hero	EA#1: Researching and Reflecting on Community EA#2: Writing a Literary Analysis Essay	To analyze character relationships and motives in a literary work To apply academic writing skills to a literary analysis To research and make connections between one's culture and the culture of another time and place	Writing Workshop 10: Research Writing Workshop 9: Response to Literary or Expository Text
Unit 4 **Justice** ***Antigone***	What is the nature of justice? How does one construct a persuasive argument?	Justice Chorus	EA#1: Composing a Persuasive Text EA#2: Creating a Living Tableau	To examine the varying perspectives on justice across cultures and over time To recognize effective elements of persuasion To create a persuasive piece To rehearse and present a dramatic interpretation	Writing Workshop 1: The Writing Process Writing Workshop 5: Script Writing
Unit 5 **Building Cultural Bridges** ***The 11th Hour***	How do cultural differences contribute to conflicts over environmental issues? What is the value of self-reflection in preparing for one's future?	Documentary Film Objectivity Subjectivity	EA#1: Presenting a Solution to an Environmental Conflict EA#2: Presenting my Portfolio	Examine how non-fiction texts (both print and non-print) construct our perceptions of what is true Analyze how writers and speakers use evidence to impact the persuasiveness of a claim Examine how perceptions of a writer/speaker's ethics affect the credibility of a text or its author Explore a complex conflict from multiple perspectives and work with peers to present a mediated solution Reflect on academic strengths; identify areas for further development	Writing Workshop 10: Research Writing Workshop 6: Expository Writing

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Level Six: The American Dream					
Unit Anchors	Essential Questions	Academic Vocabulary	Embedded Assessments	Unit Goals	Writing Workshop Connections
Unit 1 **The American Dream**	In what ways does the American Dream manifest itself in American life? How does one create a personal definition of the American Dream?	Survey Primary Source Secondary Source	EA#1: Presenting Findings from a Survey EA#2: Synthesizing the American Dream	To understand and define the concept of The American Dream To identify and synthesize a variety of perspectives that exist about The American Dream To conduct a survey and use primary sources as a functional text to prove or disprove an assumption	Writing Workshop 6: Expository Writing
Unit 2 **American Forums: The Marketplace of Ideas**	How do newspapers impact public opinion or public perception? How does a writer use tone to advance an opinion?	Bias Fallacy Editorial Parody	EA#1: Creating an Op-Ed Page EA#2: Writing a Satirical Piece	To identify the main components and role of a newspaper's op-ed page To analyze how writers use logic, evidence and rhetoric to advance their opinions To enable write persuasive pieces and refute the positions of others To recognize the symbols and references that editorial cartoonists use To analyze and apply satirical techniques	Writing Workshop 8: Persuasive/Argumentative Writing
Unit 3 **The Power of Persuasion** ***The Crucible***	How are the components of rhetoric applied to the creation and delivery of persuasive speeches? How can artistic expression advance social commentary?	Rhetoric Rhetorical Devices Social Commentary Foil	EA#1: Creating and Presenting a Persuasive Speech EA#2: Creating and Performing a Dramatic Scene	▪ To define and apply the appeals and devices of rhetoric ▪ To analyze, create, and present persuasive speeches ▪ To interpret and analyze texts and situate them in their communication contexts ▪ To analyze, create and present a dramatic scene about a societal issue	Writing Workshop 8: Persuasive/Argumentative Writing Writing Workshop 5: Script Writing
Unit 4 **An American Journey** ***Their Eyes Were Watching God***	How can an author's style construct and reflect identity? How do communication skills enhance self-expression?	Motif Resume	EA#1: Writing an Analytical Essay EA#2: Using Communication Skills to Present Myself	▪ To explore an American classic that addresses the concept of "journey" ▪ To analyze the writer's rich and complex writing style as a model for making deliberate stylistic choices ▪ To investigate the communication demands of a career and to prepare to meet those demands ▪ To use media production elements and speaking and listening skills to construct a presentation of self appropriate for the audience	Writing Workshop 9: Response to Literary and Expository Text Writing Workshop 4: Reflective Essay Writing Workshop 7: Procedural: College Application
Unit 5 **The Pursuit of Happiness** ***Into the Wild***	What does it mean to pursue happiness? How does a writer represent research through multiple texts?	Coherence Genre Conventions Discourse	EA#1: Writing a Personal Essay EA#2: Writing a Multi-Genre Research Project	To analyze and evaluate the structural and stylistic features of texts To compose a personal essay that employs stylistic techniques To synthesize research into a Multi-Genre Research Paper	Writing Workshop 4: Reflective Essay Writing Workshop 10: Research

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Senior English: Multiple Perspectives					
Unit/Texts	Essential Questions	Academic Vocabulary	Embedded Assessments	Unit Goals	Writing Workshop Connections
Unit 1 **Perception is Everything** ***Shooting an Elephant***	How do writers and artists organize or construct text to convey meaning? What does it mean to be a stranger in the village?	Cultural Criticism Reader Response Criticism	EA#1Creating a Photo Essay EA#2: Writing a Reflective Essay	To understand the relationship between perspective and critical theory To apply critical theories to various texts studied and created To control and manipulate textual elements in writing to clearly and effectively convey a controlling idea or thesis	Writing Workshop 4: Reflective Writing
Unit 2 **The Collective Perspective** ***Pygmalion*** ***Rear Window***	How does applying a critical perspective affect an understanding of text? How does a new understanding of a text gained through interpretation help or hinder your enjoyment of it?	Archetypal Criticism Marxist Criticism Feminist Criticism	EA#1 Illuminating Pygmalion EA#2: Applying a Critical Perspective	To enhance critical thinking by studying Feminist, Marxist, and Archetypal critical perspectives To apply multiple critical perspectives to drama, nonfiction, and non-print texts To engage in the writing process to generate a play script and an analytical response	Writing Workshop 5: Script Writing Writing Workshop 9: Response to Literary and Expository Text
Unit 3 **Evolving Perspectives** ***Othello***	How can a dramatic performance reflect a critical perspective? What role does literature play in the examination of recurring societal issues?	Historical Criticism	EA#1Writing an Analysis EA#2: Staging an Interpretation	To interpret multiple representations of a Shakespearean tragedy To examine critical perspectives as they apply to the drama To plan and perform dramatic interpretations of selected scenes To analyze the ways in which historical contexts have influenced performances of the play	Writing Workshop 6: Expository Writing
Unit 4 **Multiple Perspectives** ***The Arrival*** ***Independent Reading (Novels or Plays)***	How can an examination of texts through multiple perspectives affect understanding? How do media production elements shape a message?	Archetypal Criticism Cultural Criticism Feminist Criticism Historical Criticism Marxist Criticism Reader Response Criticism	EA: Presenting a Literary Work Through Multiple Critical Perspectives	To trace a reading through a critical perspective over the course of an extended text To analyze two literary works through multiple critical perspectives To analyze and then utilize text feature of a graphic novel To create a presentation using a performance-based or visual medium	Writing Workshop 1: The Writing Process
Unit 5 **Creating Perspectives**	How do media sources impact our understanding of the truth and significance of an issue? How can media texts be constructed to support an agenda or interpretation?	Media Channel	EA#1: Examining How an Issue Is Presented in Media Texts EA#2: Creating a Media Text	To identify ways in which media shape how and what we know about particular events To investigate how different media channels communicate information about a particular event To investigate a variety of perspectives on a single event To analyze how different critical perspectives shape the reporting and interpreting of events To create a media text applying multiple lenses to the investigation and representation of an event	Writing Workshop 10: Research Writing Writing Workshop 8: Persuasive/Argumentative Writing

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APPENDIX D

I AM Academy

Student Code of Conduct (DRAFT)

Student Rights and Responsibilities Grades 6th through 12th

This document is not all-inclusive nor does it restrict the I Am Academy Leadership and Technical Institute's authority to take actions that are appropriate to maintain a safe and orderly educational environment.

The School does not discriminate on the basis of race, color, gender, religion, age, disability, marital status, national origin, or other legally protected categories in its educational programs, activities, employment, or student admissions policies or practices. Inquires regarding compliance with the above can be directed to:

Acknowledgement: Student Code of Conduct

This Student Code of Conduct is a document designed to provide rules, expectations, and consequences for student behavior. We ask that you review the Student Code of Conduct with your child (ren) and have a discussion regarding school expectations. In addition, Appendix IV is a copy of the I AM Academy's School Educational Technology – Acceptable Use Policy. In order for your child to use educational technology, this policy must be reviewed and the parents must sign below.

Please sign below and have your child sign to acknowledge that you have received a copy of the Student Code of Conduct. Return the signed sheet to your child's homeroom teacher by: _____

Sign And Return

This is to confirm that I have received a copy of the I AM Academy Leadership and Technical Institute Student Code of Conduct *(See Appendix IV)*

☐ ☐ Student Name (Please Print)_____

☐ ☐ Student Signature / Date_____

☐ ☐ Parent Signature / Date _____

Return the signed sheet to your child's homeroom teacher by September 10, 2012.

CONTENTS:

Chapter I: Introduction.

Chapter II: Student Responsibilities And Rights

Chapter III: Violations of the student code of conduct

Chapter IV: Disciplinary procedures

CHAPTER I: INTRODUCTION

The mission of the I AM Academy Leadership and Technical Institute is to provide opportunities and resources in a safe, nurturing and positive learning environment for all students to acquire and develop the knowledge, understanding, skills and attitudes to be responsible and contributing members in a rapidly changing and complex global society.

Schools must therefore, be free from disruptions, which interfere with teaching and learning activities. Students, parents/guardians, and school staff must assume a responsible role in creating a positive environment and promoting behavior that encourages learning and the development of individual potential. Students, parents/guardians, and staff are encouraged to become familiar with the entire contents of this document.

WHAT IS THE STUDENT CODE OF CONDUCT?

The Student Code of Conduct is an official declaration of the I AM ACADEMY school board.

- Specifies the responsibilities and rights of students.
- Defines attendance responsibilities.
- Defines conduct that disrupts a positive environment.
- Standardizes procedures for disciplinary action.
- Defines grievance procedures.
- Incorporates excerpts from State and Federal laws and regulations.

Provisions in the Student Code of Conduct apply to all students in Grades 6-12. Differences in age and maturity are recognized in determining the type of disciplinary action to be taken. Students have a greater responsibility for their actions as they increase in age. A copy of the Student Code of Conduct is given to each student on school entry. Orientation to the Student Code of Conduct is held in each school at the beginning of the school year.

WHEN IS THE STUDENT CODE OF CONDUCT IN FORCE?

The Student Code of Conduct is in force:

- On school property, prior to, during, and following regular school hours when school is in session or when school activities are in operation.
- While students are on the school bus or in a district vehicle for any reason.
- When a student's conduct on the way to and from school and/or at the bus stop has a harmful effect on the other students, the community or on the orderly educational process.
- At all school and district sponsored events and other activities where school administrators have jurisdiction over students.
- Off campus.

The school has the authority to suspend or expel students for activities occurring off of school premises when a student's out-of-school conduct indicates that the student presents a threat to the health, safety, or welfare of other students and staff. The receipt of an Attorney General's notice that a student has been arrested for a crime that may jeopardize the health, safety, or welfare of other students and staff is sufficient evidence to warrant the initiation of disciplinary action.

That portion of the Student Code of Conduct which protects school buildings and grounds is always in force.

The Student Code of Conduct is not all-inclusive and a student committing an act of misconduct not listed may be subject to the authority of the principal or designee. Serious or excessive behavior that necessitates a more severe disciplinary action than that which is listed shall be subject to the discretionary authority of the principal and the Superintendent. This may include a recommendation for expulsion.

Any student who hinders an investigation or any student, who aids, is involved with the planning, or helps another student in any way in an act which violates the Student Code of Conduct may be subject to the

same disciplinary action as the individual who committed the violation.

HOW IS THE STUDENT CODE OF CONDUCT ADMINISTERED?

Procedures for making disciplinary referrals:

All teachers are expected to use reasonable behavior management techniques in the classroom prior to referring a student to a building administrator for disciplinary action. An administrator or designee administers the Student Code of Conduct when a student has been referred because of misbehavior. Identifying the specific Student Code of Conduct violation and corresponding disciplinary action is the responsibility of the administrator or designee.

Possession of items in a locker, motor vehicle, or book bag /purse:

Lockers. The school presumes a student possesses, and is responsible for, all items found in the student's locker. **Regularly check the contents of your locker.** If you fail to lock your locker, or provide others access to your locker, you remain responsible for items found in your locker. Student lockers are the property of the school and may be subject to search by an administrator at any time with or without reasonable suspicion to protect the health, safety, and welfare of others.

Motor Vehicles. The school presumes a student possesses, and is therefore responsible for, all items in the student's motor vehicle ("car"). This presumption applies to any car you drive to school without regard to who owns the car. **Before you bring a car to school, or a school activity, carefully inspect the car.** If you fail to lock your car, or permit others access to your car, you remain responsible for items found in your car.

Book bag/Purse. The school presumes a student possesses, and is therefore responsible for, all items found in the student's book bag, purse, or similar bag or container used to carry books or personal property (referred to as "book bag"). **Regularly check the contents of your book bag.** If you fail to secure your book bag, or provide others access to your book bag, you remain responsible for items found in your book bag.

WHAT IS A GOOD SCHOOL ENVIRONMENT?

A good school environment is best described as:

- SAFE, POSITIVE and SUPPORTIVE
- Providing a range of educational opportunities
- Making improvement of student behavior the primary goal of disciplinary action
- Protecting students from behavior which threatens their health, safety, or welfare, or which interferes with learning
- Being free of drugs, weapons, and illegal harassment

It is also the presence of a friendly, yet business-like atmosphere in which students and school personnel work cooperatively toward recognized and acceptable goals. A good school environment is free from distractions, friction, and disturbances. Utilizing the positive behavior support (PBS) process, the school staff establishes common expectations for students. The expectations are taught to all students, and students are reinforced for appropriate behavior.

CONFLICT RESOLUTION/MEDIATION

It is the philosophy of I AM Academy Leadership and Technical Institute that students and staff should be proactive in their approach to behavior management. Therefore, conflict resolution and mediation strategies should be employed in a proactive manner to assist students and staff in addressing conflict and discipline issues. The District supports implementation of Positive Behavior Support which promotes healthy

character development for all students as well as proactive strategies at the building, classroom, and individual level to prevent problematic behaviors.

WHO ESTABLISHES A GOOD SCHOOL ENVIRONMENT?

The Student Code of Conduct recognizes the need for a working, cooperative relationship among students, parents/guardians, and school personnel.

This relationship is most productive when:

Students

- Attend all classes daily and on time
- Are prepared for class assignments and activities
- Come to class with appropriate working materials
- Respect all persons and property
- Refrain from using profanity ,abusive language, or inflammatory actions in personal interactions
- Conduct themselves in a safe and responsible manner
- Are encouraged to be healthy, clean, and neat
- Are responsible for their own work and behavior
- Abide by the rules and regulations set forth by the school and individual classroom teacher
- Seek changes in an orderly and approved manner

Parents/Guardians

- Keep in contact with the school concerning their child's progress and conduct
- Maintain up-to-date home, work, and emergency numbers at the school
- Ensure that their child is in daily attendance and promptly report and explain an absence or tardiness to the school
- Provide their child with resources needed to complete class work and homework
- Assist their child in being healthy, neat, and clean • Refrain from using profanity, abusive language or inflammatory actions in personal interactions
- Bring to the attention of school authorities any problem or condition which affects their child or other children of the school community
- Discuss report cards and work assignments with their child
- Attend Parent/Teacher conferences
- Seek changes in an orderly and approved manner

School Personnel

- Are in regular attendance and on time
- Are prepared to perform their duties with appropriate working materials
- Respect all persons and property
- Dialogue with parents, students, and other employees in a manner that reflects professionalism and caring
- Refrain from using profanity, abusive language or inflammatory actions in personal interactions
- Conduct themselves in a safe and responsible manner
- Are healthy, clean, and neat
- Abide by the rules and regulations set forth by the school Board
- Seek changes in an orderly and approved manner
- Maintain an atmosphere which encourages good behavior and active learning
- Plan a flexible curriculum to meet the needs of all students
- Develop good working relationships among staff and with students
- Encourage the school staff, parents, and students to use the services of community agencies
- Utilize good guidance procedures and practices
- Encourage parents to maintain regular communication with the school
- Provide opportunities for parent participation in affairs of the school

- Encourage and maintain the involvement of students in the operation of the school, i.e., student government
- Involve the community in-order to improve the quality of life within the school.

CHAPTER II: STUDENT RESPONSIBILITIES AND RIGHTS

Within every school, the principal has the responsibility and authority for maintaining an orderly educational process. The District guarantees students' rights as allowed by state and federal laws, regulations, and the rules and regulations of the school Board.

ATTENDANCE

Attendance is compulsory for those between the ages of 5 and 16. The school shall comply with all attendance laws and regulations of the state.

Students must attend school each day it is in session. The following conditions only will result in an excused absence:

- Illness of the student
- Medical diagnosis and/or treatment
- Death in the immediate family; funerals of other relatives or close friends, not to exceed one day if in the locality or three days if outside the state
- Contagious disease in the home of the child subject to regulations of the Division of Public Health, Department of Health and Social Services.
- Legal business requiring the student's presence
- Suspension or expulsion from school
- Observance if religious holidays
- Approved college visits during the junior or senior year
- Authorized school-sponsored activities

If a student is absent for more than 50% of his or her total day's classes, the student cannot participate in any school sponsored after-school activities (except when excused by a building administrator or designee based on official documentation of a medical appointment or court date).

Absences for any other reason shall be considered unexcused. Students who are absent for three days or more without a legal excuse shall be considered truant. A referral shall be made to the visiting teacher/social worker who shall take appropriate action.

No student under the age of 18 may withdraw from school unless his/ her parent/guardian signs a formal withdraw form. The visiting teacher/social worker shall use whatever resources are available to assist and encourage the student to complete his/her education.

The Superintendent or designee shall develop specific procedures for tracking attendance and for referral and intervention in cases of violation of school attendance law.

Unexcused Absence: An unexcused absence from school or class is an absence:
1. Which is for a reason not listed as excused or
2. About which the parent/guardian has no knowledge or
3. For which the parental note of explanation was not provided on the student's first or second day of return to school following the absence

Lateness to class: At the beginning of each term, the teacher shall define guidelines regarding lateness to class. When, in the judgment of the teacher, lateness becomes excessive, the student will be reported to an appropriate staff member for administrative action. Lateness to class may have a detrimental effect on student learning.

Tardiness to school: All students are expected to be punctual to school. Students who arrive at their first class assignment after the start of school are tardy. A student who is late to school should present a written explanation for the tardiness on the first or second day following the tardiness. Students should recognize that a written explanation from home does not automatically cause the tardiness to be excused. Such reasons as car trouble, personal business, heavy traffic, home obligations, etc., while understandable, are not acceptable excuses and will be listed as unexcused. Reasons such as personal illness, medical

appointments, and appearances in court will be considered as excused tardiness when verified by a note from home. Students who do not attend at least half of the class periods on a given day will be marked absent for that day. Students who are missing for more than fifteen (15) minutes of a class may be considered absent, unless excused by a proper authority.

Prearranged Absence: A prearranged absence is a student's absence from school for one or more days to visit a college or university or for other educational activities approved by the principal/Dean of I AM Academy. The absence should be prearranged by writing the principal/Dean, giving the full particulars of the absence. Approval for such absences should be sought, where practicable, at least two (2) weeks prior to the date on which the absence is to occur. Upon the development of a plan by student and teacher for making up the assignments to be missed, the principal/Dean may then define the absence as excused. Prearranged absences will not be approved during the DSTP, PSAT, AP exams, midterm exams, and final exams.

Students who must leave the building due to an emergency or some other reason which did not permit a prearranged absence must receive approval from the principal/Dean or his/her designee. The student is then responsible for completing the sign-out procedure before leaving the building and must present the required parental note of explanation upon his/her return to school.

Long Term Leave: For students who relocate out of state for any time longer than a 5 day vacation, the parent/guardian must provide documentation that the student has relocated out of state and the student must be withdrawn. The parent/guardian must re-enroll the student in the school once the family returns to the area. The school cannot ensure that the student will be able to be placed back in the original classroom.

BUS PRIVILEGES

The Student Code of Conduct will apply to all violations to and from school, at the bus stop, and while boarding, riding, or exiting buses. Violation of these rules may result in the suspension of bus-riding privileges. Students must follow bus safety regulations as follows:

- Students must obey the driver promptly and be courteous to him/her and to other students. The driver is in full charge of the bus and students and under the authority of a classroom teacher.
- Students must be at the bus stop at least ten (10) minutes before the scheduled time; the bus has to run on schedule and cannot wait for those who are late.
- Students should never stand in, or play on, the roadway while waiting for the bus.
- Before boarding the bus, students must keep a safe distance from it while it is in motion.
- Students must not get on or off the bus while it is in motion.
- Students must enter the bus without crowding or disturbing others and occupy their seat immediately.
- Students must keep out of the driver's seat.
- In crossing the street at any time, students should look both to the right and to the left, and then walk across.
- Students are permitted to talk quietly on the bus and classroom conduct is to be observed while on the bus.
- Students must not call out to passers-by. They should not open the bus window without permission from the driver or extend head or arms out of the window.
- Students should not leave the bus without the driver's consent, except on arrival at their regular bus stop or at school.
- Students should help to keep the bus clean, sanitary and orderly. They must not damage or abuse the equipment.
- Students must sit facing the front of the bus.
- Students are not permitted to smoke while on the bus.
- Students must not use profanity while on the bus.
- Students must not throw articles of any kind out of or around the bus.
- Students are not to eat or drink while on the bus.
- Students are not permitted to harass, intimidate or fight on the bus.
- Other forms of misconduct that will not be tolerated are acts such as, but not limited to, indecent

exposure, obscene gestures, or spitting.

- Students must remain in their seat and keep aisle clear.
- Students must stay seated until the bus comes to a complete stop.
- Students are not permitted to tamper with emergency doors, controls, or windows.
- In approaching the bus or a bus stop along the highway, students should walk on the left side of the road facing traffic. Students should be sure that the road is clear of all traffic or that all traffic has stopped before crossing.
- Upon leaving the bus, students should immediately walk around the front of the bus and stop before crossing. Students should make sure that the road is either clear of all traffic or that all traffic has come to a complete stop before crossing.
- Large items such as band instruments, shop projects, sports equipment, skateboards and other school projects shall not be permitted on the bus if they interfere with the driver or other passengers. The aisle, exits, and driver's vision shall not be blocked.
- Due to food allergies, only lunches or snacks will be allowed on the bus. All food items must be kept in lunch box, bag, closed container or backpack.
- All students must ride the bus they are assigned to. If there is an emergency that requires a student to ride another bus, a note signed by the parent and building principal will be given to the bus driver before they will be allowed to board the bus.
- Parents/guardians are not allowed to enter the bus. Any concerns must be addressed with the building administrator and/or the bus contractor.
- Students must get on and off the bus at their designated bus stop.

Computer Usage

Students must adhere to the District's Educational Technology Acceptable Use Agreement, which incorporates the State policy, before they may make use of district technology, including internet access. (See appendix IV)

Counseling

Philosophical Basis

Personal needs or concerns can seriously threaten and interfere with the educational development of students. Schools have the responsibility to provide counseling services for students and to inform students of services provided by other agencies.

Responsibilities

Students have the responsibility:

- To identify and/or report personal or school related problems, concerns or issues to appropriate staff, counselors/advisors
- To use counseling services for their educational and personal development, where appropriate
- To schedule appointments in advance unless the problems or concerns are of an emergency nature (Parents/guardians and students have the responsibility of providing information that may be useful in making intelligent educational decisions.)
- To use counselors'/advisors' services for personal or school related problems, concerns or issues

Rights

Students have the right:

- To be accurately informed as to the nature, kind, or type of guidance services available in their school and community
- Toreceive/bereferredtoappropriatecounselingforpersonalandeducational problems within a reasonable amount of time
- To have access to counselors/advisors on the staff

Curriculum

Philosophical Basis

Highly qualified professionals collaborate to produce curricula that are consistent with established standards and best practices in a given subject area. Textbooks are selected based on the extent to which they support an established curriculum.

Rights

Students have the right:

- To have access to clear and precise course descriptions
- To participate in courses and programs appropriate to their individual needs at all grade levels

EVALUATION AND GRADING POLICY

Philosophical Basis

A grade is a measure of student achievement relative to district curricular goals and objectives. Grades serve to inform students, parents, teachers and administrators of the degree in which mastery has been attained and to help teachers adjust instruction to meet the individual needs of all students. It shall be the responsibility of the Superintendent to establish a process to develop, monitor and revise as needed, a fair, comprehensive procedure for teachers to follow when grading students.

Responsibilities

Students have the responsibility:

- To ask for an explanation of a grading system which they do not understand
- To attain standards of academic performance according to their ability
- To share all notices of unsatisfactory progress with their parents/guardians and to make every effort to improve their performance
- To conduct themselves in a manner which fosters a good learning environment
- To present assignments when due

Rights

Students have the right:

- To receive a written copy of a District's standardized record keeping system at the beginning of each course
- To receive an academic grade that is based on the District's standardized record keeping system and reflects the student's academic achievement
- To request and receive written notification of unsatisfactory progress at any time during the marking period
- To have grades used positively and not as a disciplinary tool 5. To be given appropriate notice of assignment due dates

Expression

Philosophical Basis

Students have the right to express themselves through direct and symbolic means as long as such expression does not mock, demean, or ridicule other persons and groups; interfere with school activities or disrupt the educational process; or contain obscene, vulgar, inflammatory statements or is in any way detrimental to the welfare of other students.

Responsibilities

Students have the responsibility:

- To act in a quiet, dignified manner during patriotic activities.
- To be excused from any patriotic act that is against their religious beliefs or deeply held personal convictions.

- To inform the school in writing of activities/policies which are in conflict with their religious beliefs and request alternative accommodations.

Rights

Students have the right:

- To respectfully express their own opinions on issues
- To assemble peaceably on school property at a time and place designated by the principal (This right will be denied if it endangers the health or safety of others, damages property, or disrupts the activities of others.)

Harassment

Philosophical Basis

I AM Academy Leadership and Technical Institute's intent is to foster human dignity and mutual respect in our schools. Harassment of any type contradicts that ideal. In addition, harassment can be a form of unlawful discrimination. No school student shall be subject to any type of harassment/bullying whether by fellow students or staff members.

It is the policy of the school Board and school to oppose and prohibit, without qualification, unlawful harassment of any school employee or student based on race, color, religion (creed), national origin, sex, disability, or any other unlawful basis. Under this policy, all employees and students share responsibility for ensuring that the schools are free from all forms of prohibited harassment, including, but not limited to, sexual harassment.

The school shall act to investigate any and all complaints of harassment, and to discipline, or take other appropriate action, against any member of the school community who is found to have violated this policy. As used herein, unlawful harassment means verbal or physical conduct at a location, place, or time where this Student Code of Conduct is in force, based on a person's race, color, religion (creed), national origin, sex, disability, or any other basis prohibited by State or Federal law, and which substantially interferes with a student's educational performance or creates an intimidating, hostile, or offensive educational environment. Sexual harassment means unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when:

- Submission to that conduct is made, either explicitly or implicitly, a term or condition of a student's education.
- Submission to or rejection of such conduct by a student is used as a component of the basis for decisions affecting the student.
- The conduct has the purpose or effect of substantially interfering with a student's educational performance, or creating an intimidating, hostile, or offensive educational environment.

REPORTING

Unlawful Harassment

Any member of the school community who believes that unlawful harassment of a student has occurred, or is occurring, may make a complaint of unlawful harassment. Allegations of unlawful harassment are not subject to the grievance procedures outline, *infra*. Instead, all allegations of unlawful harassment should be reported immediately to the Dean, or, if the Dean is the subject of the complaint of unlawful harassment or the reporting person is otherwise uncomfortable communicating the complaint of unlawful harassment to the Dean, for any reason, then to one of the designated harassment complaint officials.

The School will investigate allegations of unlawful harassment in as prompt and confidential a manner as possible under the circumstances, and will take appropriate corrective and/or disciplinary action where warranted. Any employee or student, who is found, as a result of such investigation, to have engaged in harassment in violation of this policy, will be subject to appropriate disciplinary action, up to and including termination of employment of an employee or expulsion of a student. Furthermore, retaliation in any form against an person making a complaint of unlawful harassment under this policy, or who conducts, or

cooperates in, the investigation of any such complaint, is strictly prohibited, and will itself be cause for appropriate disciplinary action.

Any questions regarding this policy should be addressed to one or more of the designated harassment complaint officials.

Responsibilities
Students have the responsibility:
1. Where the harasser is a student
    - To communicate directly to the person that their behavior is unacceptable and they want him/her to stop;
    - To inform and seek the advise of a teacher, counselor, or school administrator; and
    - To report the information to the principal if the situation is not resolved, or if the person informed pursuant to (b), *supra*, fails to take action to investigate and/or stop the alleged harassment or bullying.

2. Where the harasser is an employee or adult
    - To immediately inform the principal/Dean of the objectionable behavior and/or actions of the employee or adult, as well as the person's identity; or
    - If principal is the person identified in the complaint, or if the student and/ or the student's parent are uncomfortable communicating the complaint to the principal, for any reason, then to one, or more, of the designated harassment complaint officials.

Rights
Students have the right:
- To learn in an environment free from bullying and/or unlawful harassment.
- To as prompt and confidential an investigation as possible under the circumstances.
- To appropriate corrective action where warranted.

MARRIED/PREGNANT STUDENTS

Philosophical Basis
The right to an education shall not be abrogated for a particular student because of marriage or pregnancy. If a different school placement is found to be necessary for a pregnant or married student, the educational program shall be equivalent to that of the regular school.

Responsibilities
Students have the responsibility:
- To attend school regularly or to take advantage of special programs designed to meet their needs even though they are married, expectant parents, or parents (Students who are pregnant should seek professional medical advice regarding school attendance.)
- To be referred to a marriage, pregnancy, or parenthood agency for counseling if they request it

Rights
Students have the right:
- To remain in the regular school program or to attend a special program designed to meet their educational needs
- To request counseling for marriage, pregnancy, or parenthood

Personal APPEARANCE

Philosophical Basis
Students have the right to determine their own appearance and style of dress as long as it does not jeopardize the health and safety of themselves or others, does not interfere with the teaching-learning

process, or does not create classroom disorder.

Specific dress standards may be required in classes such as shop, laboratories, or physical education for health and safety reasons.

Responsibilities
Students have the responsibility:

- To follow guidelines for dressing and grooming in a manner which shows cleanliness, promotes safety, and demonstrates respect for themselves and others

Rights
Students have the right:

- To dress and groom as they choose as long as they do not disrupt the educational process or endanger the health and safety of themselves or others as outlined in established school guidelines

PROPERTY

Philosophical Basis

Students have the right to privacy in their person and property. When school authorities have reasonable suspicion to believe that a student possesses an illegal item or an item determined to threaten safety and security, the school administration may search a student and his/her property. A student's cell phone is subject to a search if there is reasonable suspicion to believe it is being used in connection with a violation of the Student Code of Conduct. Items deemed to disrupt or interfere with the educational process may be temporarily removed from student possession.

Student lockers, desks, cubbies, etc. are the property of the school and may be searched at any time. The school district shall not be responsible for lost or stolen personal property that is brought to school. Returning to school after leaving without permission may be considered reasonable suspicion to conduct a search.

Responsibilities
Students have the responsibility:

- To refrain from possessing or concealing any substance or objects which are prohibited or which may disrupt the educational process and/or school sponsored activities/events
- To monitor and control access to their lockers, motor vehicles, purses, book bags, or similar containers and to check regularly their contents

Rights
Students have the right:

- To privacy in their personal possessions unless the principal or designee has reasonable suspicion to believe that prohibited substances/objects are possessed or being concealed by the student

PUBLISHING AND DISTRIBUTING MATERIALS

Philosophical Basis

One of the important roles of the school is to provide effective ways in which students may express themselves on a wide range of subjects. Official school publications such as newspapers should reflect the policy and judgment of the student editors and should include viewpoints representative of the entire school community.

Responsibilities
Students have the responsibility:

- For designating the person(s) who wrote and published the material; adhering to acceptable

standards of journalism including literary value, newsworthiness, and property; distributing material before and after regular school hours; distributing during regular school hours only with administrative permission; displaying materials on bulletin boards provided for student use; accepting any legal consequences for student expression and publication; and to confirm that the information published is factual.

Rights

Students have the right:

- To publish and distribute materials as long as such action does not endanger the health and safety of others, threaten to disrupt the educational process, reflect a libelous nature, indicate a commercial purpose, or contain obscene or inflammatory statements.

SAFETY

Philosophical Basis

All students who attend the District have the right to attend school in a safe and orderly environment where they are encouraged to learn.

Responsibilities

Students have the responsibility:

- To show respect for other people's ideas, values, and heritage
- To resolve conflicts in an appropriate manner
- To notify school personnel if they have knowledge of any weapon(s) on school property

Rights

Students have the right:

- To learn in an environment free from the threat or act of psychological or physical violence

STUDENT GOVERNMENT

Philosophical Basis

Students have the right to participate effectively in the decision-making processes necessary for developing responsible and productive citizens. They have the right to organize and conduct student council or government association activities which contribute toward the understanding and functioning of the objectives of the school.

- The organization, operation, and scope of student government shall be defined in a written constitution developed through effective student participation and approved at least once every three years by a majority of the students.
- Student government shall function in accordance with its constitution and by-laws.
- The school administration shall ensure that all students have the right to vote and hold office.
- Students shall have the right to select officers and representatives from within the student body in accordance with the constitution.
- Provisions concerning the qualifications of candidates should be as broad as possible; however, grade and disciplinary standards may disqualify some.
- The decisions of the student government shall not be influenced by faculty and may not be arbitrarily vetoed by the school administration.
- The student government organization shall be responsive to the needs and interests of all students and shall conduct open meetings to ensure maximum involvement of students.
- Students shall have the right to recommend to the administration a faculty advisor selected by the members.
- Faculty advisors shall assist the students in ensuring that student government operates independently within the framework of its constitution and the school's philosophy.

STUDENT MOTOR VEHICLES

Philosophical Basis

Since the school provides free transportation to all students; students do not have the right to drive personal vehicles to school. This privilege is granted by school administration.

Responsibilities

Students have the responsibility:

- To operate their motor vehicles in a safe and prudent manner at all times while driving on school or district property
- To refrain from carrying or concealing any substance or objects in a motor vehicle which may disrupt the educational process or which are forbidden by the Student Code of Conduct or State law

Rights

Students have the right:

- To privacy of the contents of their motor vehicles unless the principal/Dean or designee has reasonable suspicion to believe that the student is concealing an prohibited substance or objects and other items that may be disruptive to the educational process

STUDENT RECORDS

Philosophical Basis

Student records are records that directly relate to a student, and are maintained by the school or its employees. Student records do not include records kept in the sole possession of an employee, used only as personal memory aide, and not shared with any other person except a substitute. Care must be exercised by the school staff to make sure that student records are treated confidentially and that the information contained therein is accurate and appropriate. Student Code of Conduct violations and disciplinary actions will normally be recorded and maintained annually. Expulsions will be recorded on the student's cumulative record folder.

Responsibilities

Students have the responsibility:

- To give school personnel ample notice that they want to inspect and review their records (Eligible students and parents/guardians have the responsibility to meet their financial obligations for school fees or fines. Transcripts and records may not be released until all student financial obligations are met.)
- To release information to those individuals or agencies who are working in a positive manner for the benefit of the student (The permission to release information, where required, must be in writing.)

Rights

Students have the right:

- To release, inspect, review, and challenge the information contained in their school records within the District guidelines and legal age requirements (School personnel shall provide assistance to students and parents/guardians to help them understand information in student records. This access may not be denied because of failure to pay fines or fees.)
- To sign for a release of information contained in their records to authorized agencies (The student must be fourteen years of age or older to sign this release.)
- To be protected from the release of personally identifiable information to unauthorized persons

USE OF SURVEILLENCE FOR SAFETY AND SECURITY

To help assure the safety and security of the students and staff of the I AM Academy Leadership and

Technical Institute, the school may use cameras and audio devices to monitor public areas or accesses to restricted areas in schools or on school property. Recordings from devices installed for safety and security may be used as the basis of disciplinary actions, or, if appropriate, criminal prosecutions against persons committing violations on school property. This section does not preclude the installation of recording or monitoring devices as part of a criminal or administrative investigation in compliance with pertinent authorities, laws, and procedures for the conduct of such investigations. Notice of presence of surveillance equipment will be posted to the extent required by law. The use of video cameras is subject to pre-approval by the Superintendent.

Disclosure of Certain student Information

The school may disclose certain information, known as directory information, in its discretion without consent. Parents/guardians, or students eighteen years of age or over, may refuse to permit the release of any or all directory information. If a parent/guardian or emancipated student does not want directory information released, he or she must send written notice annually to the Dean of the school at the address listed in the front of this Student Code of Conduct. Such notice must be received within 30 days of student receipt of this Student Code of Conduct. The following student information is directory information: name, address, telephone number, date and place of birth, major field of study, grade level, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, the most recent previous school attended by the student, and photographs of students in school or school activities provided the photographs do not reveal information concerning academic placement.

FERPA RIGHTS

The Family Education Rights and Privacy Act (FERPA) affords parents/ guardians, and students over 18 years of age, the following rights:

Inspection and Review

Parents/guardians may submit to the school principal a written request identifying records they wish to inspect. The Dean will notify them of the time and place at which records may be inspected. Access shall be provided within 45 days of the receipt of the request.

Amendment of Records

Parents/guardians may ask the school to amend a record they believe is inaccurate by submitting to the Dean a written request identifying the part of the record they want changed and specifying why it is inaccurate. If the school denies the request, the school will notify them of the decision, advise of the right to a hearing, and provide the hearing procedures.

Disclosure without Consent

Disclosure of personally identifiable information contained in students' education records requires parent/guardian consent with the following exceptions:

- Such records may be disclosed to school officials with legitimate education interests. School officials include District employees; Board of Education members; a person or company retained by the District to perform a special task (for example, an attorney, auditor, medical consultant, or the rapist). A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill a professional responsibility.
- Upon request I AM Academy Leadership and Technical Institute may disclose education records without consent to officials of another school district in which a student seeks or intends to enroll.

Complaint

Parents/guardians may file a complaint with the U.S. Department of Education concerning alleged failures by the school to comply with the requirements of FERPA by submitting a complaint to:
Family Policy Compliance Office U.S. Department of Education 400 Maryland Avenue, SW Washington,

DC 20202-4605

RIGHTS UNDER PPRA

The Protection of Pupil Rights Amendment (PPRA) affords parents/ guardians, students who are 18, and emancipated minors the following rights regarding the district's conduct of surveys, collection and use of information for marketing purposes, and certain physical examinations.

Protected Information surveys

I AM Academy Leadership and Technical Institute is required to obtain consent permitting a child to participate in certain school activities, or parents/guardians may elect to opt out of such activities. These activities, known as protected information surveys, include a student survey, analysis, or evaluation concerning one or more of the following:

- Political affiliations or beliefs of the student or student's parent/guardian
- Mental or psychological problems of the student or student's family
- Sexual behavior or attitudes
- Illegal, anti-social, self-incrimination, or demeaning behavior
- Critical appraisals of others with whom respondents have close family relationships
- Legally recognized privileged relationships, such as with lawyers, doctors, or ministers
- Income, other than as required by law to determine program eligibility

NOTICE AND OPPORTUNITY TO OPT OUT

I AM Academy Leadership and Technical Institute will notify parents of the dates of the following activities and provide an opportunity to opt a student out of participating in such activities:

- Any protected information survey, regardless of funding source
- Any non-emergency invasive physical examination or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical examination or screening permitted or required under State law
- Activities involving collection, disclosure, or use of personal information obtained from students for marketing, to sell or otherwise distribute the information to others

INSPECTION

Parents/guardians may, upon request, inspect the following:

Protected information surveys of students instruments used to collect personal information from students for marketing, sales, or other distribution purposes Instructional materials used as part of the educational curriculum

COMPLAINT

If parents/guardians believe their rights have been violated, they may file a complaint with:
Family Policy Compliance Office U.S. Department of Education 400 Maryland Avenue, SE Washington, DC 20202-4605

CHAPTER III:

VIOLATION Of THE STUDENT CODE Of CONDUCT

While on the school bus, drivers will have the same authority as teachers.

LEVEL I

Disruptive Behavior: Language, gestures or actions that produce distractions, frictions or disturbances that interfere with effective functioning of the teacher, another student, a class, or any school activity.

Grades 6-12: Level I Offense

First Offense
REQUIRED:
: • Teacher reprimand
• Teacher/student conference

Subsequent Offenses
REQUIRED:
• Detention or Suspension (1 – 3 days)
• Parent/guardian notification
• Referral to Discipline Committee or Instructional Support Team

OPTIONAL:
• Functional assessment and/or behavior support plan

Inappropriate Language: Any profane language or derogatory, disrespectful comments.

Grades 6-12: Level I Offense

First Offense
REQUIRED:
• Teacher reprimand
• Parent/guardian notification

Subsequent Offenses
REQUIRED:
• Detention
• Parent/guardian notification

OPTIONAL:
• Parent/teacher strategy

Loitering: A student's unauthorized presence in any school area.

Grades 6-12: Level I Offense

First Offense
REQUIRED:
• Teacher reprimand

• Teacher/student conference

OPTIONAL:
• Detention

Loitering (continued)

Subsequent Offenses
REQUIRED:
• Detention
• Teacher reprimand
• Parent/guardian notification
• Referral to counselor

Minor Vandalism: Intentionally or recklessly damages tangible property that belongs to another person. (Criminal Mischief, title 11, section 811). No cost of repair incurred.

Grades 6-12: Level I Offense

First Offense
REQUIRED:
• Teacher reprimand
• Parent/guardian notification

Subsequent Offenses
REQUIRED:
• Detention
• Parent/guardian notification

OPTIONAL:
• Parent conference

Possession of Non-School Items: Any item or device that may be deemed by building staff as disruptive or having the potential for causing disruption (not a weapon).

Grades 6-12: Level I Offense

First Offense
REQUIRED:
• Teacher reprimand
• Item to be confiscated
• Parent/guardian notification

Subsequent Offenses
REQUIRED:
• Parent/guardian notification
• Item to be confiscated and may be returned to parent/guardian

OPTIONAL:
• Detention

Unexcused Tardy: Three (3) unexcused tardy to school or to a class without authorization or approved reason.

Grades 6 – 12: Level I Offense

First Offense
REQUIRED:
• Detention and/or suspension (1 to 5 days)
• Parent/guardian notification

Subsequent Offenses
Unexcused Tardy (continued)

REQUIRED:
• Detention and/or suspension (1 to 5 days)
• Parent/guardian notification
• Referral to School Discipline Committee or Instructional Support Team

OPTIONAL:
• Behavior plan/contract

LEVEL II

Abusive Language: Written or spoken language or gestures that are considered offensive, obscene, or vulgar.

Grades 6 – 12: Level II Offense

First Offense
REQUIRED:
• Detention and/or suspension (1 to 3 days)
• Parent/guardian notification

Subsequent Offenses
REQUIRED:
• Suspension (2 to 5 days)
• Parent/guardian conference

OPTIONAL:
• Behavior plan/contract

Careless or Reckless Behavior: Unintentional behavior that threatens to or causes injury or property damage or intentional behavior that causes or may cause unintentional injury or property damage.

Grades 6 – 12: Level II Offense

First Offense
REQUIRED:
• Detention and/or suspension (1 to 3 days)
• Parent/guardian notification

Subsequent Offenses
REQUIRED:
• Detention and/or suspension (2 to 5 days)

• Parent/guardian notification

OPTIONAL:
• Behavior plan /contract

Cheating/Plagiarism: Fraudulent deception in preparing, or presenting course work or class assignments as a student's own work when it is not. This includes, but is not limited to:
(1) Copying another student's work,
(2) Unauthorized use of notes or sharing answers during a test,
(3) Presenting another person's work as one's own, or
(4) Presenting quotations, words or ideas without proper references or credit (plagiarism).
Repeated offenses will be considered defiance and treated as such.

Grades 6 – 12: Level II Offense

First Offense
Cheating/Plagiarism (continued)

REQUIRED:
• Teacher reprimand
• Grade penalty – to be determined by teacher
• Parent/guardian notification
• Detention and/or suspension (1 to 3 days)

Subsequent Offenses
REQUIRED:
• Suspension (1 to 5 days)
• Parent/guardian notification and conference
• Grade penalty – to be determined by teacher

Class Cut: All students are expected to arrive at their classes on time and to remain there until the teacher dismisses class. A student is considered to have cut a class any time the student is present in school but does not attend class. Any unexcused absence for more than ten (10) minutes of a class may be considered a cut.

Grades 6 – 12: Level II Offense

First Offense
REQUIRED:
• Detention and/or suspension (1 to 3 days)
• Parent/guardian notification

Subsequent Offenses
REQUIRED:
• Suspension (2 to 5 days)
• Parent/guardian notification
• Referral to School Discipline Committee or Instructional Support Team

OPTIONAL:
• Behavior plan/contract

School Cut/Truancy: Any unexcused absence from school (see attendance under Chapter ii for a list of excused absences). Repeated offenses may result in legal action.

Grades 6 – 12: Level II Offense

First Offense
REQUIRED:
• Detention and/or suspension (1 to 3 days)
• Parent/guardian notification

OPTIONAL:
• Referral to School Discipline Committee or Instructional Support Team
• Behavior plan/contract

Subsequent Offenses
REQUIRED:
• Suspension (2 to 5 days)
• Parent/guardian conference required before returning to school

OPTIONAL:
• Referral to School Discipline Committee or Instructional Support Team
• Behavior plan/contract

Defiance: Verbal or nonverbal refusal to comply with established procedures and/or reasonable requests from school personnel, including refusal to identify oneself.

Defiance (continued)

Grades 6 – 12: Level II Offense

First Offense
REQUIRED:
• Teacher reprimand
• Parent/guardian notification
• Detention and/or suspension (1 to 3 days)

Subsequent Offenses
REQUIRED:
• Suspension (1 to 5 days)
• Parent/guardian conference

Failure to Serve Detention: Detentions are required time obligations to be served with the teacher assigning the detention. Administrative detentions are assigned by a building administrator and are to be served in an administrative detention room. The student is obligated to serve unless properly excused by the person who assigned the detention.

Grades 6 – 12: Level II Offense

First Offense
REQUIRED:
• Reprimand
• Parent/guardian notification
• Reassign detention

OPTIONAL: • Suspension (1 day)

Subsequent Offenses

REQUIRED:
• Reprimand
• Suspension (1 to 3 days)
• Parent/guardian notification
• Parent/guardian conference

OPTIONAL:
• Referral to Discipline Committee or Instructional Support Team

Forgery: Falsely or fraudulently signing or altering a document such as hall pass, early dismissal note, progress report, absence excuse, etc. forgery shall also include impersonating another student or falsely identifying oneself or others.

Grades 6 – 12: Level II Offense

First Offense
REQUIRED:
• Reprimand
• Parent/guardian notification

OPTIONAL:
• Detention and/or Suspension (1 to 3 days)

Subsequent Offenses
REQUIRED:
• Suspension (3 to 5 days)
• Parent/guardian notification
• Parent/guardian conference before returning to school
Forgery (continued)

• Referral to School Discipline Committee or Instructional Support Team

Gambling: To stake or risk money or anything of value on the outcome of something involving chance. Student gambling is strictly prohibited.

Grades 6 – 12: Level II Offense

First Offense
REQUIRED:
• Suspension (1-3 days)
• Parent/guardian notification

Subsequent Offenses
REQUIRED:
• Suspension (2-5 days)
• Parent/guardian conference

OPTIONAL:
• Behavior plan/contract

Inappropriate Sexual Behavior: (s0101) Acts of affection or intimacy inappropriate to an educational setting.

Grades 6 – 12: Level II Offense

First Offense
REQUIRED:
• Detention and/or suspension (1 to 2 days)
• Parent/guardian notification

Subsequent Offenses
REQUIRED:
• Suspension (1 to 3 days)
• Parent/guardian notification
• Parent/guardian conference

OPTIONAL:
• Behavior plan /contract

Intimidation: Any attempt or threat to do bodily harm to another individual and/or property.

Grades 6 – 12: Level II Offense

First Offense
REQUIRED:
• Detention and/or suspension (1 day)
• Parent/guardian notification

Subsequent Offenses
REQUIRED:
• Suspension (1 to 3 days)
• Parent/guardian notification

OPTIONAL:
• Behavior plan /contract

Leaving School Without Authorization: Once a student arrives at the school campus he/she may not leave unless authorized to do so, at the end of the student's scheduled day. The parking lot is off limits during school hours. Returning to school after leaving without permission may be considered reasonable suspicion to conduct a search.

Grades 6 – 12: Level II Offense
First Offense
REQUIRED:
• Detention and/or suspension (1 to 3 days)
• Parent/guardian notification
• Behavior plan/contract
• Police notification when necessary

Subsequent Offenses
REQUIRED:
• Suspension (3 to 5 days)
• Parent/guardian notification
• Referral to School Discipline Committee or Instructional Support Team
• Behavior plan/contract
• Police notification when necessary

Major vandalism: Intentionally or recklessly damages tangible property that belongs to another person. (Criminal Mischief, title 11, section 811). Possible cost of repair incurred.

Grades 6 – 12: Level II Offense

First Offense
REQUIRED:
• Suspension (1-3 days)
• Parent/guardian notification

Subsequent Offenses
REQUIRED:
• Suspension (2-5 days)
• Parent/guardian notification

OPTIONAL:
• Parent/guardian conference

Misuse/Abuse of Substances: Using any substance for a purpose for which it was not intended.

Grades 6 – 12: Level II Offense

First Offense
REQUIRED:
• Detention and/or suspension (1 to 2 days)
• Parent/guardian notification
• Police notification, when necessary

Subsequent Offenses
REQUIRED:
• Detention and/or suspension (2 to 5 days)
• Parent/guardian notification
• Parent/guardian conference
• Referral to school Discipline Committee or Instructional Support Team
• Behavior plan /contract • Police notification, when necessary
• Recommendation to counseling or appropriate social service agency – if warranted

Misuse of Cell Phones and All Other Electronic Devices: Students are not permitted to use cell phones during the school day. Cell phones must be turned off and put away during the school day and anytime the student is on the school bus. The District reserves the right to search a seized cell phone/electronic device.

Grades 6 – 12: Level II Offense

First Offense
REQUIRED:
• Reprimand
• Cell phone will be taken away for the remainder of the school day
• Parent/guardian notification
• Parent/guardian must come to school to retrieve the cell phone

Subsequent Offenses

REQUIRED:
• Detention and/or suspension (1 to 3 days)
• Cell phone will be taken away for the remainder of the school day
• Parent/guardian notification
• Parent/guardian must come to school to retrieve the cell phone

Misuse of Technology: Soliciting, using or sending pornographic or obscene material, accessing unauthorized e-mail, downloading and/or installing files with or without malicious intent, damage to equipment.

Computer Technology "Severe Clause": Situations in which a student or students deliberately tampers with, damages, alters, accesses, crashes, or corrupts the computer/communications system for a class, school or the District resulting in the loss or corruption of information, the ability of the system to operate, or in any way disrupts or degrades the school or District's technology infrastructure.

Grades 6 – 12: Level II Offense

First Offense
REQUIRED:
• Reprimand and/or detention
• Parent/guardian notification

OPTIONAL:
• Suspension (1 to 2 days)
• Suspension of user privileges (1 to 5 days)

Subsequent Offenses
REQUIRED:
• Detention and/or suspension (1 to 3 days)
• Parent/guardian notification
• Parent/guardian conference
• Referral to School Discipline Committee or Instructional Support Team
• Behavior plan/contract
• Cancellation of user privileges for up to a marking period

Violation of Severe Clause
REQUIRED:
• Suspension (1 to 3 days)
• Parent/guardian notification
• Behavior plan/contract
• Police notification, when necessary
• Recommendation to counseling or appropriate social service agency – if warranted
• Referral to school Discipline Committee to consider cancellation of user privileges for up to the remainder of the school year

Smoking: Using, possessing, or dispensing of any tobacco product.

Grades 6 – 12: Level II Offense

First Offense
REQUIRED:
• Suspension (1 to 3 days)
• Parent/guardian notification

• $25.00 fine (in lieu of fine, proof of completion of smoking cessation class will be accepted)

Subsequent Offenses
REQUIRED:
• Suspension (1 to 5 days)
• Parent/guardian notification
• Parent/guardian conference required before returning to school
• Referral to School Discipline Committee or Instructional Support Team
• Behavior plan/contract
• $50.00 fine

Stealing/Possession/Transferring of Stolen Goods: The act of taking possession or transferring the property of another without the consent of the owner.
Stealing/Possession/Transferring of Stolen Goods "Severe Clause": Situations in which the stolen item is valued over $50.00 or if the stolen item is the property of a staff member or I AM Academy Leadership and Technical Institute.

Grades 6 – 12: Level II Offenses

First Offense
REQUIRED:
• Reprimand and/or detention
• Parent/guardian notification

OPTIONAL:
• Suspension (1 to 3 days)
• Police notification, when necessary

Subsequent Offenses
REQUIRED:
• Suspension (1 to 5 days)
• Parent/guardian notification
• Parent/guardian conference
• Police notification, when necessary
• Recommendation to counseling or appropriate social service agency

OPTIONAL:
• Behavior plan/contract

Violation of Severe Clause
REQUIRED:
• Suspension (1 to 5 days)
• Parent/guardian notification
• Behavior plan/contract
• Police notification, when necessary
• Recommendation to counseling or appropriate social service agency – if warranted
• Referral to school Discipline Committee or Instructional Support Team

Trespassing: Trespassing is when a student knowingly or unknowingly is in an I AM Academy Leadership

and Technical Institute area without a legitimate purpose.

Grades 6 – 12: Level II Offense

First Offense
REQUIRED:
• Issue warning that the person is trespassing and must leave immediately
• Police notification, when necessary

Subsequent Offenses
REQUIRED:
• Parent/guardian notification
• Police notification, when necessary
• Subsequent offenses of trespassing will be considered defiance and treated as such

Violation of Medication policy: Students are not permitted to take medication of any kind in school unless that medication is given by the nurse. Prescription and non-prescription medication may be administered by the school nurse during school hours, utilizing the instructions outlined in the board policy.

Grades 6 – 12: Level II Offense

First Offense
REQUIRED:
• Reprimand and/or detention
• Parent/guardian notification

Subsequent Offenses
REQUIRED:
• Detention and/or suspension (1 to 2 days)
• Parent/guardian notification
• Parent/guardian conference
• Behavior plan/contract

LEVEL III

Bullying: any intentional written, electronic, verbal or physical act or actions against a student, school volunteer, or school employee that a reasonable person, under the circumstances should know will have the effect of: (a) placing a student, school volunteer, or school employee in reasonable fear of substantial harm to his or her emotional or physical well-being or substantial damage to his or her property; (B) creating a hostile, threatening, humiliating or abusive educational environment due to the pervasiveness or persistence of actions or due to a power differential between the bully and the target; (C) or interfering with a student having a safe school environment that is necessary to facilitate educational performance, opportunities or benefits; or (D) perpetuating bullying by inciting, soliciting or coercing an individual or group to demean, dehumanize, embarrass or cause emotional, psychological or physical harm to another student, school volunteer or school employee. (An act is intentional if it is the person's conscious objective to engage in conduct of that nature.)

Grades 6 – 12: Level III Offenses

First Offense
REQUIRED:
• Detention and/or suspension (1 to 3 days)
• Parent/guardian notification
• Parent/guardian conference

• Police notification, when necessary
• DOE Student Conduct Report will be filed as required by law

OPTIONAL:
Bullying (continued)

• Behavior plan/contract

Subsequent Offenses
REQUIRED:
• Suspension (2 to 5 days)
• Parent/guardian notification
• Parent/guardian conference
• Behavior plan/contract
• Police notification, when necessary
• Recommendation to counseling or appropriate social service agency
• DOE Student Conduct Report will be filed as required by law

Disorderly Conduct: Intentionally causing public inconvenience, annoyance or alarm to any other person. Engaging in fighting or in violent tumultuous or threatening behavior. Also, making an unreasonable noise or an offensively coarse utterance, gesture or display, or addressing abusive language to any person present. (11. Del. C. § 1301)

Grades 6 – 12: Level III Offense

First Offense
REQUIRED:
• Detention and/or suspension (1 to 5 days)
• Parent/guardian notification
• Parent/guardian conference before returning to school

Subsequent Offenses
REQUIRED:
• Suspension (3 to 5 days)
• Parent/guardian notification
• Parent/guardian conference before returning to school
• Referral to School Discipline Committee or Instructional Support Team
• Behavior plan/contract
• Loss of extracurricular activities (Length of time to be determined by the school administration)

Extortion: Compels or induces another person to deliver property to the person or to a third person by means of instilling in the victim a fear that, if the property is not so delivered, the defendant or another will cause physical injury to anyone; or cause damage to property (11. Del. C. § 846).

Grades 6 – 12: Level III Offense

First Offense
REQUIRED:
• Suspension (1 to 3 days)
• Parent/guardian notification
• Police notification
• DOE Student Conduct report will be filed as required by law

Subsequent Offenses

REQUIRED:
• Suspension (2 to 5 days)
• Parent/guardian notification
• Parent/guardian conference required before returning to school
• Behavior plan/contract
• Police notification, when necessary
• DOE Student Conduct report will be filed as required by law filed as required by law

Fighting: Any aggressive physical altercation between two or more individuals.

Grades 6 – 12: Level III Offense

First Offense
REQUIRED:
• Detention and/or suspension (1 to 5 days)
• Parent/guardian notification
• Parent/guardian conference
• Police notification, when necessary
• DOE Student Conduct Report will be filed as required by law

Subsequent Offenses
REQUIRED:
• Suspension (3 to 5 days)
• Parent/guardian notification
• Parent/guardian conference required before returning to school • Police notification, when necessary
• DOE Student Conduct Report will be filed as required by law

OPTIONAL:
• Behavior plan/contract

Harassment: Harassment is any actions or statements that intimidate, offend, or defame the dignity or self-esteem of individuals or groups. Harassment may include, but is not limited to, verbal harassment or abuse, repeated remarks or jokes with demeaning implications or other offensive behavior. Harassment also includes intimidating, offensive or defaming behavior or materials directed at an individual because of that individual's race, national origin, disability, sexual orientation, or religion.

Grades 6 – 12: Level III Offenses

First Offense
REQUIRED:
• Detention and/or suspension (1 to 3 days)
• Parent/guardian notification
• Parent/guardian conference
• Police notification, when necessary
• DOE Student Conduct Report will be filed as required by law

OPTIONAL:
• Behavior plan/contract

Subsequent Offenses
REQUIRED:
• Suspension (2 to 5 days)
• Parent/guardian notification

- Parent/guardian conference
- Behavior plan/contract
- Police notification, when necessary
- Recommendation to counseling or appropriate social service agency
- DOE Student Conduct Report will be filed as required by law

I AM Academy Leadership and Technical Institute reserves the right to expel for serious offenses that rise to the legal definition of a hate crime. (C0151)

Offensive Touching – Student on Student : Intentionally touches another person either with a member of his or her body or with any instrument, knowing that the person is thereby likely to cause offense or alarm to such other person (11. Del. C. § 601).

Grades 6 – 12: Level III Offense

First Offense
Offensive Touching- Student on Student (continued)

REQUIRED:
- Detention and/or suspension (1 to 3 days)
- Parent/guardian notification
- Police notification, when necessary
- DOE Student Conduct Report will be filed as required by law
- Loss of extracurricular activities (Length of time to be determined by the School administration)

OPTIONAL:
- Referral to School Discipline Committee or Instructional Support Team
- Behavior plan/contract

Subsequent Offenses
REQUIRED:
- Suspension (1 to 5 days)
- Parent/guardian notification
- Parent/guardian conference required before returning to school
- Referral to School Discipline Committee or Instructional Support Team
- Behavior plan/contract
- Police notification, when necessary
- Recommendation to counseling or appropriate social service agency
- DOE Student Conduct Report will be filed as required by law

Offensive Touching of a Staff Member: Intentionally touches another person either with a member of his or her body or with any instrument, knowing that the person is thereby likely to cause offense or alarm to such other person (11. Del. C. § 601).

Grades 6 – 12: Level III Offense

First Offense
REQUIRED:
- Suspension (1 to 5 days)
- Parent/guardian notification
- Parent/guardian conference required before returning to school
- Police notification
- Referral to School Discipline Committee or Instructional Support Team

• Behavior plan/contract
• DOE Student Conduct Report will be filed as required by law

OPTIONAL
• Placement in an alternative program

Subsequent Offenses
REQUIRED:
• Suspension (5 days)
• Parent/guardian notification
• Parent/guardian conference required before returning to school
• Police notification
• Referral to School Discipline Committee or Instructional Support Team
• Behavior plan/contract
• Recommendation to counseling or appropriate social service agency
• Loss of extracurricular activities (Length of time to be determined by school administration)
• DOE Student Conduct Report will be filed as required by law

OPTIONAL
• Placement in an alternative program

Reckless Driving: Driving any vehicle on school property or in a school zone in willful disregard for the safety of persons or property.

Grades 6 – 12: Level III Offense

First Offense
REQUIRED:
• Suspension of parking privileges, if applicable
• Parent/guardian notification

Subsequent Offenses
REQUIRED:
• Suspension (1 to 3 days)
• Suspension of parking privileges, if applicable (Length of time to be determined by school administration)
• Parent/guardian notification
• Police notification

Sexual Harassment: Actions or statements that are sexual in nature, which offend or defame the dignity or self-esteem of an individual. Examples include but are not limited to unwelcome sexual advances, sexual remarks or jokes, requests for sexual favors, and other offensive verbal or physical conduct directed at an individual. Also, included in this definition is the display of pictures, drawings or other items that are sexual in nature.

Grades 6 – 12: Level III Offenses

First Offense
REQUIRED:
• Detention and/or suspension (1 to 3 days)
• Parent/guardian notification
• Parent/guardian conference
• Police notification, when necessary

• DOE Student Conduct Report will be filed as required by law

OPTIONAL:
• Behavior plan/contract

Subsequent Offenses
REQUIRED:
• Suspension (2 to 5 days)
• Parent/guardian notification
• Parent/guardian conference required before returning to school
• Behavior plan/contract • Police notification, when necessary
• Recommendation to counseling or appropriate social service agency
• DOE Student Conduct Report will be filed as required by law

Terroristic Threatening and/or Behavior: Threatens to commit any crime likely to result in death or in serious injury to person or property (11. Del. C. § 621)

Grades 6 – 12: Level III Offense

First Offense
REQUIRED:
• Suspension (1 to 2 days)
• Parent/guardian notification
• Parent/guardian conference
• Behavior plan/contract
• Police notification, when necessary
• Recommendation to counseling or appropriate social service agency
• DOE Student Conduct Report will be filed as required by law

Terroristic Threatening and/or Behavior (continued)

Subsequent Offenses
REQUIRED:
• Suspension (2 to 5 days)
• Parent/guardian notification
• Parent/guardian conference required before returning to school
• Referral to school Discipline Committee or Instructional Support Team
• Behavior plan/contract
• Police notification, when necessary
• Recommendation to counseling or appropriate social service agency
• DOE Student Conduct Report will be filed as required by law

LEVEL IV

Arson: When the person intentionally or recklessly starts a fire or causes an explosion, whether on the person's own property or on another's, and thereby recklessly places a building or other real or personal property of another in danger of destruction or damage or places another person in danger of physical injury (11. Del C. § 801).

Grades 6 – 12: Level IV Offenses

First or Subsequent Offenses
REQUIRED:
• Suspension (5 to 10 days)

• Police notification, when necessary
• Parent/guardian notification
• DOE Student Conduct Report will be filed as required by law
• Recommendation to counseling or appropriate social service agency

OPTIONAL:
• Expulsion
• Referral to Alternative Program

Assault on Student: Intentionally or recklessly causing physical injury to another student. (11.Del C. § 611). *All such offenses will be reported to the police pursuant to 14 Del. C. § 4112.*

Grades 6 – 12: Level IV Offenses

First or Subsequent Offenses
REQUIRED:
• Suspension (5 to 10 days)
• Police notification, when necessary
• Parent/guardian notification
• DOE Student Conduct Report will be filed as required by law
• Recommendation to counseling or appropriate social service agency
• Behavior plan/contract

OPTIONAL:
• Expulsion
• Referral to Alternative Program

Assault on Staff Member: Intentionally or recklessly causing physical injury to a staff member (11. Del C. § 611). *All such offenses will be reported to the police and the superintendent pursuant to 14 Del. C. § 4112.*

Grades 6 – 12: Level IV Offenses

First or Subsequent Offenses
REQUIRED:
Assault on a Staff Member (continued)

• Suspension (5 - 10 days)
• Police notification
• Parent/guardian notification
• DOE Student Conduct Report will be filed as required by law
• Recommendation to counseling or appropriate social service agency

OPTIONAL:
• Expulsion
• Referral to Alternative Program

Commission of Sexual Acts: Consensual sexual act(s) between students.

Grades 6 – 12: Level IV Offenses
First Offenses
REQUIRED:
• Suspension (5 - 10 days)

• Police notification when necessary
• Parent/guardian notification
• Recommendation to counseling or appropriate social service agency

OPTIONAL:
• Expulsion
• Referral to Alternative Program

Subsequent Offenses
REQUIRED: • Expulsion
• Suspension pending a hearing (10 days)
• Police notification when necessary
• Parent/guardian notification
• Recommendation to counseling or appropriate social service agency

Possession, Use, or Impairment of Alcohol, a Drug, a Drug-Like Substance, a Look Alike Substance and/or Paraphernalia: The possession, use and/or being under the influence of alcohol, a drug, a drug-like substance, and/or a look alike substance, in an amount typical for personal use, and/or drug paraphernalia.

Grades 6 – 12: Level IV Offenses

First Offenses
REQUIRED:
• Suspension (5 to 10 days)
• Police notification
• Parent/guardian notification
• Mandatory drug/alcohol screening by a licensed agency at parent/guardian Expense
• Mandatory drug/alcohol evaluation/Assessment by a licensed agency and compliance with the recommendations of the agency at parent/guardian expense
• DOE Student Conduct Report will be filed as required by law
• Recommendation to counseling or appropriate social service agency

OPTIONAL:
• Expulsion
• Referral to Alternative Program

Subsequent Offenses
REQUIRED:
• Expulsion
• Suspension pending a hearing (10 days)
• Police notification
• Parent/guardian notification
• Mandatory drug/alcohol screening by a licensed agency at parent/guardian expense
• Mandatory drug/alcohol evaluation/assessment by a licensed agency and compliance with the recommendations of the agency at parent/guardian expense
• DOE Student Conduct Report will be filed as required by law
• Recommendation to counseling or appropriate social service agency

Distribution of Alcohol, Drugs, a Drug-Like Substance, a Look Alike Substance and/or Paraphernalia: Possession of a quantity of alcohol, a drug, a drug-like substance, a look alike substance, and/or drug paraphernalia in an amount which exceeds an amount typical for personal use, and/or distribution of the above named substances or paraphernalia.

Grades 6 – 12: Level IV Offenses

First Offenses
REQUIRED:
• Suspension (5 - 10 days)
• Police notification
• Parent/guardian notification
• Mandatory drug/alcohol screening by a licensed agency at parent/guardian expense
• Mandatory drug/alcohol evaluation/ assessment by a licensed agency and compliance with the recommendations of the agency at parent/guardian expense
• DOE Student Conduct Report will be filed as required by law
• Recommendation to counseling or appropriate social service agency

OPTIONAL:
• Expulsion
• Referral to Alternative Program

Subsequent Offenses
REQUIRED:
• Expulsion
• Suspension pending a hearing (10 days)
• Police notification
• Parent/guardian notification
• DOE Student Conduct Report will be filed as required by law
• Recommendation to counseling or appropriate social service agency

Possession of Any Weapon/Explosive Device: Possessing or concealing articles commonly used or designated to inflict bodily harm or to intimidate other persons (look alike and non-functional weapons are included) or using in an aggressive manner articles commonly designated for other purposes. For example, razor blades or knives of any size are strictly prohibited. Or any device or substance with the ability or potential to explode in such a manner as to cause physical harm or alarm. The presence of a weapon in a student's locker, automobile, purse, book bag, or similar container is considered to be possession by that student.

Grades 6 – 12: Level IV Offenses

First Offenses
REQUIRED:
• Suspension (5 to 10 days)
• Police notification
• Parent/guardian notification
• DOE Student Conduct Report will be filed as required by law
• Recommendation to counseling or appropriate social service agency

OPTIONAL:
• Expulsion
• Referral to Alternative Program

Subsequent Offenses
REQUIRED:
• Expulsion
• Suspension pending a hearing (10 days)
• Police notification
• Parent/guardian notification

• DOE Student Conduct Report will be filed as required by law
• Recommendation to counseling or appropriate social service agency

Rape or Attempted Rape: Forced sexual contact without consent of victim.

Grades 6 – 12:

Level IV Offenses

First or Subsequent Offenses
REQUIRED:
• Suspension (5 - 10 days)
• Police notification
• Parent/guardian notification
• DOE Student Conduct Report will be filed as required by law
• Recommendation to counseling or appropriate social service agency

OPTIONAL:
• Expulsion
• Referral to Alternative Program

Security Threat: Bomb threat or any behavior that could or does result in the evacuation or lockdown of a school building, school facility, or bus.

Grades 6 – 12: Level IV Offenses

First or Subsequent Offenses
REQUIRED:
• Suspension (10 days)
• Police notification
• Parent/guardian notification
• DOE Student Conduct Report will be filed as required by law
• Recommendation to counseling or appropriate social service agency

OPTIONAL:
• Expulsion
• Referral to Alternative Program appropriate social service agency

REPORTING school Crime - DELAWARE CODE TITLE 14 DEL. C §4112

Delaware Code requires mandatory reporting of the offenses listed in 14 Del. C §4112. School employees who have reliable information that would lead a reasonable person to believe that one of the following has occurred on school property or at a school function must immediately report the incident to the principal/Dean or designee:
• Student, school volunteer, or school employee has been the victim of violent felony, assault III, unlawful sexual contact III; or
• School employee has been the victim of offensive touching, terroristic threatening; or
• Student under 18 has been victim of sexual harassment; or
• Person on school property has drugs or weapon or bomb.

The principal or designee will make every effort to notify the parent(s)/guardian(s) and will conduct a thorough investigation and/or if warranted by statute will report to the police authorities. In addition, the principal will make every effort to notify the parent(s)/guardian(s) of any juvenile victim. The following list is not all-inclusive, but, at a minimum, the following shall be reported to the appropriate law enforcement agency.
• Evidence that suggests the commission of the crimes of assault and extortion against pupil, or an assault, offensive touching, terroristic threatening or extortion against a school employee

• Evidence that suggests the commission of a felony, for example: reckless endangering; assault offenses; homicide; arson; criminal mischief; bombs; robbery; rape; extortion; fraud; forgery; weapons; etc.
• Evidence that suggests violations of the laws concerning controlled substances and alcohol
• Evidence that suggests incest, sexual abuse or the neglect or other abuse of children
• Evidence that suggests the use, possession, or sale of dangerous instruments or deadly weapons, (e.g. knives, firearms, ammunition, explosives or blasting caps)
• Evidence that suggests morals offense (e.g. pornography, exhibitionism, peeping, etc.)
• Evidence that suggests organized gambling
• Evidence of offenses involving school property, e.g. false fire alarms, telephone threats, computer crimes, vandalism and criminal mischief, trespass, burglary and theft, reckless driving and safety hazards
• Reports of suspicious persons or unauthorized persons on or near school grounds or property, or rumors, information or observations of gang rivalries or activities (These activities need not be reported to the State Board of Education)

CHAPTER IV: Disciplinary PROCEDURES

STUDENT GRIEVANCE

A grievance is another name for a complaint. A student grievance exists when it is alleged that a student has been treated unfairly or has not been afforded due process.

The following persons or groups of persons may use the grievance procedures:

- Students or groups of students
- Parents/guardians of a student
- Groups of parents/guardians of students

The grievance procedure may be used as follows:

1. Where it is alleged that any student or group of students:
   - Is being denied access to an appropriate educational opportunity
   - Is being denied participation in any school activity for which the student is eligible
   - Is being denied the opportunity to compete for a position in an activity where the selection is limited
   - Is being subjected to an arbitrary or unreasonable regulation, procedure or standard of conduct

2. Where it is alleged that the rights of an individual student and/or group of students are being denied or abridged

GRIEVANCE PROCEDURES

When the grievance procedure is used, these steps shall be followed:

1. The grievant shall request, in writing, a conference with the person(s) who allegedly treated the student unfairly within three (3) school days.
2. A conference shall be held within one (1) to four (4) school days after the request.
3. If the conference does not resolve the complaint, the grievant may file a written grievance with the principal within three (3) days of the conference.
4. The principal shall resolve the appeal by investigating the situation, reviewing the appeal/records, and/or will schedule a conference to hear the grievance no later than (5) school days following the receipt of the notice of appeal and shall issue a decision in writing no later that five (5) days following the investigation/conference. If the discipline will result in a consequence that is less than an out-of-school suspension, the principal's decision is final.
5. If the grievance decision at the Dean/principal's level is not acceptable and the consequence will result in out-of-school suspension or expulsion, the principal's decision may be appealed to the Superintendent. A grievant wishing to appeal the principal's written decision must file a written appeal with the Superintendent not later than five (5) school days from the date of the principal's written decision.
6. The Superintendent/designee shall resolve the appeal by investigating the situation, reviewing the written appeal/records, and/or will schedule a conference to hear the grievance no later than five (5) school days following the receipt of the notice of appeal and shall issue a decision in writing no later than five (5) school days following the investigation/conference. If the discipline will result in a consequence that is an

out-of-school suspension or less, the superintendent's decision is the final decision.
7. If the grievance decision at the Superintendent's level is not acceptable and the consequence will result in a possible expulsion, the Superintendent's decision may be appealed to the I AM Academy Board. This appeal must be filed, in writing, no later than five (5) school days following the Superintendent's decision. The I AM Academy Board shall resolve the grievance by investigating the problem, holding conferences with the involved parties and/or reviewing the written grievance records.
8. The decision of the I AM Academy Board shall be the final decision of the school system. A copy of the decision shall be sent to the parties involved not later than ten (10) school days following the board hearing.

ASSIGNMENT TO ALTERNATIVE PROGRAMS

Assignment to alternative programs is the removal of a student from the regular school program with placement in a program designed to meet the student's particular needs. Alternative programs may be located at the student's home school, another district school, or an approved site outside the District. Assignment to an available alternative program will be made according to procedures established for the program. If a new student enrolling in the District was in an alternative placement in the previous district, that student shall be alternatively placed in accordance with the original terms of the alternative placement or as determined by the Superintendent/designee.

IN-SCHOOL SUSPENSION

In-School Suspension is the temporary removal of a student from the area indicated by the regularly assigned schedule.

SUSPENSION FROM SCHOOL

Suspension is the temporary removal of a pupil from the regular school program for a period not to exceed five (5) school days. The Dean or designee, however, may extend a suspension past the five (5) day period pending a decision on a principal's recommendation to expel for Student Code of Conduct violations determined to be serious. While serving out of school suspension, a student is forbidden from being on the property of I AM Academy (this includes athletic fields, school Offices, any after-school activities and/or extracurricular activities) for any reason unless accompanied by a parent or legal guardian to a pre-arranged appointment. If a student is suspended during a time in which school is canceled (such as with a weather related situation), the suspension will carry to the next official school day(s).
Prior to a suspension from school, the student shall:
1.Be given oral and written notice of the charges and, if the charges are denied, be given an explanation of the evidence known to school authorities
2.Be given the opportunity to present the student's side of the story
3. Have had prior opportunity to know that the alleged actions were in violation of established rules and regulations
4.Be advised that the suspension may be appealed to the next administrative level

Generally the notice and conference should precede the student's removal from school. However, if this is not feasible or if the immediate removal of the student from school is necessary to protect the safety of individuals, property, and/or the educational process, the necessary notice and conference, if requested, will follow as soon as practical.

In all cases of suspension an attempt shall be made to notify the parents/ guardians by telephone to request that the student be picked up from school. Students whose parents/guardians cannot be reached by telephone will be retained at school until the end of the school day.
When a student is suspended, written notification of the suspension shall be provided to the parent/guardian within twenty-four (24) hours. The notification shall state the cause and duration of the suspension. If the suspension is for more than three (3) days a definite time and date for a conference shall be scheduled at a place designated by the school administrator. The principal/ designee is required to hold a conference, to include the parent and child, prior to the readmission of the student.

UNSAFE SCHOOL CHOICE

Under limited circumstances, a student who becomes the victim of a violent felony perpetrated by another student may make use of the choice process to change schools.

STUDENT EXPULSION PROCEDURES

State regulations define expulsion as "...the exclusion of a pupil from school."
Students expelled from any public school (in Delaware or any other state) are not permitted to attend any public school in Delaware during the period of expulsion.
When a student commits a violation which may result in a recommendation for expulsion, the following procedures shall be followed:

Step I

A. The student shall be suspended for five (5) school days.
B. The principal or designee shall make every effort to investigate all aspects of the discipline problem, including a conference with the student and the student's parents, or guardian, if possible, to inform the student of the charges against him/her and to provide an opportunity to respond and to tell his/her side of the story. If possible, this conference shall be held prior to the student's suspension.
C. The principal or designee shall complete the investigation within three (3) school days of the incident.
D. If, at the conclusion of the investigation, the principal concludes that the student committed the offense and that the nature of the offense warrants a recommendation for the expulsion, the principal or assistant principal, shall submit the recommendation to the Superintendent. The recommendation must be accompanied by a summary of the Dean/principal's investigation and supported with other documentation attesting to the violation.
E. If the Superintendent concurs with the recommendation for expulsion, the student's suspension shall be extended pending a recommendation by the hearing officer.

Step II

A. The Superintendent or designee shall, within ten (10) school days of the date of the incident, notify the student and the student's parent(s)/guardian(s), of the intent to expel and of the date, time and location for a formal hearing on the recommendation for expulsion. The notification shall be sent to the residence of the student. For students with disabilities as defined by Federal and State law and regulations, the Superintendent or designee shall within ten (10) school days from the date of the manifestation meeting, notify the student and the student's parent(s)/guardian(s) of intent to expel and of the date, time, and location for a formal hearing. The notice of intent to expel shall be sent by certified mail, stating the reasons for the expulsion and the time and place of the hearing. In addition, a copy of these procedures and I AM Academy Student Code of Conduct shall accompany the notice.
B. The formal hearing shall be held not less than five (5), or more than ten (10) school days after the notice of intent to expel is given. An extension may be granted by agreement of all parties.
C. An impartial hearing officer shall conduct the formal hearing. The hearing officer may be an employee of the school, but the hearing officer must be impartial.
D. The hearing officer shall have full authority to control the conduct of the hearing, including authority to admit, or exclude, evidence. The hearing officer, in conducting the hearing, shall not be bound by common law or statutory rules of evidence or by technical or formal rules of procedure. The hearing officer shall exclude plainly irrelevant evidence. Unduly repetitive proof, rebuttal and cross-examination shall be excluded. The witnesses shall be sworn by the hearing officer.
E. The student shall have the following rights:

- To be represented by counsel, at the student's expense
- To question any witnesses who testify and to receive a copy of any statements or affidavits of such witnesses
- To request that any witnesses appear in person and answer questions or be cross-examined (Student witnesses will not be excused from school or allowed to testify unless their parent(s)/guardian(s) have given written permission prior to the hearings.)
- To testify and produce witnesses on his/her behalf
- To obtain, at the student's expense, a copy of the transcript of the formal hearing

Step III

A. Within three (3) school days following the conclusion of the hearing, the hearing officer shall prepare a written report. The report shall summarize the evidence, state conclusions of fact and make a

recommendation of whether the I AM Academy Board should expel the student. The report shall be forwarded to the I AM Academy Board and a copy sent to the parent/guardian.
B. If the hearing officer does not recommend expulsion, the student may be permitted to return to school pending a review of the report by the I AM Academy Board. Assignment to an educational alternative may be recommended, if appropriate.
C. Following a review of the hearing officer's report, the transcripts, and the exhibits submitted at the hearing, the I AM Academy Board shall decide whether or not to expel the student at the next scheduled I AM Academy Board meeting. The duration of an expulsion is within the discretion of the I AM Academy Board based upon the circumstances of each case.
D. In lieu of a formal expulsion hearing, a student or his/her representative, may elect to waive the hearing and admit to the violation charges. In these circumstances, the student's parent/guardian must provide a written hearing waiver request at least 24 hours prior to the date of the hearing or be given the opportunity to waive on the day of the hearing. This waiver does not absolve the student from required consequences for the violation under state law and the Student Code of Conduct.

STUDENTS WITH DISABILITIES

A. If a student with a disability, as defined by Federal and State law and regulations, is recommended for removal for more then ten (10) school days, either consecutively or cumulatively, in any one school year, or if expulsion is being recommended, a meeting of the student's IEP team shall be conducted.
B. The student's IEP team will consider whether the offense was a manifestation of the student's disability.
C. If the IEP team determines the offense was a manifestation of the student's disability, the IEP team shall modify the student's educational program and/or placement accordingly.
D. If the IEP team determines that the offense is not a manifestation of the student's disability, the student will be subject to the provisions of the I AM Academy's Student Code of Conduct and disciplined accordingly.
E. In instances where the student with a disability presents a danger to him/ herself or others, or is so disruptive to the educational environment as to interfere with the rights of other students, emergency placement and/or removal may be sought by I AM Academy, including homebound instruction.
F. Students with disabilities and their parents and/or guardian should also refer to the *Administrative Manual for Special Education Services* available through the Delaware Department of Education.

Follow Up To Expulsion

A. A student who is expelled shall be informed of the duration of the expulsion.
B. The student's parents or guardians, may petition the I AM Academy Board for readmission to school thirty (30) calendar days prior to the expiration of the expulsion period designated by the I AM Academy Board.
C. The District Board shall determine whether the student may be readmitted.
D. Under readmission to school, the following conditions are required to be met:

- A behavioral contract designed by appropriate school personnel and signed by the student and parent(s)/guardian(s) must be completed prior to readmission.
- A student will be placed on probation for one (1) calendar year following the date of readmission. Violation of the contract during the probationary period may result in a recommendation to the Board for expulsion.

E. A student is prohibited from being on I AM Academy property during the expulsion period except when accompanied by parent(s)/guardian(s) for a scheduled appointment with school officials.

Notification of Expulsion to Division of Motor Vehicles

In any case where a student is expelled from the District, the Superintendent or designee shall send written notice of the expulsion to Division of Motor Vehicles. Under Delaware law, such notice serves as sufficient authority for the Division of Motor Vehicles to suspend, or refuse to renew any driver's license already issued to the expelled student, or to refuse to issue a license to the expelled student. An expelled student whose license has been suspended may have the license reinstated, or a new license issued if (a) the length of the expulsion is complete; (b) the expelled student is 19 years of age or older; (c) two years have elapsed since the date of the expulsion. Expelled students and their parents and/or guardians should refer to Title 14 of the Delaware Code, section 4130.

OUT-OF-SCHOOL CONDUCT

I AM Academy Leadership and Technical Institute, as well as other school districts in Delaware, is notified by the Attorney General's Office and/or law enforcement authorities whenever a student is arrested for committing a felony, even if it has nothing to do with school or has occurred off school property. When the school receives these reports, they will be reviewed. I AM Academy will take disciplinary action as outlined in the Student Code of Conduct if it is determined that the out-of- school conduct indicates the student presents a threat to the health, safety or welfare of other students and staff. Example: If a student is arrested for selling narcotics in the community, he may be expelled from school. Students need to realize that out-of-school behavior can result in expulsion from school or placement in an alternative program.

APPENDIX I GLOSSARY

Administration includes both I AM Academy school, offices, and building administrative staff.

Alcohol shall mean alcohol or any alcoholic liquor capable of being consumed by a human being, as defined in Section 101 of Title 4 of the *Delaware Code*, including alcohol, spirits, wine and beer.

Assignment to Alternative Program is the placement of the student in a special program until the student has satisfied the requirements to return to the regular program.

Behavior Contract is a written agreement among a student, the student's parent/ guardian, and an administrator which specifically states the conditions that must be met; failure to do so will result in further specific disciplinary action. A behavior contract may be used in addition to specified actions.

Conflict Resolution/Mediation is the I AM Academy Leadership and Technical Institute comprehensive and formalized program, which includes the use of mediation (conciliation) techniques to assist in resolution of student disputes and discipline issues.

Denial of Bus Transportation is the temporary or permanent withholding of bus transportation for misconduct on the school bus, disrespect to the driver, or vandalism to the bus. Such action may be taken only by an administrator. During the period of denial of school bus transportation, parents/guardians are responsible for getting the student to and from school.

Denial of Driving Privileges is the removal of permission to drive on school property for a specified time.

Detention is an established time outside the regular instructional time when a student is detained in a supervised area.

Distribute, distributing, or distribution shall mean the transfer or attempted transfer of alcohol, a drug, a look-alike substance, a drug-like substance, or drug paraphernalia to any other person with or without the exchange of money or other valuable consideration.

Drug shall mean any controlled substance or counterfeit substance as defined in Chapter 47 of Title 16 of the *Delaware Code*, including, for example, narcotic drugs such as heroin or cocaine, amphetamines, anabolic steroids, and marijuana, and shall include any prescription substance which has been given to or prescribed for a person other than the student in whose possession it is found.

Drug-like substance shall mean any non-controlled and/or nonprescription substance capable of producing a change in behavior or altering a state of mind or feeling, including, for example, some over-the-counter cough medicines, certain types of glue, and caffeine pills.

Drug paraphernalia shall mean all equipment, products and materials as defined in Section 4701 of Title 16 of the *Delaware Code*, including, for example, roach clips, miniature cocaine spoons and containers for packaging drugs.

Expulsion shall mean exclusion from school for a period determined by the I AM Academy Board not to exceed the total number of student days.

Felony is any very serious offense, which is considered above the misdemeanor level as defined in State law. 11 *Del. C.* 4201(c) Title 11, Section Crime.

Hate Crime is any crime committed for the purpose of interfering with the victim's free exercise or enjoyment of any right, privilege, or immunity protected by the First Amendment to the United States Constitution, or any crime committed when the victim is selected because of the victim's race, religion, color, disability, sexual orientation, national origin or ancestry.

Look alike substance shall mean any non-controlled substance which is packaged so as to appear to be, or about which a student makes an express or implied representation that the substance is, a drug or a non-controlled substance capable of producing a change in behavior or altering a state of mind or feeling. See Title 16 *Delaware Code* Sec. 4752A.

Non-prescription medication shall mean any over-the-counter medication; some of these medications may be a "drug-like substance."

Paraphernalia is all equipment, products, and materials as defined in Section 4701 of Title 16 of the *Delaware Code*, including, but not limited to, roach clips, miniature cocaine spoons, and containers for packaging drugs.

Parent/Guardian Contact / Conference is a contact by telephone or in person with a parent/guardian.

Parent/Guardian Notification is contact with a parent/guardian by phone, letter, or meeting.

Police Notification is the reporting of an alleged illegal act to a law enforcement agency.

Possess, possessing, or possession shall mean that a student has on the student's person, in the student's belongings, or under the student's reasonable control by placement of and knowledge of the whereabouts of, alcohol, a drug, a look-alike substance, a drug-like substance or drug paraphernalia.

Prescription drugs shall mean any substance obtained directly from, or pursuant to, a valid prescription or order of a practitioner, as defined in Title 16 *Delaware Code* Section 4701(24), while acting in the course of his or her professional practice, and which is specifically intended for the student in whose possession it is found.

Recommendation to Counseling or Appropriate Social Service Agencies is a recommendation that the student seek help from a public or private social agency.

Referral to Alternative Program is a short-term educational option for students whose behavior requires removal from the regular school program. Referral to an alternative program will be made according to procedures established for the program.

Referral to the Courts is the filing of a charge of an alleged illegal action with the court having jurisdiction.

Removal from Class

Teacher - A teacher may remove a student from class for the remainder of the class period when the student's conduct is seriously disruptive and informal resolution is impracticable. Exclusion may not exceed one class period. The student must be escorted to a supervised area designated by the principal.

Administrator - An administrator may temporarily remove a student from class if the student's continued attendance in a particular class causes serious disruption of the educational process or presents immediate

danger of physical harm to either the student or others. The student will be assigned to a supervised area. Removal from class by an administrator shall not exceed five (5) days. However, a student may be permanently removed from a particular class after repeated infractions.

Reprimand is a verbal or written warning that behavior is not acceptable.

School environment shall mean within or on school property and/or at school-sanctioned or supervised activities including, for example, on school grounds, on school buses, at functions held on school grounds, at extracurricular activities held on and off school grounds, on field trips and at functions held at the school in the evening.

Suspensions can be designated by the I AM Academy administration as In-School or Out-of-School.
• *In-School Suspension:* Students assigned to in-school suspension will remain in school, but will be assigned to a designated, supervised area within the school. Students assigned to in-school suspension, are not permitted to participate in any extra-curricular activities during the length of their suspension.
• *Out-of-School Suspension:* Students assigned to out-of-school suspension are not to be permitted on school property during the length of their suspension and it is the parent/guardians responsibility to arrange for their care. Students assigned to out-of-school suspension, are not permitted to participate in any extra-curricular activities during the length of their suspension. Students may request to receive their assignments during the time of their suspension if the time period exceeds 3 days.

Use shall mean that a student is reasonably known to have ingested, smoked or otherwise assimilated alcohol, a drug or a drug-like substance, or is reasonably found to be under the influence of such a substance.

Appendix II
I AM Academy Leadership and Technical Institute Policy On Possession of Firearms

I. In compliance with the Federal "Guns Free Schools Act of 1994", the following policy shall apply to all students in I AM Academy:

Possession of a firearm on school property, in a school bus, or at any school-sponsored event or activity shall result in expulsion for a period of not less than 180 school days. The Dean shall modify such expulsion requirement to the extent a modification is required by Federal or State law. The procedures to implement this policy will be the expulsion procedures outlined in the I AM Academy's Student Code of Conduct. For purposes of this policy, the term "weapon" as used in the Federal "Gun Free Schools Act of 1994" means a "firearm" as defined in Section 921 of Title 18, United States Code.

II. Definition of Firearm:
The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term "destructive device" means –
(A) Any explosive device, incendiary, or poison gas – bomb, grenade, rocket having a propellant charge of more than four ounces, missile having an explosive or incendiary charge of more than one-quarter ounce, mine, device similar to any of the devices described in the preceding clauses;
(B) Any type of weapon (other than a shotgun or a shotgun shell which the Attorney General finds is generally recognized as particularly suitable for sporting purposes) by whatever name known which will, or which may be readily converted to, expel a projectile by an action of an explosive or other propellant, and which has any barrel with a bore of more than one-half inch in diameter, and
(C) Any combination of parts either designated or intended for use in converting any device into any destructive device described in subparagraph (A) or (B) and from which a destructive device may be readily assembled.

This term "destructive device" shall not include any device which is neither designed nor redesigned for use as a weapon; any device, although originally designed for use as a weapon, which is designed for use as a signaling, pyrotechnic, line throwing, safety, or similar device; surplus ordinance sold, loaned, or given by the Secretary of the Army pursuant to the provisions of Section 4684(2), 4685, or 4686 of Title 10; or any other device which the Attorney General finds is not likely to be used as a weapon, is an antique, or is a rifle which the owner intends to use solely for sporting, recreational or cultural purposes.

The term "antique firearm" means –
(A) Any firearm (including any firearm with a matchlock, flintlock, percussion cap, or similar type of ignition system) manufactured in or before 1989; or any replica of any firearm described in subparagraph (A) if such replica is not designed or redesigned for using rim fire or conventional center fire fixed ammunition, or uses rim fire or conventional center fire fixed ammunition which is no longer manufactured in the United States.

III. The Following Regulations Shall Apply To This Policy:

A. All students shall receive an updated Student Code of Conduct that contains I AM Academy's policy on the possession of firearms at the beginning of each school year, and whenever a student enters or re-enters the school during the school year, to be shared with their parent/guardian/custodial adult.

B. I AM Academy's policy on possession of firearms shall apply to all students, except that with respect to students with disabilities, the federal law will be followed. A determination of whether the violation of the possession of firearm policy was due to the student's handicapping condition will be made prior to any discipline or change of placement in connection with the policy.

Appendix III: I AM Academy Leadership and Technical Institute Drug and Alcohol Policy

I. THE FOLLOWING POLICY ON THE POSSESSION, USE, OR DISTRIBUTION OF DRUGS AND ALCOHOL SHALL APPLY TO ALL SCHOOLS AND/OR PROGRAMS:

A. The possession, use and/or distribution of alcohol, a drug, a drug- like substance, a look-alike substance and/or drug paraphernalia are wrong and harmful to students and are prohibited within the school environment.

B. Student lockers are the property of I AM Academy and may be subjected to search at any time with or without reasonable suspicion.

C. Student motor vehicle use to, and in, the school environment is a privilege which may be extended by school to students in exchange for their cooperation in the maintenance of a safe school atmosphere. Reasonable suspicion of a student's use, possession or distribution of alcohol, a drug, a drug-like substance, a look- alike substances or drug paraphernalia, in the school environment, may result in the student being asked to open an automobile in the school environment to permit school authorities to look for such items. Failure to open any part of the motor vehicle on the request of school authorities may result in the police being called to conduct a search, and will result in loss of the privilege to bring the vehicle on campus.

D. All students are responsible for their own actions. **Students who are 18 years or older** will be treated as adults for the purposes of reporting violations of this policy and of the law to the police. Such students shall also be on notice that their parents and/or guardians will be notified (if their address and/or telephone number is known to the school) of the student's actions in accordance with this policy.

E. All alcohol, drugs, drug-like substances, look-alike substances and/or drug paraphernalia found in a student's possession shall be turned over to the Principal or Designee and be made available, in the case of a medical emergency, for identification. All substances shall be sealed and documented and, in the case of substances covered by Title 16 *Delaware Code* Ch. 47, turned over to police as potential evidence. A request for analysis shall be made where appropriate.

II. THE FOLLOWING DEFINITIONS SHALL APPLY TO THIS POLICY:

A. **"Alcohol"** shall mean alcohol or any alcoholic liquor capable of being consumed by a human being, as defined in Section 101 of Title 4 of the *Delaware Code*, including alcohol, spirits, wine and beer.

B. **"Drug"** shall mean any controlled substance or counterfeit substance as defined in Chapter 47 of Title 16 of the *Delaware Code*, including, for example, narcotic drugs such as heroin or cocaine, amphetamines,

anabolic steroids, and marijuana, and shall include any prescription substance which has been given to or prescribed for a person other than the student in whose possession it is found.
C. **"Drug paraphernalia"** shall mean all equipment, products and materials as defined in Section 4701 of Title 16 of the *Delaware Code*, including, for example, roach clips, miniature cocaine spoons and containers for packaging drugs.
D. **"Prescription drugs"** shall mean any substance obtained directly from, or pursuant to, a valid prescription or order of a practitioner, as defined in Title 16 *Delaware Code* Section 4701(24), while acting in the course of his or her professional practice, and which is specifically intended for the student in whose possession it is found.
E. **"Drug like substance"** shall mean any non-controlled and/or nonprescription substance capable of producing a change in behavior or altering a state of mind or feeling, including, for example, some over-the-counter cough medicines, certain types of glue, caffeine pills and diet pills. The definition of drug like substance does not include tobacco or tobacco products which are governed by Title 14 Delaware Admin. Code Section 877 Tobacco Policy.
F. **"Non-prescription medication"** shall mean any over-the-counter medication; some of these medications may be a "drug-like substance."
G. **"Look alike substance"** shall mean any non-controlled substance which is packaged so as to appear to be, or about which a student makes an express or implied representation that the substance is, a drug or a non-controlled substance capable of producing a change in behavior or altering a state of mind or feeling. See Title 16 *Delaware Code* Sec. 4752A.
H. **"Possess," "possessing," or "possession"** shall mean that a student has on the student's person, in the student's belongings, or under the student's reasonable control by placement of and knowledge of the whereabouts of, alcohol, a drug, a look-alike substance, a drug-like substance or drug paraphernalia.
I. **"Use"** shall mean that a student is reasonably known to have ingested, smoked or otherwise assimilated alcohol, a drug or a drug-like substance, or is reasonably found to be under the influence of such a substance.
J. **"Distribute," "distributing," or "distribution"** shall mean the transfer or attempted transfer of alcohol, a drug, a look-alike substance, a drug-like substance, or drug paraphernalia to any other person with or without the exchange of money or other valuable consideration.
K. **"School environment"** shall mean within or on school property and/or at school-sanctioned or supervised activities including, for example, on school grounds, on school buses, at functions held on school grounds, at extracurricular activities held on and off school grounds, on field trips and at functions held at the school in the evening.
L. **"Expulsion"** shall mean exclusion from school.

III. THE FOLLOWING REGULATIONS SHALL APPLY TO THIS POLICY:
A. At the beginning of each school year, and whenever a student enrolls or re-enrolls during the school year, each student and his or her parent, guardian, or relative caregiver shall receive an updated Student Code of Conduct.
B. The State and I AM Academy policies shall apply to all students, except with respect to students with disabilities, the applicable State and Federal law will be followed.
C. Staff members will report incidents to the Principal/Designee who will verify the identity of the student and the probable cause that a policy violation has been committed. The Principal/Designee where required will report the incident to the police and will file a report to be sent to the Department of Education. Parents will be notified as quickly as possible via the telephone. If telephone contact cannot be made, a letter will be sent home. Records will be maintained in a separate discipline file and confidentiality will be followed. Names and details of any particular incident will be revealed only to those staff persons who are required to know the specific information.
D. Any physical evidence of a policy violation will be submitted to the Principal/Designee. The Principal/Designee will document the date, time, and description of the evidence and the name(s) of the student(s) involved. Evidence will be locked in a secure area determined by the Principal/Designee and submitted to the police upon their arrival.
E. General searches of the property of a student may be conducted by the Principal/Designee at any time upon reasonable suspicion. A search of the student may be conducted when reasonable suspicion exists to believe that the student may have in his/her possession any item prohibited by this policy. For the student search, a witness will be present; parents will be notified; and a written record will be prepared and filed.

F. All prescription and over-the-counter non-prescription drugs shall be presented to the school nurse upon entering the school building. The nurse will be responsible for dispensing those drugs to the students until they leave at the end of the school day. Any of these drugs not submitted to the school nurse will be considered in violation of this policy. Where necessary, individual students may be permitted to carry a prescription drug after submitting written notification from a physician and obtaining approval from the Principal/Designee.

G. The discipline policy shall also apply to out-of-school conduct by a student if I AM Academy believes that the nature of such conduct indicates that the student presents a threat to the health, safety, or welfare of other students. Such out-of-school conduct shall include, but is not limited to, the sale, transfer, or possession of drugs which would constitute an offense punishable by law.

H. Students expelled from school for alcohol and drug infractions must petition the I AM Academy Board. Evidence must be provided of having received appropriate related services pertinent to the expulsion offense.

I. Notwithstanding any of the foregoing, students are permitted, in their discretion, to use and possess an asthmatic quick relief inhaler ("inhaler") and/or auto-inject able epinephrine with individual prescription label; provided, nevertheless, that the student uses the inhaler and/or auto-inject able epinephrine pursuant to prescription or written directions from a state licensed health care practitioner; a copy of which shall be provided to the school; and further provided that the parent(s) or legal custodian(s) of such student provide I AM Academy with written authorization for the student to possess and use the inhaler or auto-inject able epinephrine such student's discretion together with a form of release satisfactory to I AM Academy releasing the school and its employees from any and all liability resulting or arising from the student's discretionary use and possession of the inhaler and/or auto-inject able epinephrine and further provided that the school nurse may impose reasonable limitations or restrictions upon the student's use and possession of the inhaler and/or auto-inject able epinephrine based upon the student's age, level of maturity, behavior, or other relevant considerations. (For students who use prescribed asthmatic quick relief inhalers and/or auto-inject able epinephrine, see 14 DE Admin. Code 817, Administrations of Medications and Treatments.)

The Principal/Designee is responsible for enforcing the discipline policy in a manner which is consistent, fair, and firm. The administration of I AM Academy reserves the right to treat each case on an individual basis, taking into consideration the overall school record of the student, self-referral, and other mitigating circumstances.

IV. THE FOLLOWING DISCIPLINE POLICY SHALL APPLY FOR INFRACTIONS OF STATE AND I AM ACADEMY DRUG AND ALCOHOL POLICES:

Possession, Use, or Impairment of Alcohol, a Drug, a Drug-like Substance, a Look alike Substance and/or Paraphernalia: The possession, use and/or being under the influence of alcohol, a drug, a drug-like substance, and/or a look alike substance, in an amount typical for personal use, and/or drug paraphernalia.

Grades 6 – 12: Level IV Offenses

First offenses

REQUIRED:

•Suspension (5 to 10 days)
• Police notification
•Parent/guardian notification
•Mandatory drug/alcohol screening by a licensed agency at parent/guardian expense
•Mandatory drug/alcohol evaluation/assessment by a licensed agency and compliance with the recommendations of the agency at parent/guardian expense
•DOE Student Conduct Report will be filed as required by law
• Recommendation to counseling or appropriate social service agency

OPTIONAL:

• Expulsion
•Referral to Alternative Program

Subsequent Offenses

REQUIRED:

• Expulsion

• Suspension pending a hearing (10 days)
• Police notification
•Parent/guardian notification
• Mandatory drug/alcohol screening by a licensed agency at parent/ guardian expense
• Mandatory drug/alcohol evaluation/assessment by a licensed agency and compliance with the recommendations of the agency at parent/ guardian expense
• DOE Student Conduct Report will be filed as required by law
• Recommendation to counseling or appropriate social service agency

Distribution of Alcohol, Drugs, a Drug-like Substance, a Look alike Substance and/or Paraphernalia: Possession of a quantity of alcohol, a drug, a drug-like substance, a look alike substance, and/or drug paraphernalia in an amount which exceeds an amount typical for personal use, and/or distribution of the above named substances or paraphernalia.
Grades 6 – 12: Level IV Offenses

First Offenses
REQUIRED:
• Suspension (5 - 10 days)
• Police notification
•Parent/guardian notification
•Mandatory drug/alcohol screening by a licensed agency at parent/guardian expense
• Mandatory drug/alcohol evaluation/assessment by a licensed agency and compliance with the recommendations of the agency at parent/ guardian expense
• DOE Student Conduct Report will be filed as required by law
• Recommendation to counseling or appropriate social service agency

OPTIONAL:
• Expulsion
•Referral to Alternative Program

Subsequent Offenses
REQUIRED:
• Expulsion
• Suspension pending a hearing (10 days)
• Police notification
•Parent/guardian notification
•DOE Student Conduct Report will be filed as required by law
• Recommendation to counseling or appropriate social service agency

THE PROGRAM FOR INTERVENTION AND ASSISTANCE SHALL INCLUDE:

A. Staff persons are to refer students to their guidance counselors to receive initial counseling and to obtain information on counseling/ treatment services available to the student or the student's rights, if any, to those services and on the confidentiality which the student can expect.
B. Each high school shall maintain in its guidance office available to students and their parents/guardians a directory of resources available in the school environment and in the community for counseling for drug and/or alcohol treatment.
C. At the beginning of each school year, and in the event of a new employee, the Principal/Designee will distribute the referral procedures and resources. The Principal/Designee will request staff assistance in encouraging students to seek support.
D. Students with drug or alcohol problems will be referred to their Guidance Counselor for needs assessment, counseling, district program participation, and referral to outside agency, if appropriate.
E. No cost is required from students for counseling provided by the Guidance Counselor or programs sponsored by the building/district. Any cost for counseling, treatment, or testing provided by outside agencies will be borne by the student.

ANY REVISIONS OF THE APPOQUINIMINK SCHOOL DISTRICT DRUG AND ALCOHOL

POLICY WILL BE SUBMITTED TO THE DEPARTMENT OF EDUCATION FOR REVIEW AND APPROVAL.

Appendix IV
I AM ACADEMY LEADERSHIP AND TECHNICAL INSTITUTE
EDUCATIONAL TECHNOLOGY – ACCEPTABLE Use Agreement Approved by the I AM ACADEMY Board of Trustees

Educational technology will be a leading tool of advanced learning at I AM Academy. I AM Academy believes that it is essential that all users of district technology understand both the benefits and the responsibilities associated with technology usage. Instructions for implementing I AM Academy Acceptable Use Agreement will be provided by administrators, teachers, or library staff, whichever is applicable. I AM Academy educational technology is defined as any device which is capable of or necessary for the transmission, reception, or storage of data in the form of text, pictures, video, or audio which is owned by the district for the purpose of instruction or the support of education. Examples of educational technology include but are not limited to computers, peripherals, (such as monitors, printers, scanners, CD-Rom towers, etc.), networked devices, televisions, audio-visual devices, recorders, copiers, fax machines, display devices, software, assistive technology devices, and telephones. It also includes the use of the Internet, which connects millions of computers worldwide, as well as all computers, networks, databases, information systems, and electronic instructional systems provided by I AM Academy Leadership and Technical Institute.

This agreement encompasses all student, staff, and community use of technology systems provided by I AM Academy. All students, staff, and community members who use I AM Academy's educational technology in any form are required to sign the Acceptable Use Agreement and return it to the administrator in charge of technology in each building. The use of district technology is a privilege – not a right. Currently there are no user fees for these services. In the event a user fee is charged, users will be provided with notice of the charge prior to the imposition or collection of such.

GOALS
A. To support I AM Academy's curriculum
B. To support educational research activities
C. To enhance learning opportunities by using information technology
D. To promote life-long learning

II. ACCEPTABLE USE: All systems are to be used in a responsible, ethical, and legal manner. In addition, usage must be in support of educational objectives, and in accordance with the behavior guidelines of I AM Academy Leadership and Technical Institute.

III. UNACCEPTABLE USE
A. No software may be copied to or downloaded from any computer of the network except by permission of a building administrator or his/her designee in each building.
B. Involvement (implying direct or participatory) in unauthorized editing, deleting, or copying of any data, records, databases, passwords, directories, or configuration files is prohibited.
C. Violating copyright or privacy laws is prohibited.
D. Distributing material protected by trade secrets is prohibited.
E. Soliciting, using, or sending any threatening (implying harm – physical or emotional), pornographic, or obscene material is prohibited.
F. The purposeful use of any system inconsistent with its design is prohibited.
G. Use of any computing resources for commercial purposes is prohibited. This includes the use of the network for commercial activities for or on behalf of businesses or other for-profit institutions, including, but not limited to product advertisement or political lobbying.
H. Use of district technology resources for unauthorized activities is prohibited.
I. Disconnecting any device from the district technology devices without the proper authorization is prohibited.

J. Transmission of any material in violation of any federal and/or state regulation or law is prohibited.
K. Students attempting to log on to any system using another's password or sharing of a user's password with anyone else is prohibited.
L. Users shall not attempt to gain unauthorized access to the system or to any other computer system through the district system, or go beyond their authorized access.

IV. USER RESPONSIBILITIES AND ETIQUETTE

The individual user (students/staff/community members) accepts the responsibility of keeping all unauthorized material, inappropriate files, or files dangerous to the integrity of the computer or network from entering the school's computers by any manner or means. Appropriate permission must be obtained from an authorized staff member before downloading any material from the Internet or other electronic sources of information.

When using district networks, the Internet, or other information service providers, users:

1. Are prohibited from revealing personal information such as home addresses or phone numbers
2. Must not disrupt the use of any network (i.e. downloading large files, sending mass e-mail messages)
3. Must assume that any communication and/or information accessible via any computer or network is not personal and private communication and could possibly be accessed by other users
4. Are not responsible for unsolicited communications when using school technology resources, users must always use non-offensive and non-vulgar language. They must not swear or use vulgarities, other abusive language, or any offensive statements. Users will contact appropriate staff (teacher, administrator, administrator's designee or library staff member) if any computer and/or program does not work properly. They will not attempt to fix problems themselves unless trained and authorized to do so.

V. DUE PROCESS

A. I AM Academy will cooperate with local, state, or federal officials in any investigation concerning or relating to any illegal activities conducted through district technology resources.
B. Allegations that a student violated the I AM Academy Acceptable Use Agreement will be handled in accordance with the I AM Academy Code of Conduct
C. Allegations that an employee violated the I AM Academy Acceptable Use Agreement will be handled in accordance with the employee contract.
D. I AM Academy may terminate the account privileges of a guest user by providing notice to the user.

VI. CONSEQUENCES Inappropriate use or vandalism will result in the limitation or cancellation of user privileges and when necessary, appropriate legal action. If damage occurs due to willful user misconduct, the user may be permanently denied access to technology resources. The cost of repair or replacement for such willful damage will be billed to the user who caused said damage and/or the legal parent or guardian of that user.

VII. SECURITY: Security on any computer system is a high priority, especially when multiple users are involved. If a user identifies a security problem, he/ she must notify an appropriate staff member immediately. Users sending messages relating to, or in support of, illegal activities should be aware that system administrators have access to their communications. Computers, networked technology, and information contained thereon, remain the property of the district. Confidential student files may be accessed by authorized personnel. If any employee has something personal, confidential, or private to communicate, the employee should not use district computers or e-mail for doing so. Computers and e-mail may be monitored. This documents I AM Academy's obligation to provide employees notice of such monitoring. The school strives to maintain a workplace and educational setting free of harassment and sensitive to the diversity of employees and students. Therefore, the school prohibits the disruptive or offensive use of computers, the e-mail system or fax machines. For example, the display or transmission of sexually explicit images, messages, and cartoons is prohibited. Other misuse includes, but is not limited to, ethnic slurs, racial comments, off-color jokes, or anything that may be construed as harassing or disrespectful.

VIII. DISCLAIMER I AM Academy Leadership and Technical Institute will not condone and will not be held responsible for any unacceptable materials obtained using its computers or other information technology. By the nature of this activity, offensive or inappropriate material may be inadvertently

encountered. If such material is accessed, the user is expected to immediately leave the website. Students, staff, and community members should be aware that access to I AM Academy's information technology will be withdrawn from users who do not respect the rights of others and who do not follow the rules and regulations established by the district. Further, the use of any information obtained via I AM Academy computers is strictly at the risk of the individual user and such usage shall be consistent with the requirements of this agreement. The district specifically denies any responsibility for the accuracy or quality of information obtained through the services provided for in this agreement.

Appendix V: I AM Academy Leadership and Technical Institute Bully Prevention Policy

The I AM Academy Leadership and Technical Institute (hereinafter referred to as "The school") recognizes that safe learning environments are necessary for students to learn and achieve high academic standards. The school strives to provide safe learning environments for all students and safe working environments for all staff members.

I. PROHIBITION OF BULLYING To further these goals, and as required by 14 *Del. C.* § 4112D, the school hereby prohibits the bullying of any person on school property or at school functions or by use of data or computer software that is accessed through a computer, computer system, computer network or other electronic technology of a school district or charter school from grades kindergarten through grade twelve. The school further prohibits reprisal, retaliation or false accusation against a target, witness or person with reliable information about an act of bullying. As used herein, the term "school functions" includes field trips or any officially sponsored school event in the State.

II. THE FOLLOWING DEFINITIONS SHALL APPLY TO THIS POLICY:

A. "Bully" or "Bullying" as used in herein shall mean any intentional written, electronic, verbal or physical act or actions against a student, school volunteer, or school employee that a reasonable person, under the circumstances should know will have the effect of:

1. Placing a student, school volunteer, or school employee in reasonable fear of substantial harm to his or her emotional or physical well-being or substantial damage to his or her property.
2. Creating a hostile, threatening, humiliating or abusive educational environment due to the pervasiveness or persistence of actions or due to a power differential between the bully and the target; or
3. Interfering with a student having a safe school environment that is necessary to facilitate educational performance, opportunities or benefits; or
4. Perpetuating bullying by inciting, soliciting or coercing an individual or group to demean, dehumanize, embarrass or cause emotional, psychological or physical harm to another student, school volunteer or school employee.

An act is intentional if it is the person's conscious objective to engage in conduct of that nature.

B. "School property" as used herein means any building, structure, athletic field, sports stadium or real property that is owned, operated, leased or rented by any public school district or charter school including, but not limited to, any kindergarten, elementary, secondary, or vocational-technical school or charter school, or any motor vehicle owned, operated, leased, rented or subcontracted by any public school or charter school.

III. SCHOOL-WIDE BULLY PREVENTION PROGRAM Each school shall develop or adopt a school-wide bully prevention program that is research-based. The goals of the school-wide program will be to reduce any existing bullying problems among students, to prevent development of new bullying problems, and to achieve better peer relations and staff-student connections at school. The Principal or Designee of each school will establish a Coordinating Committee, as described in Section IV of this Policy, responsible for coordinating the school's bully prevention program. In addition, each school's supervisory system in non-classroom areas will be reviewed as set forth in Section IV of this Policy.

IV. COORDINATING COMMITTEE: The Principal or Designee of each school shall establish a site-based committee (hereinafter, "the Committee") that is responsible for coordinating the school's bully prevention program including the design, approval, and monitoring of the program. A majority of the

members of the Committee shall be members of the school professional staff, of which a majority shall be instructional staff. The Committee also shall contain representatives of the administrative staff, support staff, student body (for school enrolling students in grades 7 through 12), parents and staff from the before- or after-school program(s). These representatives shall be chosen by members of each respective group except that representatives of the non-employee groups shall be appointed by the school Principal or Designee. The Committee shall operate on a 1-person, 1-vote principle. In the event a site-based school discipline committee has been established pursuant to § 1605(7) (a) and (b), of Title 14 of the Delaware Code, that committee shall vote whether or not to accept the aforementioned responsibilities.

Each Committee established pursuant to this Policy shall:
1. Hold regular meetings.
2. Select a coordinator of the School-Wide Bully Prevention Program.
3. Consider, decide upon, and coordinate any staff training sessions (beyond the 1 hour gang and bully prevention training required in 11 *Del. C.* 4123A), as needed.
4. Create and maintain a training log (either paper or electronic) to keep a record of the school staff that has been trained, and what training they have received.
5. Review the school's supervisory system for non-classroom areas and make recommendations for modifications, if necessary, to the school's Principal/Designee.
6. Plan a school kick-off event.
7. Establish subcommittees, as needed.
8. Decide upon and implement methods of notification to students, parents and the community concerning the School-Wide Bully Prevention Program.

The foregoing is not an exclusive list.
V. REPORTING BULLYING INCIDENTS It is the responsibility of each member of the school community: students, staff members, and parents, to report instances of bullying or suspicions of bullying, with the understanding that all such reports will be listened to and taken seriously.
A. Any staff member that has reliable information that would lead a reasonable person to suspect that a person is a target of bullying shall immediately report it to the administration. The staff member must follow up any initial verbal report of a suspected bullying incident with a written report within 24 hours. The written report shall be reasonably specific as to actions giving rise to the suspicion of bullying and shall include: Persons involved, designating bully, target, and bystanders roles, time and place of the conduct and alleged number of incidents, potential student or staff witnesses, any actions taken.
Any student, parent, or other member of the school community who
B. suspects that a bullying incident(s) has occurred, or is, occurring, should immediately report the same to a school staff member or administrator.

VI. INVESTIGATIVE PROCEDURES
A. Each school is required to have a procedure for the administration to promptly investigate all complaints/reports of bullying in a timely manner and determine whether bullying has occurred. Each principal will designate a person or persons to be responsible for responding to bullying complaints. Each confirmed incident of bullying must be recorded in the School Register of Bullying Incidents.
B. All confirmed bullying incidents must be reported to the Department of Education by the Principal or Designee within five (5) working days pursuant to Department of Education regulations.
C. Some acts of bullying may also be crimes which under the School Crime Reporting Law (14 *Del. C.* § 4112) are required to be reported to the police and/or the Department of Education.

CONSEQUENCES FOR BULLYING The disciplinary consequences for students involved in bullying incidents are set forth in the Student Code of Conduct and are expressly incorporated by reference into this Policy.

STAFF MEMBER TRAINING The school will provide a combined training each year totaling at least one (1) hour in the identification and reporting of criminal youth gang activity pursuant to § 617, Title 11 of the Delaware Code and bullying prevention pursuant to § 4112D, Title 14 of the Delaware Code to all staff members. The training materials shall be prepared by the Department of Justice and the Department of Education in collaboration with law enforcement agencies, the Delaware State Education Association, the

Delaware School Boards Association and the Delaware Association of School Administrators. Any in-service training required by this section shall be provided within the contracted school year as provided in 14 *Del. C.* § 1305(e).

IX. DISCIPLINARY ACTION BASED ON ANONYMOUS REPORTS Formal disciplinary action solely based solely on anonymous reports is not permitted.

X. NOTIFICATION OF PARENTS The Principal or Designee shall notify the parent, guardian or relative caregiver pursuant to 14 *Del. C.* § 202(f), or legal guardian, of any target of bullying or person who bullies.

XI. IMPLEMENTATION BULLYING PREVENTION PROGRAM The school bullying prevention program must be implemented throughout the year, and integrated with the school's discipline policies and 14 *Del. C.* § 4112.

XII. ACCOUNTABILITY: The Principal/Designee of each school shall notify the District in writing of their compliance with this policy and submit a copy of the procedures they have adopted under this policy by December 1 of each school year. The Principal/Designee of each school shall verify for the District the method and date that this policy has been distributed, to all students, parents, faculty, and staff.

XIII. OTHER DEFENSES A. The physical location or time of access of a technology-related incident is not a valid defense in any disciplinary action by the school initiated under this policy provided there is sufficient school nexus.

B. This policy does not apply to any person who uses data or computer software that is accessed through a computer, computer system, computer network or other electronic technology when acting within the scope of his or her lawful employment or investigation of a violation of this policy in accordance with school policy.

XIV. RELATIONSHIP TO SCHOOL CRIME REPORTING LAW An incident may meet the definition of bullying and also the definition of a particular crime under State or federal law. Nothing in this policy shall prevent school officials from fulfilling all of the reporting requirements of § 4112, Title 14 of the Delaware Code, or from reporting probable crimes that occur on school property or at a school function which are not required to be reported under that section. Nothing in this section shall abrogate the reporting requirements for child abuse or sexual abuse set forth in Chapter 9 of Title 16 of the Delaware Code, or any other reporting requirement under State or federal law.

XV. RULES AND REGULATIONS Implementation of this policy shall comply with all rules and regulations the Delaware Department of Education may promulgate to implement Title 14 Section 4112D of the Delaware Code.

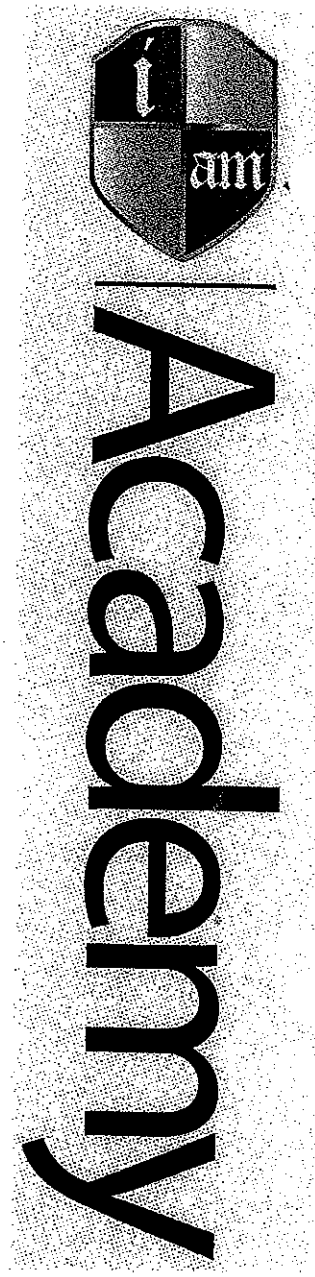
XVI. NON-CLASSROOM SUPERVISION To the extent that funding is available, each school must develop a plan for a system of supervision in non-classroom areas. The plan shall provide for the review and exchange of information regarding non- classroom areas.

XVII. PROCEDURE FOR COMMUNICATING WITH MEDICAL AND MENTAL HEALTH PROFESSIONALS I AM Academy staff will follow the same procedures for communicating with medical and mental health professionals involved in treating students for bullying issues as are utilized for all other communications with medial and mental health professionals concerning students.

XVIII. LIMITATION/EXCLUSION Nothing in this policy is intended to prohibit the expression of religious, philosophical or political views, provided that the expression does not substantially disrupt the education environment. Similar behaviors that do not rise to the level of bullying may still be prohibited by other district policies or building, classroom or program rules.

APPENDIX E

Academy



EMPLOYEE HANDBOOK

I AM Academy Leadership & Technical Institute
Department of Human Resources
P.O. Box 884
Bear, DE 19703
302-724-4848
www.iamacademy.org

I AM Academy Leadership & Technical Institute (LTI) Employee Handbook

I AM Academy LTI Employee: Please complete and submit this form within three (3) days of receipt for retention in your personnel file.

ACKNOWLEDGEMENT STATEMENT

I, _____, (Employee) certify that I have received or have internet access to the I AM Academy LTI ("District") Employee Handbook. I understand that it is my responsibility to read, understand, and adhere to all policies, guidelines, and the negotiated agreement, if applicable. I further understand that any questions regarding the contents of the Handbook may be directed to my immediate supervisor, school or department administrator, or an administrator of the Department of Human Resources. Furthermore, I certify that I have read and agree to abide by the guidelines set forth within the State of Delaware Acceptable Use Policy (AUP). As an employee or business partner of the State of Delaware, I fully intend to comply with this policy realizing that I am personally liable for intentional misuse or abuse of the State's communications and computer systems. If I have any questions about the policy, I understand that I need to ask my supervisor or Information Resource Manager (IRM) for clarification. Users are also encouraged to take and score 100% on the AUP self-test located on the DTI Intranet at: http://intranet.state.de.us/dti/aup/State of Delaware AUPSelfTest.htm

**If I refuse to sign this acknowledgement form, my supervisor will be asked to sign this form indicating that I have been given time to read and have questions answered about this policy. The supervisor will read this statement to me prior to signing the document and advise me that by not signing this document my rights to use the State's Communications and Computer Systems may be denied and may affect my ability to meet my job requirements.*

Employee Signature: _____
Hire Date:_____
School /Department:_____
*Supervisor_____
HR Receipt /Date:_____
(HR Use Only)

Submit this form to the Department of Human Resources

Department of Human Resources
I AM Academy LTI
Employee Handbook

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Harassment of Students by Employees ..... (Policy 08.2)
Civility and Code of Ethics ..... (Policy 09.2)

APPENDIX

This Handbook, along with ALL Board of Education policy statements and other current information pertaining to employment is maintained in the Human Resources Department and may be accessed via the Internet: www.iamacademy.org. For information on employment-related state and federal laws listed below, visit the Delaware Code Online: http://www.delcode.state.de.us.

Title 14 – Education
Chapter 11 Chapter 12 Chapter 13 Chapter 14 Chapter 40 Chapter 89
Recruiting and Training of Professional Educators for Critical Curricular Areas, Educator Licensure, Certification, Evaluation, and Professional Development, Salaries and Working Conditions of School Employees Procedures for the Termination of Services of Professional Employees
Public School Employment Relations Act Teacher of the Year Award

Title 19 – Labor
Chapter 1 Department of Labor Chapter 7 Employment Practices

Title 29 – State Government
Chapter 58 Laws Regulating the Conduct of Officers and Employees of the State v

I AM Academy LTI Employee Handbook INTRODUCTION

It is the intention of the I AM Academy LTI ("District") that the content of this handbook be consistent with the State of Delaware and federal laws and regulations, as well as the policies of the Board of Education of the District. Nothing in this handbook is intended to create an employment contract or a property right for continued employment. The District has the authority to hire employees and, subject to the provisions of law and the terms of a collective bargaining agreement (if applicable), determine their qualifications, the conditions for their continued employment, dismissal or demotion, and to promote, place, transfer, and assign all such employees according to the operational needs of the District.

Employment in a position that is not covered by a collective bargaining agreement or an employment contract in the District is at-will, as that term is understood and defined under Delaware common law. In the event of a conflict between the content of this handbook and a negotiated agreement with a particular employee group's bargaining unit, the language in the negotiated agreement (union contract) will prevail until modified or deleted through the course of collective bargaining.

The content of this handbook is subject to change without notice and employees are expected to keep abreast of current policies, procedures and guidelines. This handbook may be reviewed and modified as necessary and appropriate at least every two years to be consistent with the operational needs of the District and employment laws. To the extent practicable, employees may be informed in writing of any new procedures and procedural or organizational changes, which directly and significantly impact their specific job assignment and/or position classification.

Recommendations for modifications and additions to this handbook may be submitted to the Director of Human Resources for consideration.

SECTION I: EMPLOYMENT PRACTICES

EMPLOYMENT PRACTICES

Equal Opportunity Employer / Affirmative Action Statement

It is the policy of the Board of Education ("Board") that no person shall, on the basis of race, color, creed, sex, national origin, age or disability, be subjected to any discrimination prohibited by the Civil Rights Act of 1964, as amended; the Age Discrimination in Employment Act, as amended; the American with Disabilities Act; Section 504 of the Rehabilitation Act of 1973; and other applicable laws, regulations, and Executive Orders. This policy applies to recruitment, employment, and subsequent placement, training, promotion, compensation, continuation, probation, discharge, and other terms and conditions of employment over which the District has jurisdiction. For more information, please refer to Board Policy 06.02, *Prohibition Against Discrimination in Employment Opportunities,* which may be found in the Appendix of this Handbook.

Civility and Code of Ethics

The District has established certain principles and ethics by which employees provide education and conduct business consistent with Title 29 §§ 5805 and 5806 of the Delaware Code. These principles are stated in the Board Policy 09.02, *Civility and Code of Ethics,* which may be found in the Appendix of this handbook.

Position Vacancies

Position vacancies within the District are posted in schools and District offices, some State of Delaware agencies, on the District's website, and in the Department of Human Resources. Some announcements of position vacancies are advertised on Internet job boards, in local and/or national newspapers, regional colleges, and other publications. Position vacancies are posted at least 10 calendar days prior to the closing date or according to the terms of an applicable collective bargaining agreement.

Application for Position Vacancies

Employees may apply for posted position vacancies as specified on job postings. Application documents remain active for 12 months from the date of receipt. Individuals must resubmit updated application documents to the Department of Human Resources to remain in an active status for an additional 12 months. The District will make every effort to fill position vacancies from within the District whenever feasible. The District will attempt to place an employee in a position or location of choice, provided that the employee is the best fitting candidate and the District's needs are addressed by this placement. If an employee is interested in pursuing a specific vacancy, he/she must inform the department administrator/supervisor in writing of his/her desire for transfer consideration and successfully complete the application process as noted on the job posting, or follow the guidelines as outlined in the applicable collected bargaining agreement. It is the practice of the District that employees will not be placed in a position where they would supervise or be supervised by an immediate family member.

Interview and Selection Process

Qualified candidates for formal interviews will be selected from a pool of applicants for specific position vacancies. Active application documents on file are considered during the application review process. The school or department administrator or designee usually coordinates interviews. A combination of qualifications, skills, demonstrated knowledge, accomplishments, expertise, specialized training and education, reference checks and interview rating is used to select the best candidate to fill a position vacancy. Information contained in letters of recommendation (or reference) and personal interview results are strictly confidential.

Performance Reviews
Periodic reviews of an employee's job performance provide essential information regarding the progress in meeting job expectations and career development objectives. Accordingly, the District encourages frequent informal and formal performance-oriented conversations between the employee and his/her supervisor. Additionally, the District encourages employees and their supervisors to establish career objectives that are, to the extent feasible, mutually agreeable and beneficial to the department and organization. Performance appraisals are conducted at least annually or as stated in the employee's applicable collective bargaining agreement or the policy issued by the Delaware Department of Education for instructional personnel.

Service Awards
Service awards are presented to employees in recognition of loyal and valued service to the District. Eligible employees may receive recognition for significant years of service. For more information, contact the Department of Human Resources.

Personnel Record
Official employee personnel records are maintained by the Department of Human Resources and are the property of the District. An employee's personnel record may contain the following documents: Application, resume, credentials, training certificates, correspondence, performance appraisals, commendations, disciplinary notices, benefits enrollment and compensation information, and employment contracts, if applicable. The personnel record is archived five years after the employee leaves the District.
An employee may review the contents of his/her personnel record. A 24-hour advance notice to the Department of Human Resources is required to view the file. The personnel record may be reviewed only in the Department of Human Resources in the presence of a Human Resources Department representative. The employee may not remove documents from his/her record; however, the employee may have up to 10 pages copied from his/her record without charge. A fee is charged for copies in excess of 10 pages. An employee may submit a written request for consideration to the Director of Human Resources for removal of documents from his/her personnel record.

Personnel Record Changes
Current employee information is essential to maintain an accurate personnel record. Employees are required and expected to notify the Department of Human Resources in writing in the event of a change of name, marital status, dependents, beneficiaries, person(s) to be contacted in case of emergency, licensure or certification, or additional education credits leading to a salary increment. Additionally, the Department of Human Resources shall be notified, in

writing, of any change of mailing address and telephone number to ensure that important District announcements, notifications and various correspondences reach the employee. The Department of Human Resources will collect and forward personnel record changes to the appropriate department or agency for processing. Any changes in tax status, whether through a change in the number of dependents or for other reasons, must be reported on a W-4 form and submitted to the Department of Compensation Services.

Employment Verification
The District is committed to protecting and respecting sensitive and confidential personnel information about its current and former employees. Therefore, all requests for employment verification or any other information about a present or former employee shall be referred to the Department of Human Resources.

Professional Development
Professional development of all employees is necessary for the efficient operation of the District. To the extent practicable, employees will be given consideration for professional absence for attendance and participation in training and developmental activities to increase their knowledge, skills, and performance efficiency and to prepare for career advancement. Guidelines for Travel Reimbursement are available from the Department of Finance. Also, tuition reimbursement may be available for educational advancement with approval by the employee's immediate supervisor and the Director of Human Resources using the Tuition Reimbursement form.

Attendance Expectations
Employees are expected to maintain an acceptable attendance record by reporting to work as scheduled and remaining at work until the end of the workday. Employees are expected to follow established departmental procedures for reporting absence, tardiness or early departure from work, requesting paid and unpaid time off, and returning to work upon authorization after an approved leave of absence. Such procedures may be obtained from the department supervisor or administrator.
For the purpose of determining tardiness, an employee is tardy if he/she reports for work any time after the designated start of the scheduled workday. In general, road construction, traffic congestion, personal issues, and "normal" weather conditions are not acceptable reasons for tardiness.

Absence(s) of three consecutive scheduled workdays without proper reporting is considered job abandonment and the employee's voluntary resignation if, prior to the beginning of the fourth consecutive scheduled workday, the employee does not follow departmental procedures for reporting such absence or the immediate supervisor is not made aware of any extenuating circumstance(s) that has prevented the employee from reporting to work or reporting the absence.
An employee's attendance record may be considered unacceptable under the /

following circumstances: 1) a pattern of absence(s), tardiness or early departures which adversely impacts District operations and/or an employee's performance, as determined by an employee's immediate supervisor; 2) an employee has a history of not following established school or departmental procedures for reporting absence(s); 3) an employee has exhausted his/her paid time off balance and continues to be absent without Board approval pursuant to Board Policy 06.6, resulting in a loss of compensation; or 4) an employee has a history of absence(s) suggesting the employee is using sick leave for purposes not allowed by Delaware Code Title 14 § 1318.
For more information, refer to Board Policy 06.24, *Employee Attendance* in the Appendix of this handbook.

Leaves and Absences
An employee may request paid time off for personal business and/or vacation. Personal and vacation leave may be used as allotted and requires prior approval from the employee's immediate supervisor. The immediate supervisor has the discretion to approve or deny vacation requests based on operational needs. **NOTE: Personal and/or vacation days may not be substituted for sick days already used and recorded as sick leave on the employee's attendance record.**
A physician's certificate indicating that an existing medical condition is preventing (or has prevented) an employee from reporting to work may be required to verify illness of less than five (5) days in the event a pattern of absence(s) is evident. After an absence of five (5) consecutive scheduled workdays due to an employee or an employee's family member's illness, the employee is required to present a physician's certificate to the Department of Compensation Services to substantiate the absence and continued paid sick leave compensation, and to establish a date of return to work. Additionally, a physician's certificate is required to determine whether or not the employee is eligible for a leave (or extended leave) of absence under Board Policy 06.6. The Department of Compensation Services will provide the employee with the request form, acknowledge receipt of all documents collected from the employee, and notify the Department of Human Resources and the employee's immediate supervisor of the status of the leave or absence.

The employee's immediate supervisor or the Department of Compensation Services personnel may request a physician's certificate periodically until the employee is authorized to return to work from an approved leave or absence. All correspondence to the employee will be sent via U.S. Mail – Certified to the employee's last known address as documented in his/her personnel record. For more information, refer to Board Policy 06.06, *Leaves and Absences* in the Appendix of this Handbook.

Termination of Employment

Resignation

An employee who desires to resign from his/her employment must request release from employment in writing from the District at least two weeks prior to the intended date of resignation or as stated in the employment contract or negotiated agreement, if applicable.

Retirement

An employee who desires to retire from employment with the District should notify the Department of Human Resources in writing at least three months prior to the intended retirement date. To ensure that pension payments begin at the proper time, the employee should complete an application for social security benefits at least three months in advance of retirement by contacting Social Security Administration. For more information, contact the Department of Compensation Services to arrange for a consultation with the Benefits Specialist.

Involuntary Termination

The District will follow the guidelines of the Delaware Code and/or Board Policy 06.09, 06.10, or 06.18 to administer the process for involuntary termination of employment for cause. An employee will be notified during a scheduled meeting, when possible, and in writing of the reason(s) and the effective date of the termination. The recommendation for termination will be presented to the Board and the employee will be notified in writing of the Board's decision.

Forms

The following forms may be accessed and downloaded from the District's MS Outlook Public Folders or the Human Resources link on: www.iamacademy.org.

- Non-Exempt Employee Bi-Weekly Attendance Record
- Professional Absence / Travel Request Procedures and Form
- Request for Extended Absence / Leave
- Request for Personal Day
- Request for Vacation
- Tuition Reimbursement Procedures and Form

SECTION II: GENERAL GUIDELINES

GENERAL GUIDELINES

Confidentiality

Employees are expected to protect sensitive information and confidential records of the District, its students and employees. Furthermore, employees with authorized possession of or access to sensitive or confidential documents are personally responsible for protecting the unauthorized disclosure, improper use or distribution of information contained in these documents and for returning them to the District upon termination of employment. Employees are not authorized to disclose any information regarding District, partners or vendors without their expressed written consent.

Conflict Resolution

The District recognizes that decisions on operational and administrative issues can result in differences of opinion. Whatever the nature of the problem, the District is committed to a conflict resolution process that is as flexible and informal as possible and recognizes the need to maintain an orderly flow of information. As a result, the District has established the following practice for resolving employee complaints and problems for issues that are not applicable to a collective bargaining agreement:

1. To report a complaint or resolve a problem, an employee is encouraged to contact his/her immediate supervisor initially and in a reasonable timeframe.
2. If the immediate supervisor is unable to resolve the complaint or problem in a reasonable timeframe, the employee should contact the school or department administrator.
3. If the school or department administrator is unable to resolve the complaint or problem in a reasonable timeframe, the employee is then encouraged to contact a Human Resources Department administrator.

This practice should be followed to resolve all complaints and problems except those involving allegations of harassment, which are to be handled in accordance with the guidelines in the Harassment section of this Handbook. For information regarding appeals of administrative decisions, refer to Board Policy 03.5, *Controversies Concerning or Requests for Waivers of Board of Education Policies or I AM Academy LTI Procedures* in the Appendix of this handbook.

Dress Code
The District does not have a formal dress code or policy. However, all District employees are expected to adhere to a code of dress as outlined in the collective bargaining agreement, if applicable, and report to work in a manner that reflects positively on the professional environment and image of the District.

If, in the judgment of an employee's immediate supervisor, an employee has physical hygiene issues or is not appropriately groomed or dressed for duty, then the immediate supervisor may direct the employee to leave District premises until he/she has resolved such issues and can report to work as expected. Any time away from duty may be charged to the employee's appropriate paid or unpaid leave.

Employee Assistance Program (EAP)
The District recognizes that personal problems can often interfere with an employee's job performance. As a result, the District has established an Employee Assistance Program (EAP) for benefited employees and their eligible family members. Human Management Services (HMS), the District's EAP provider is an integrated counseling and referral service that is a resource to help employees and eligible dependents successfully manage temporary setbacks in life. HMS counselors are trained to help employees identify the source of their problems and work with them to find practical solutions as quickly as possible. Certain EAP services, including initial assessment, consultation and referral have been prepaid by the District. If additional treatment resources are necessary, the cost of such will be subject to the co-payments, deductibles and other limitations of the District's healthcare benefit program. To access EAP services provided by HMS, call: 800-343-2186 Username: Delaware Password: statehms04

Employee Conduct
Employees are expected to conduct themselves at all times in a highly professional and reliable fashion. If an employee is unsure whether certain intended or non-intended actions on his/her part are acceptable behavior, the immediate supervisor, department administrator, or a Human Resources Department administrator should be contacted. The District will not hesitate to take appropriate action if there is evidence that substantiates that an employee has engaged in conduct, either on-duty or off-duty, that is unacceptable. The following categories include, but are not limited to, those types of conduct that are unacceptable and are the basis of disciplinary action or termination of employment with the District: Violation of Board policy; failure to adhere to department guidelines or District procedures; immorality, misconduct in office; incompetence, disloyalty, neglect of duty, unacceptable attendance, substandard or unsatisfactory performance, and willful and persistent insubordination. Generally, the District will employ a progressive disciplinary process to address

employee misconduct; however, exceptions to this process, based on the nature or impact of the misconduct, will be made as necessary. The specific sequence of steps to be followed will be determined jointly by the employee's immediate supervisor, school or department administrator and the Director of Human Resources.

Harassment Prevention

The District is committed to promoting a respectful workplace to assure all of its employees and students can perform in an environment free from sexual harassment as well as harassment or intimidation on the basis of race, religious creed, color, national origin, citizenship, ancestry, disability, marital status, being over age 40, sex or U.S. Veteran status. All employees have a responsibility to identify and address or bring inappropriate behavior or unfair treatment of other employees or students to the attention of their immediate supervisor, school or department administrator, or a Human Resources Department administrator whether the accused is a coworker, supervisor, student, parent, contractor or vendor.

If an employee is being subjected to or has knowledge of alleged harassment, it is the employee's responsibility to immediately contact his/her immediate supervisor. If an employee's immediate supervisor or department administrator is the source of the alleged harassment, or is unwilling or unable to assist the employee, he/she should contact a Human Resources Department administrator as soon as possible. By surfacing the problem, the employee enables the District to investigate and to take immediate and appropriate corrective action if necessary. For more information, refer to Board Policy 06.03, *Harassment of Employees* and 08.02, *Harassment of Students by Employees* in the Appendix of this Handbook.

NOTE: All employees are required to attend and participate in harassment prevention training sponsored by the District at least once every two years while employed with the District.

Health Certification

At the discretion of an employee's immediate supervisor, school or department administrator, or Human Resources Department administrator, an employee may be required to present a physician's certificate indicating that he/she is free of any physical defect or emotional instability that would interfere with his/her success as a District employee. An employee may be compensated for any time lost from work for undergoing any medical evaluation specifically directed by the District for the purpose of verifying a physician's certificate of his/her medical condition and ability to perform assigned job functions. An employee must meet the health certification guidelines when required by other State of Delaware agencies to remain employed by the District in his/her job assignment.

Return of District Property
In the event of transfer, departure for an extended leave of absence, or termination of employment, an employee is required to return all keys, identification badge, credit cards, laptop computer, access passes or swipe cards, confidential documents, and any other assigned or possessed District-owned property to his/her immediate supervisor.

Safety and Security
The District strives to achieve and maintain the highest standards of safety and industrial hygiene in order to provide a safe and healthy working environment for all employees and to prevent accidents, injuries and illnesses. Employees must report immediately to their immediate supervisor or department administrator any unsafe or unsecured working conditions or any injury, which occurs during work hours. For more information, refer to Board Policy 03.6, *Safety and Security* in the Appendix of this handbook.

Smoking
The District is committed to protecting the health and safety of its students, employees and visitors to its facilities. To that end, the District prohibits smoking on all District properties, at all District-sponsored events, and in all District or State of Delaware owned vehicles. For additional information, refer to the Board Policy 03.04, *Distribution and Use of Tobacco Products* in the Appendix of this handbook.

Solicitation and Distribution of Literature
Except as specifically authorized by District administration, employees may not engage in soliciting, collecting, or selling any services or products for any purpose, during work time. In addition, employees may not distribute literature, pamphlets or any other documents either during working time, or any time in work areas. Persons not employed by District are not permitted, except at the District's invitation, to engage in solicitation, collecting or selling, or distribution of literature, pamphlets, or any other documents for any purpose on District's premises. For more information, refer to Board Policy 06.01, *Conflict of Interest* in the Appendix of this handbook and Delaware Code, Title 29.

Substance Abuse Prevention and Awareness
District employees are prohibited from possessing, using, distributing, manufacturing, purchasing, dispensing or selling or being under the influence of illegal drugs or alcohol while at work. An employee will be subject to disciplinary action or involuntary termination from the District if he/she is directly observed engaging in any of these actions on District premises, if he/she acknowledges engaging in such actions on District premises, or if his/her immediate supervisor evaluates available evidence and concludes that he/she has been involved in

such prohibited conduct on District premises. An employee is subject to substance abuse testing if there is a reasonable suspicion that he/she is under the influence of illegal drugs or alcohol while at work. If an employee is using a drug that has been prescribed by a licensed physician, it is the employee's responsibility to inform his/her immediate supervisor of potential side effects that could affect performance or conduct in order that a determination can be made about whether the employee should report to, or remain at work. For more information, refer to Board Policy 06.13, *Drug / Alcohol Free Workplace* in the Appendix of this handbook.

Use of Technology Equipment, Systems, and the Internet

District or State owned or leased technology equipment, systems and the Internet are to be used by employees for the purposes of fulfilling job requirements. Employee users are obligated to never use computer systems, the internet or intranet to engage in activities that are unlawful, violate District or State policies or in ways that would be disruptive, cause offense to others, or harm morale; be considered harassing or discriminatory or create a hostile work environment; or result in District or State of Delaware's liability, embarrassment or loss of reputation.

While District and State systems are intended for primarily business or instructional purposes, limited (incidental and occasional) personal use may be permissible when it does not: interfere with work responsibilities or business or instructional operations; involve interests in personal outside business and/or other non-authorized organizations and activities (which may include, but are not limited to selling personal property/items or soliciting for or promoting commercial ventures, charitable, religious or political activities or causes); violate District policies or State of Delaware laws; or lead to inappropriate costs to the District or State.

For more information, refer to the Appendix of this Handbook for the Acceptable Use Policy issued by the State of Delaware or the Internet: http://dti.delaware.gov/information/AUP .pdf.

SECTION III. BENEFITS

BENEFITS

District Benefits

- Dental Insurance
- Coverage pays benefits for many preventive and corrective dental services.
- Group Life/Accidental Death and Dismemberment Insurance
- The District provides coverage at two times (2x) of the employee's annualized salary to his/her designated beneficiaries.
- Prescription Insurance
- Supplemental prescription benefits are provided to employees and eligible dependents.
- Vision Insurance
- Vision coverage can be used for eye exams, eyeglass lenses and frames.

State of Delaware Benefits

- Direct Deposit
- Employees hired after January 1, 1996 are required to have their paycheck directly deposited in a financial institution of their choice.
- Medical Insurance
- The State of Delaware provides a share to regular full-time employees who work 30 or more hours per workweek, after three months of service. Choice of traditional / preferred provider organization (PPO) or health maintenance organization (HMO) plans with prescription coverage is included. Coverage may begin on the first day of the month following the date of hire.
- Blood Bank: The annual membership fee is paid by the State of Delaware for full-time employees. Part-time employees may purchase an annual membership for $5.00. The Blood Bank will replace or pay the cost of blood used by you and your family members. Blood replacement is not usually a covered item in many medical plans.
- Contributory Pension Plan
- The State Pension Plan provides contributory Service, Disability, and Vested Pensions. Employees can be vested after completing five years of continued state service. The State continues to contribute toward health insurance after retirement.
- Group Life Insurance
- Employees may purchase life insurance at 1 to 6 times his/her annual salary after three months of service. Dependent insurance is also available.
- Deferred Compensation (457 pretax retirement plan)

- A State sponsored retirement savings plan is available through Fidelity Investment Services. After six months of membership, employees are eligible for a $10 per pay match plan, which is contributed bi-weekly by the State of Delaware to the established account.
- Flexible Spending Account
- Employees are eligible for health and dependent care pre-tax payroll deduction after completing three months of service.
- Employee Assistance Program (EAP)
- Human Management Services, Inc. offers confidential assistance for personal, family and work related matters to employees and their dependents enrolled in the State medical plan. Employees are eligible to receive an assessment and up to five (5) short- term counseling sessions free of charge.
- Supplemental Benefits
- Employee paid options through payroll deduction is available for auto, home, pet, legal, and long-term care insurance.
- Group Long Term Disability Insurance
- Full-time employees are eligible to purchase supplemental group long-term disability insurance. The maximum is $7500 per month and terminates at age 70.
- U.S. Savings Bonds U.S. Savings Bonds may be purchased through payroll deduction.
- Credit Union / Banking Services
- Employees may join the New Castle County School Employees Federal Credit Union. There are a variety of banking services available to account holders, which include checking/savings accounts, reduced rate interest loans, Visa credit card, and vacation and Christmas club accounts.
- Tax Sheltered Annuities (TSA) / 403(b) Retirement Plan
- Deposits to retirement savings plans may be made through payroll deduction payment to an approved TSA Company. The vendor list may be obtained from the Department of Compensation Services.

Leaves and Absences

Vacation Leave

Regular full-time 12-month employees are allotted vacation leave days either on a contractual basis, if applicable, or based on years of service with the District. Vacation is pro-rated the first year according to an employee's actual hire date. A maximum of 42 vacation days may be carried over to the subsequent fiscal year. Annual vacation allotment as indicated below is frontloaded on July 1st for the current fiscal year. The following vacation schedule applies to 12-month employees with consecutive years of service in the District AND who are not covered by a collective bargaining agreement or an employment contract.

NOTE: 10 and 11-month employees are not allotted vacation leave.

a. Up to 4 years of service (prorated in first fiscal year) = 10 vacation days
b. 5th fiscal year of service on July 1st = 15 vacation days
c. 10th fiscal year of service on July 1st = 20 vacation days
d. 20th fiscal year of service on July 1st = 24 vacation days (maximum)

NOTE: Vacation allotments will be held at current rate for employees with 11 or more vacation days and will be adjusted according to the new schedule upon the subsequent 10th or 20th year of service. The new schedule will apply to all employees hired after July 1, 2007.

Sick Leave

Full-time regular employees earn one (1) sick day each month based on months worked each year, three (3) of which may be used for personal business each school year. Sick days may accumulate unlimited and be carried over to subsequent years. The Delaware Code provides for the following annual allotment for personal or family illness: 10-month employees = 10 days; 11-month employees = 11 days; 12-month employees = 12 days.

Any unused day(s) of sick leave will be accumulated to the employee's paid sick leave balance. The Department of Compensation Services will furnish employees with an annual statement of accumulated and unused sick leave. Sick leave is allotted at the beginning of the fiscal year July 1st for 12-month employees and September 1st for 10- month employees.

When an employee resigns from the District, he/she will not be paid for unused sick leave days accumulated. However, if an employee resigns and is then rehired by this District within six (6) months of the effective date of the resignation, the number of sick leave days previously accumulated and unused will be reinstated.

When an employee retires from this District, accumulated sick days are paid or may be used to purchase service upon the retirement date. The number of sick days is prorated for those employees who retire from the District prior to the end of the year. At retirement, an employee will be paid one-half of the State salary portion per sick day for a maximum of 90 accumulated sick days.

Personal Injury

Employees may use their sick leave allotment for paid absence as a result of a personal injury, except for on-the-job injuries as covered by Worker's Compensation of four (4) or more days of absence.

Disability

The short-term disability plan provides up to 75% of an employee's annual base salary up to the 182nd day after a 20-day elimination period. The long-term disability plan provides up to 60% of annual base salary starting on the 183rd day. Disability benefits are subject to the terms and conditions of the agreement between the disability insurance provider and the State of Delaware.

Emergency / Personal Leave

In accordance with Delaware State Law, employees are allowed up to three (3) days personal leave per fiscal year. Employees must request use of such days prior to the date of planned absence, except in case of an emergency or extenuating circumstances. Additionally, in the case of the observance of recognized religious holidays, an employee may be absent without loss of pay on no more than three (3) calendar days per year. The Superintendent or designee must approve such absence and the employee's sick leave balance will be charged for use of all types of personal leave days.

Bereavement

An employee may be required by his/her immediate supervisor to present official documentation to substantiate a paid absence for bereavement. For immediate family,
Up to five (5) working days are granted for bereavement leave. The following are considered to be immediate family; father, mother, brother, sister, son, daughter, husband, wife, grandchild, grandparents, daughter-in-law, son-in-law, parent-in-law, any person with whom the employee has made his/her home, or relative residing with him/her. For a near relative, one day is granted for the funeral of: First cousin, grandparent-in-law, aunt, uncle, niece, nephew, brother-in-law or sister-in-law or any other friend living in the employee's household.

The employee's sick leave allotment is not charged for bereavement days used.

Jury Duty

Any regular full-time employee who is called for jury duty during his/her workday will receive regular pay for work time spent on jury duty. All employees who are requested to serve on jury duty shall present the Department of Human Resources with the letter stating that they must report for jury duty within five (5) days of receipt to be compensated for jury duty leave.

Subpoenas

In addition to State provided personal leave, when an employee is required to attend a legal proceeding as a party or is subpoenaed as a witness, such absence shall not be charged against leave if: 1) the legal proceeding is related to school matters and the employee's presence as a party or witness is *not* caused by any fault or misconduct on the part of the employee as determined by the outcome of the proceedings; or 2) the legal proceeding involves a matter of public interest as distinguished from a private dispute and appearance of the employee as a witness in the proceeding may properly be considered to be a discharge of a civic responsibility. Public interest is defined as the employee being subpoenaed by the defendant or the prosecution in a criminal case.

Professional Development

An employee may request paid absence to attend a meeting, conference or

workshop. An application for professional absence must be submitted to the employee's immediate supervisor for approval.

Extended Leave or Absence

An employee may be eligible for long-term leave of absence for the adoption of an infant, disability, maternity/paternity, sabbatical, medical, or personal reasons.

For more information regarding benefits, please call 302-793-5020 or 5023.

SECTION IV: COMPENSATION

COMPENSATION

Employment Classifications

Exempt and Non-Exempt Employees

Employees are classified as either exempt from the Federal Fair Labor Standards Act or non-exempt from the provisions of the Act. The rules for classifying employees are set by the Act and depend upon the salary and nature of the work performed.

- Exempt employees are not subject to the overtime provisions of the Act due to the nature of their positions.
- Non-Exempt employees are paid in direct proportion to the number of hours worked and are subject to the overtime provisions of the Act. Non-exempt employees are required to record and certify the number and type of hours actually worked and/or paid and unpaid time off using the Non-Exempt Employee Bi- Weekly Attendance Record. A sample of this form is in Section I of this Handbook.

Regular Full-Time

An employee who is scheduled to work an indefinite period of regularly scheduled employment of 37.5 to 40 hours per workweek is a regular full-time employee. A regular full-time employee who is not covered by a collective bargaining agreement or an employment contract is an employee-at-will. A regular full-time employee may elect to participate in District's benefits plans when eligible.

Regular Part-Time

An employee who is scheduled to work an indefinite period of regularly scheduled employment of less than 30 hours but at least 20 hours per workweek is a regular part- time employee. A regular part-time employee who is not covered by a collective bargaining agreement or an employment contract is an employee-at-will. A regular part- time employee may elect to participate in District's benefits plans when eligible.

Temporary Full-Time

An employee who is scheduled to work at least 37.5 to 40 hours per week for a specifically defined period is a temporary full-time employee. A temporary full-time employee who is not covered by a collective bargaining agreement or an employment contract is an employee-at-will. A temporary full-time employee may elect to participate in the District's benefits plans when eligible.

Temporary Part-Time

An employee who is scheduled to work less than 30, but at least 20 hours per workweek for a specifically defined period is a temporary part-time employee. A temporary part-time employee who is not covered by a collective bargaining agreement or an employment contract is an employee-at-will. A temporary part-time employee may elect to participate in the District's benefits plans when eligible.

Casual / Seasonal (formerly referred to as "Reported Time")

An employee who works for a specifically defined period and/or on an "as-needed" or "call-in" basis is a casual or seasonal employee and is paid for actual hours worked. A casual / seasonal employee does not accrue District service time and is not eligible for participation in the District's benefit plans. A casual / seasonal employee may not work in excess of 7.5 hours per day or more than 40 hours in a workweek.

Pay Practices

State law and the Board of Education mandate determine an employee's salary. An employee's salary may be based on education attainments, relevant experience, and/or longevity supplements. The District establishes and maintains competitive and equitable salary structures and a merit salary review program, which recognizes and rewards employees for their performance and contribution to the success of the District. Current salary schedules are posted and available on the District's website. The Department of Compensation Services provides an annual statement to each employee regarding his/her annualized salary or hourly compensation.

Paydays

12-month employees are paid bi-weekly - every other Friday, 26 payments per year. When the payday Friday occurs on a holiday, the actual payday is the day before. 10-month employees may elect either 22 or 26 salary payments per year.

Mandatory Salary Deductions

Income Tax

All new employees must complete an Internal Revenue Service W-4 form claiming the desired number of dependents. To change the number of dependents, complete a new W-4 form and submit it to the Department of Compensation Services for processing.

Pension Fund

Employee's contribution toward pension is 3% of gross salary per calendar year. The first $6,000 gross salary is excluded.

Unpaid Absence

An employee's immediate supervisor will authorize the payroll deduction in the employee's bi-weekly salary equivalent to the number of days or hours of absence for unauthorized leave or absence or if the employee's paid time off balance (sick leave or vacation) has been exhausted.

Voluntary Salary Deductions

The District provides an opportunity for employees to voluntarily request the following payroll deductions:

- District sponsored benefits in excess of the District stipend
- Tax Sheltered Annuity/Deferred State Compensation (District form is required)
- United States Savings Bonds
- United Way Fund Pledge
- Payment of loans/savings programs through the credit union
- Association/Union Dues

Holiday Pay

The District observes the following paid holidays. The District's annual school calendar will indicate if or when schools and offices are closed to observe the following holidays:

- Independence Day
- Labor Day
- Election Day (election year only)
- Veteran's Day
- Thanksgiving Day
- Friday after Thanksgiving Day
- Christmas Day
- Columbus Day (or day in lieu of)
- New Year's Day
- Dr. Martin Luther King Jr.'s Birthday
- President's Day
- Good Friday
- Memorial Day

Overtime and Compensatory Time for Non-Exempt Employees

For non-exempt employees, overtime for work assignments may be determined by operational needs and must be approved by the immediate supervisor. Overtime may be requested either by the non-exempt employee or by the non-exempt employee's immediate supervisor. Payment for overtime will normally be made in the pay period in which the work was performed if the established timesheet has been approved by the immediate supervisor and

submitted to the Department of Compensation Services within that period. A non-exempt employee who works between 37.5 and 40 hours in a workweek will receive his/her hourly rate of pay for time worked over 37.5 and up to 40 hours. An employee who works more than 40 hours in a workweek will be compensated according to the Fair Labor Standard Act and Delaware law under the following conditions:

a. An employee who works more than 40 hours in any work week (Sunday through Saturday) will be paid at a rate of one and one-half time for any hour(s) in excess of 40 or be given paid time off at a rate of one and one-half hours for the number of hours worked over the 40.
b. An employee will receive paid time off only for hours actually worked beyond 40 in a workweek if he/she has signed the *Agreement to Accept Compensatory Time in lieu of Overtime Pay*, which is maintained in his/her personnel file. Compensatory (or paid time off) in lieu of overtime pay must be taken within two pay periods that the compensatory time was earned or by June 30th of the current fiscal year, whichever one comes first, or it will be paid to the employee at the employee's overtime rate. A sample of the Agreement is on the following page of this Handbook.
c. The determination of whether overtime will be compensated by overtime pay or compensatory / paid time off is in the sole discretion of the employee's immediate supervisor. However, if an overtime opportunity offers compensatory time or paid time off as payment only, an employee who has not signed the agreement is not eligible for that overtime opportunity.

Military Reserve/National Guard Service

As a member of the Military Reserves or National Guard, an employee will receive compensation for a maximum of 10 working days per year in order to fulfill annual training commitment. Compensation will be the difference between the employee's normal base salary or regular hourly rate of pay, and the salary paid by the government. An employee will be eligible to receive such compensation during the entire period of association with the Reserves or National Guard. The District may modify its compensation and benefits practices for employee Reservists or members of the National Guard under circumstances specified by the Director of Human Resources.

Compensation Inquiries and Questions

An employee should examine his/her paycheck stub to ascertain whether the deductions and salary payment are correct. Questions and inquiries regarding annualized or hourly salary calculation, payroll processing, or net pay may be directed to the Department of Compensation Services at 302-793-5036.

EMPLOYEE HANDBOOK SUPPLEMENT: ADMINISTRATIVE SUPPORT STAFF

The following information is in addition to the I AM Academy LTI Employee Handbook and applies specifically to employees in administrative support staff positions. Administrative Support Staff ("employee(s)") refers to full time, part-time and temporary secretarial or clerical support non-exempt personnel in school and non-school based settings.

Required Work Hours

Employees are required to work a minimum of 37.5 hours a week, or as determined by State of Delaware law or Board of Education policy. The workday for employees is a minimum of 7.5 hours, according to Delaware Code Title 14, Section 1335, exclusive of one-half hour (30 minutes) for lunch. The school or department administrator or designee establishes the actual work schedule and authorizes breaks, operations permitting. Authorized breaks may not be combined with unpaid lunch periods.

Employees are required to complete and submit the Non-Exempt Bi-Weekly Attendance Record to the immediate supervisor or department administrator for recordkeeping and retain copy for their records. This document may be used to change or update the employee's official attendance record. Information regarding overtime and compensatory time for non-exempt employees may be found in Section IV, Page 4.4 of the Employee Handbook.

Position Classifications and Salary Schedule

The local District, State of Delaware and supplemental salary schedule for employees may be accessed via the District's website or obtained from the Department of Compensation Services. Employees are assigned to one of the following position titles and classifications and move sequentially on the local District and State salary schedule in annual increments as prescribed in Delaware Code Title 14, §1308:

BSD Position Title

Office Assistant Senior Office Assistant Administrative Assistant Financial Assistant Senior Administrative Assistant

State Salary Step / Classification

Secretary 1 Secretary 3 Senior Secretary 4 Financial Secretary Administrative Secretary

The total annual salary for employees assigned to the position titles above consists of a State of Delaware and local District component. Title 14 of the Delaware Code, §1318, determines the State salary component and the local District salary component is determined annually by the Board of Education. Salary increases on the State and local District components are normally available at the beginning of the fiscal year. The State and local District salary components are maximized after 24 years of employment with the State and/or District with no further sequential movement on the salary scale.

Birthday Holiday

An employee assigned to an administrative support position is entitled to a paid Birthday holiday, which may be taken any day during the same fiscal year and may not be carried over to subsequent years. The employee may request this day off using the Request for Vacation Day form. The employee's immediate supervisor or department administrator must approve the date taken to observe the Birthday holiday. NOTE: Effective July 1, 2008, the Birthday Holiday benefit will be eliminated.

Stipends

State of Delaware Stipend

The State of Delaware offers the following additional annual stipend to employees for additional training as defined by the Department of Education, according to Delaware Code Title 14, Section 1309(b):

- Professional Secretary Certificate
- Certified Secretary Certificate
- Bachelors Degree

ADMINISTRATIVE SUPPORT JOB DESCRIPTIONS

Department of Human Resources JOB DESCRIPTION
Office Assistant Non-Exempt School / Department Administrator or Designee Secretary 1
1. 60+ college credits, Associate's degree or specialized training or certification in related area; or three or more years of related and commendable work experience;
2. Knowledge of general office procedures and business machine operation;
3. Outstanding customer service, multi-tasking, time management, organization, and interpersonal communication skills;
4. Exceptional ability to build and maintain effective working relationships and interact professionally with others;
5. Proficiency in data entry, filing, and document processing;
6. Work well independently and in a team environment;
7. Demonstrated ability to use good judgment, follow through on assigned tasks, and maintain confidentiality; and
8. Commitment to professional development.

Essential Job Functions
Within established school or department procedural guidelines, the incumbent performs fundamental administrative support functions to comply with District policies and governmental agency regulations. Essential job functions may include, but are not limited to the following:
1. Maintain an organized office and protect sensitive / confidential information;
2. Prepare and distribute written correspondence;
3. Respond to walk-in, e-mail and telephone inquiries;
4. Access, retrieve and file documents according to established systems;
5. Operate business machines;
6. Sort and distribute mail;
7. Collate and distribute mass mailings;
8. Perform basic data entry tasks;
9. Complete special or cyclical projects and additional tasks that reflect the nature of the actual work assignment.

Physical Requirements
Light work exerting up to 20 pounds of force occasionally and/or up to 10 pounds of force as frequently as needed to move objects.

Department of Human Resources JOB DESCRIPTION
Senior Office Assistant Non-Exempt School / Department Administrator or Designee Senior Secretary 3

1. 60+ college credits, Associate's degree or specialized training or certification in related area; or three or more years of related and commendable work experience;
2. Thorough knowledge of general office management, procedures and business machine operation;
3. Outstanding customer service, multi-tasking, time management, organization, and interpersonal communication skills;
4. Exceptional ability to build and maintain effective working relationships and interact professionally with others;
5. Proficiency in data entry, filing, and document processing; familiarity with MS Office Suite of Applications and/or school or department automated systems;
6. Work well independently and in a team environment;
7. Demonstrated ability to take initiative, use good judgment, follow through on assigned tasks, and maintain confidentiality; and
8. Commitment to professional development.

Essential Job Functions
Within established school or department procedural guidelines, the incumbent performs general administrative support functions to comply with District policies and governmental agency regulations. Essential job functions may include, but are not limited to the following:

1. Coordinate office workflow to meet established schedules and deadlines;
2. Maintain an organized office and protect sensitive / confidential information;
3. Manage school and/or administrator calendars;
4. Plan and coordinate special events and projects;
5. Prepare and distribute written correspondence;
6. Access, retrieve and file documents according to established systems;
7. Respond to walk-in, e-mail, and telephone inquiries;
8. Sort and distribute mail; prepare and distribute mass communications;
9. Order and distribute supplies and/or equipment and control inventory;
10. Perform data entry, reporting and bookkeeping functions;
11. Complete special or cyclical projects and additional tasks that reflect the nature of the actual work assignment.

Physical Requirements
Light work exerting up to 20 pounds of force occasionally and/or up to 10 pounds of force as frequently as needed to move objects.

Department of Human Resources JOB DESCRIPTION
Administrative Assistant Non-Exempt School / Department Administrator or Designee Senior Secretary 4

Minimum Job Qualifications
1. 60+ college credits, Associate's degree or specialized training or certification in related area; or three or more years of related and commendable work experience;
2. Advanced knowledge of office management procedures, data and/or document processing functions;
3. Outstanding customer service, multi-tasking, time management, organization, and interpersonal communication skills;
4. Exceptional ability to build and maintain effective working relationships and interact professionally with others;
5. Advanced proficiency in frequently used school or departmental automated systems;
6. Work well independently and in a team environment;
7. Demonstrated ability to take initiative, use good judgment, follow through on assigned tasks, and maintain confidentiality; and
8. Commitment to professional development.

Essential Job Functions
Within established school or department procedural guidelines, the incumbent performs advanced and complex administrative support or data processing functions to complete assigned duties and comply with District policies and governmental agency regulations. Essential job functions may include, but are not limited to the following:
1. Perform advanced data entry and/or document processing functions in automated systems to meet departmental performance objectives;
2. Create and change official records;
3. Prepare and distribute documents according to specified requirements;
4. Respond to walk-in, e-mail and telephone inquiries;
5. Make travel arrangements, manage itineraries and prepare expense reports;
6. Maintain an organized office and protect sensitive / confidential information;
7. Access, retrieve and store documents according to established file systems;
8. Plan and coordinate special events or cyclical projects;
9. Prepare and distribute mass communications and/or departmental / productivity reports;
10. Perform general business and banking transactions, i.e., manage cash receipts, prepare bank deposits, purchase orders, account reconciliation, and accounts receivable;
11. Record and report student and/or employee attendance; and reconcile to ensure accuracy;
12. Complete special or cyclical projects and additional tasks that reflect the nature of the actual work assignment.

Physical Requirements
Light work exerting up to 20 pounds of force occasionally and/or up to 10 pounds of force as frequently as needed to move objects.

Department of Human Resources JOB DESCRIPTION
Senior Administrative Assistant Non-Exempt School / Department Administrator
Administrative Secretary

Minimum Job Qualifications
1. 60+ college credits, Associate's degree, specialized training or certification in related area; or five or more years of related and commendable work experience;
2. Demonstrated expert knowledge of office management and procedures;
3. Outstanding customer service, multi-tasking, time management, organization, and interpersonal communication skills;
4. Ability to build and maintain effective working relationships and interact professionally with all levels of staff, students, parents, vendors, clients, and visitors;
5. Exceptional analytical, communication, and technical skills, and ability to take initiative;
6. Advanced proficiency in MS Office Suite of Applications and/or automated school or departmental systems;
7. Work well independently and in a team environment;
8. Demonstrated ability to use good judgment, follow through on assigned tasks, and maintain confidentiality; and
9. Commitment to professional development.

Essential Job Functions
Within established school or department procedural guidelines, the incumbent performs advanced, complex and high volume administrative support functions to complete assigned duties and comply with District policies and governmental agency regulations. Essential job functions may include, but are not limited to the following:
1. Manage office workflow to meet school / departmental performance objectives;
2. Prepare and distribute professional correspondence, reports, proposals and presentations;
3. Respond to walk-in, e-mail and telephone inquiries with exceptional customer service skills;
4. Manage school, department and/or administrator calendars;
5. Make travel arrangements, manage itineraries and prepare expense reports;
6. Plan and coordinate special school or departmental events and projects;
7. Oversee and maintain an organized office and protect sensitive/confidential information;
8. Access, retrieve and store records according to established file systems;
9. Order and distribute supplies and equipment and control inventory;
10. Take initiative to effectively resolve complex school / departmental issues;
11. Project a professional image at all times;
12. Perform general business and banking transactions, i.e., manage cash receipts, prepare bank deposits, purchase orders, account reconciliation, and accounts payable / receivable;
13. Complete special or cyclical projects and additional tasks that reflect the nature of the actual work assignment.

Physical Requirements
Light work exerting up to 20 pounds of force occasionally and/or up to 10 pounds of force as frequently as needed to move objects.

Department of Human Resources JOB DESCRIPTION
Financial Assistant

Minimum Job Qualifications
1. 60+ college credits, Associate's degree, specialized training or certification in related area, or five or more years of related and commendable work experience;
2. Demonstrated advanced working knowledge of finance policies, procedures and systems;
3. Outstanding analytical, technical, multi-tasking, time management, organization, and interpersonal skills;
4. Exceptional ability to build and maintain effective working relationships;
5. Exceptional data entry and processing skills;
6. Advanced proficiency in MS Office Suite of Applications and/or automated departmental and financial systems;
7. Work well independently and in a team environment;
8. Demonstrated ability to use good judgment, follow through on assigned tasks, and maintain confidentiality; and
9. Commitment to professional development.

Essential Job Functions
Within established school or department procedural guidelines, the incumbent performs advanced or complex administrative support functions to complete assigned duties and ensure compliance with District policies and governmental regulations. Essential job functions may include, but are not limited to the following:
1. Plan and coordinate office workflow to meet departmental performance objectives and ensure operational efficiency;
2. Perform advanced data and document processing functions in automated systems;
3. Prepare and distribute general correspondence and accurate financial reports;
4. Respond to walk-in, e-mail and telephone inquiries and resolve related issues;
5. Maintain an organized office and protect sensitive/confidential information;
6. Access, retrieve and store records according to established file systems;
7. Perform general business and banking transactions, i.e., manage cash receipts, prepare bank deposits, purchase orders, account reconciliation, and accounts payable/receivable;
8. Compile and analyze financial and/or statistical data;
9. Complete special or cyclical projects and additional tasks that reflect the nature of the actual work assignment.

Physical Requirements
Light work exerting up to 20 pounds of force occasionally and/or up to 10 pounds of force as frequently as needed to move objects.

APPENDIX F

MEMO OF UNDERSTANDING
THE DELAWARE SCIENCE COALITION
(Revised June 17, 2009)
(Amended September 3, 2009)

Background

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

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

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

PURPOSE of the DELAWARE SCIENCE COALITION

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

MISSION of the DELAWARE SCIENCE COALITION

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

Goals

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

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

GOVERNANCE OF THE COALITION

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

The purpose of the Steering Committee is to:

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

Committee Operations:

The Steering Committee will:

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

DELAWARE DEPARTMENT OF EDUCATION

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

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

SCHOOL DISTRICTS PARTICIPATING IN THE DELAWARE SCIENCE COALITION

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

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

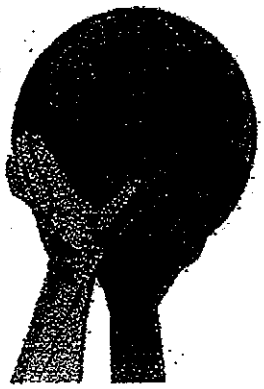
- Use the Coalition units as the core district/charter curriculum at grades K-12.
- Use the Coalition assessments as a means of assessing the level of student understanding of core concepts and determining instructional needs.
- Support professional development associated with the use of the curriculum units to each teacher with the goal of providing professional development on all grade-level units within an agreed-upon time frame.
- Support an individual whose job is to strengthen professional learning through instructional improvement on curricular units, pedagogy, assessment and materials support.
- Provide work space for the instructional coach (science specialist) and opportunities to provide coaching.

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

- Directly work with teachers, as needed, to improve inquiry-based teaching and thereby learning. This includes lesson planning, implementation, assessment, and reflection. Co-teaching, observation, modeling, or other effective strategies to accomplish this goal are at the discretion of the coach.
- Engage the district science community in professional dialogue about instructional practices including current research and practices consistent with instructional improvement and student achievement.
- Attend Coalition meetings and curricular unit trainings (as needed).
- Provide data to the Coalition to assess the effectiveness of the program.
- Ensure that building level administration is informed as to the Coalition priorities, guidelines, and initiatives.
- Use technology to communicate in a manner best suited to the goals above. This may include e-mail, telephone conversations, webinars, electronic bulletin boards, blogs, or other methods.

Social Studies Coalition of Delaware

Partnering to Promote Student Achievement & Quality Teaching



Ms. Yvette Brisco
December 15, 2010

Dear Ms. Yvette:

Thank you for your interest in joining the Social Studies Coalition of Delaware for the 2011-2012 school year. The Coalition was established in 2002 to bring together representatives of the public school districts, charter schools and social studies related resource support groups or affiliates. During the last few years, the Social Studies Coalition of Delaware has met monthly to address social studies issues that affect all districts and held institutes to develop signature lessons in the four strands of social studies. This year we continued our Lead Teacher Project, providing training in the implementation of Delaware Recommended Curriculum units. SSCD is also working collaboratively with the Delaware Department of Education to fund and write units of instruction that align with the Delaware social studies standards. The Lead Teachers of your district can now be used for professional development and as a resource for improving social studies instruction. Among our plans for next year is to continue developing units of instruction, training Lead Teachers in the implementation of those units, offering researched based strategy training, and offering to support the development of the new state assessment. Please visit our website at http://www.sscde.org/ to find out more about the organization.

All nineteen districts are members of the Coalition and it is time for the districts to make their commitment to the SSCD for the 2010-2011 school year. Currently the fee is $1500 for the period from July 1, 2010 to June 30, 2011. It is expected that the membership fee will be $1500 for the 2011-2012 school year. You may contact the Coalition for an official copy of the Memorandum of Understanding. Attached is the Memorandum for the 2010-2011 school year for your reference.

The Social Studies Coalition of Delaware appreciates your interest in supporting social studies education. If you have any questions, please feel free to contact the officers of the SSCD listed below:

Lisa Prueter	Appoquinimink School District Co-Chair, Executive Board SSCD – 376-4118
Becky Reed	Red Clay Consolidated School District Co-Chair, Executive Board SSCD – 552-3821
Fran O'Malley	Delaware Social Studies Education Project Executive Secretary SSCD – 831-8443

Sincerely,

R. Reed

Rebecca (Becky) Reed
SSCD Co-Chair

pc: SSCD Member

MEMORANDUM OF UNDERSTANDING
THE SOCIAL STUDIES COALITION OF DELAWARE

PURPOSE OF THIS MEMO

This memorandum of understanding will define the roles and responsibilities of each party in the Social Studies Coalition of Delaware (SSCD). This coalition is a partnership with the purpose to improve the teaching and learning of K-12 social studies in Delaware public schools and to help all Delaware public school students reach the Delaware Social Studies Standards.

The partnership includes the Department of Education, public school districts throughout the state, charter schools, and other agencies involved in standards-based instruction and assessment (Center for Economic Education and Entrepreneurship, Delaware Geography Alliance, Delaware Social Studies Education Project, Democracy Project and State Archives). The partnership is open to all public school entities, including vocational/technology schools and charter schools, that agree to collaborate in the systemic improvement of their K-12 social studies programs as outlined in this memorandum.

This Memorandum of Understanding (MOU) defines the conditions under which the Coalition will be financed, principles for operation and the collaborative processes as established by the Coalition. The MOU can be modified at any time by majority agreement of voting members of the Steering Committee.

MISSION

The Coalition exists to support the creation of the highest quality social studies instruction for the K-12 students in Delaware. The goals of the SSCD are to:

- Assist districts in the development of assessments to guide social studies curriculum development and instruction at the district level.
- Continue the development and alignment of social studies curriculum and instructional materials by designing model lessons for each benchmark to be distributed to members of the Coalition.
- Provide staff development for curriculum development and instructional delivery.
- Provide leadership and an organizational structure to facilitate planning, assist with the development of instructional materials and coordinate the delivery of the items listed above.

GUIDING PRINCIPLES

- The purpose of the partnership is to support continuous standards-based reform of social studies education in Delaware schools.
- Adoption and implementation of curricula is the responsibility of individual school systems. The Coalition is established to assist them in this endeavor and to provide cost effective standards-based education programs.
- Costs will be shared in a way that all parties benefit as equally as possible. Every effort will be made to provide services in support of the program at cost. Member districts and charter schools will pay $1500 by Sept. 30, 2010 to support Coalition actions beginning July 1, 2010 through June 30, 2011 for professional development, development of products and other activities. Thereafter, annual fees will be determined by the Board.
- Professional development will be provided by the Coalition. Individual districts/charter schools will provide additional support for the participants.
- The Coalition will seek to coordinate financial support from foundations, affiliates and others for implementation of standards-based social studies education for Delaware students.

GOVERNANCE OF THE COALITION

The Coalition will be directed by the Board that includes voting and non-voting members. Voting members shall include a representative from each member school district and charter school that has paid its annual fee. Non-voting members shall include two representatives from the Department of Education, affiliate members including the Center for Economic Education and Entrepreneurship, the Delaware Geographic Alliance, the Delaware Social Studies Education Project and the Democracy Project as well as future affiliate members.

The purpose of the Board is to:

- Establish and approve operating policies and practices for the Coalition.
- Set and approve the annual budget for the Coalition and monitor expenditures. The Milford School District has agreed to act as the fiscal agent at no cost, and for this will receive a reduced membership fee for the 2010-2011 school year.
- Establish and implement an effective communications program.
- Take a leadership role in developing and overseeing a strategic plan for K-12 social studies education in Delaware.
- Promote partnerships among the K-12 public schools, higher education and the business community.

Coalition Leadership – SSCD leadership shall be administered by an Executive Committee and directed by the Board. An Executive Secretary and two chairpersons shall be elected by the voting members of the Steering Committee to a two year, staggered term without remuneration and will coordinate the Coalition's activities and chair meetings. Additionally, the Executive Committee shall consist of two non-voting members from the Department of Education as well as one representative from each of the three counties who are approved by the Board.

The Board will establish sub-committees to manage specific aspects of the Coalition. These committees will be defined as the Coalition membership is firmly established. Meetings of the Coalition's Executive committee and Board will be held on a monthly basis.

Signatures of Agreement – 2010 - 2011

Sample from 2010-2011 School Year R. Reed 12/15/10

Rebecca Reed, SSCD Co-Chair Date

12/15/10

Superintendent – S.D. Date

MEMORANDUM OF UNDERSTANDING
THE DELAWARE MATHEMATICS COALITION

PURPOSE OF THIS MEMORANDUM

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

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

VISION of the DELAWARE MATHEMATICS COALITION

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

MISSION of the DELAWARE MATHEMATICS COALITION

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

GUIDING PRINCIPLES

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

739-5894

GOVERNANCE OF THE COALITION

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

The purpose of the Coalition Board is to:

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

Board Operations:

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

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

DEPARTMENT OF EDUCATION

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

1. Assist the Delaware Mathematics Coalition in the development of funding sources to maintain Coalition activities.

2. Support professional development programs aligned with the mathematics Standards and GLEs through the leadership of the Education Associate for K-12 Mathematics.

3. Support an independent evaluation of the professional development programs and their impact on student learning in mathematics.

4. Act as fiscal agent for non-MSP funded activities of the Coalition through the leadership of the Education Associate and the Director of Financial Management.

SCHOOL DISTRICTS AND CHARTER SCHOOLS PARTICIPATING IN THE DELAWARE MATHEMATICS COALITION

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

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

1. Use standards-based mathematics curriculum as the core district/charter curriculum at grades K-12.

2. Support professional development associated with the use of standards-based mathematics with the goal of providing professional development at all grade-levels within an agreed-upon time frame.

3. Identify, in cooperation with program leadership, mathematics specialists who will support lead teachers and be responsible for program implementation and professional support of teachers throughout the district. It is expected that the mathematics specialists will be content and pedagogical leaders.

4. Support professional development for all principals and selected administrative personnel in participating schools on standards-based instruction, including issues of student assessment, teacher evaluation, district/school mathematics curriculum maps, and district/school mathematics program.

5. Collect and provide data to assess progress in the implementation of the K-12 mathematics program; cooperate with DOE in assessing the impact on student learning and achievement.

6. Promote partnerships with other school districts and local businesses, engaging local industry personnel to support the curriculum implementation process in classroom instruction and school activities.

7. Insure that district curriculum is aligned with the state Mathematics standards.

8. Work towards integration, both among mathematics topics and between mathematics and other areas (language arts, science, career and technical, etc.) as appropriate, to meet desired student outcomes.

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

Signed:

_____ _____
Marian Wolak, Ed. D. **Date**
Director, Curriculum, Instruction, and Professional Development

_____ _____
Linda Rogers, Ed. D., Associate Secretary **Date**
Teaching and Learning Branch

_____ _____
Lilian Lowery, Ed. D., Secretary of Education **Date**
Delaware Department of Education

Yvette Brisco 12/3/10
Yvette Brisco **Date**
Director, I AM Academy School District

APPENDIX G

John E. Roland

41 Southbridge Road
Bear, Delaware 19701
Residence (302) 836-6449
Cell Telephone: (302) 220-9816
E-mail: je.roland@gmail

Professional Experience:

Assistant Professor *February 2004- Present*
Springfield College School of Human Services
Wilmington, Delaware Campus

Returned to full-time faculty position after serving as the Acting Campus Director of the Wilmington Campus.

Acting Campus Director *August 2004- February 2004*
Springfield College School of Human Service
Wilmington, Delaware Campus

Combination of administrative and instruction, with an emphasis on ensuring efficient and effective administrative oversight of all campus processes. Responsibilities include leadership and coordination of all campus activities, including: Supervise full-time and adjunct faculty; develop academic schedule and assign faculty: convene monthly faculty meetings; respond to student grievances; represent the campus at relevant community events; provide final approval for budget expenditures; ensure building maintenance and safety; approve any personnel changes; liaison to College Department; approve faculty and staff travel; participate in the biweekly Dean Council's meetings; convene bimonthly Campus administrative meetings; provide direct supervision to the Assistant Director of administration, Student Enrollment/Records Coordinator, Business Services Coordinator and the Assistant Director for Academic Services. Reports to the Dean of the School of Human Services

Assistant Professor *1999- Present*
Springfield College School of Human Services
Wilmington, Delaware Campus

Assistant Professor of Human Services. This is a weekend adult educational program for individuals interested in obtaining a bachelors or masters degree in Human Services Administration or Community Psychology. Responsible for teaching courses in organizational development, human service foundation and core curriculum courses.

Elected by the faculty of Springfield College to serve on the Faculty Senate 2002-2005

Lecturer *2000- Present*
Neumann College
Alston, P

Interim Assistant Director of Administration *1999 (six months)*
Springfield College, Wilmington, Delaware

Assistant Director's Responsible for the functions of all administrative areas including development and monitoring of annual operating budget; purchasing and billing; operation of the physical plant; safety and security; negotiation of leases and contracts; management of student enrollment and student records; administrative staffing, supervision and evaluation. Serve as a liaison to Springfield College Administrative offices.

Assistant Director of Field Placement
College of Natural Resources & Agriculture *1997-1999*
University of Massachusetts Amherst
Amherst, Massachusetts

Developed field placements for students in the College of Natural Resources at the University of Massachusetts-Amherst Campus. Responsibilities include meeting with local, regional and national business representatives to develop internships and field practicum opportunities for UMASS students. Host information sessions and job fairs to introduce new employment, field practicum and internship opportunities. Collaborate with Deans, Directors and appropriate Faculty members to discuss curriculum and future trends in their respective disciplines.

Springfield College, Springfield, Massachusetts *1995- 1997*
Manager of Employment & Training & Affirmative Action Officer

Manage the overall employment functions of the College. Responsibilities including training and organizational development, recruitment and selection, employee relations; managing the classification and compensation program, monitor effectiveness of the employee assistance program; performance management and affirmative action compliance. Ensure the College's employment practices are in compliance with state and federal laws and regulations. Design and implement comprehensive personnel policies and procedures, including harassment/discrimination and grievance procedures. Responsible for developing a comprehensive new employee orientation program, assist the director of human resources in the creation of human resource policy development and special employee related programs and projects.

Springfield College, Springfield, Massachusetts *1990-1995*
Affirmative Action Officer

Responsible for ensuring compliance with Federal and State regulations and College policies pertaining to Affirmative Action and Equal Opportunity. Provides guidance to hiring officials in developing diverse candidate pools for the recruitment of faculty and staff; counsels faculty and staff; develop the College's Equal Opportunity Program. Develop, monitor, and communicate all facets of the College's Affirmative Action Program. Serve as liaison for the College in external investigations. Assist in the development and monitoring of employment procedures, coordinates and conducts diversity training for faculty, staff and students. Investigates complaints, mediates disputes and recommend resolutions. Serves as Hearing Officer for disputes where gender and diversity issues pertain to employee and student conduct. Co-Chair the College's Vision 2003 Planning Committee on Diversity. Coordinates the Americans with Disabilities Act and Title IX.

Academic Advisor / Instructor First Year- Experience *1990-1996*
Springfield College, Springfield, Massachusetts

Develop, design and taught freshman experience course. Assisted the Director of Academic Advising in new student registration and advise students on academic issues. Refers students to tutoring and other academic support services.

Adjunct Faculty (Undergraduate Division) *1994-1996*
School of Human Services- Wilmington, Delaware Campus
Springfield College, Springfield, Massachusetts

Adjunct Faculty (Graduate Division)
School of Human Services- Manchester, New Hampshire Campus

Adjunct Faculty (Undergraduate Level course) *1992-2993*
Department of Recreation and Leisure Services
Springfield College, Springfield, Massachusetts

Adjunct Faculty (Undergraduate Level Course)
Social Science Department
Springfield College, Springfield, Massaachusetts

Springfield Urban League, Springfield, Massachusetts *1984-1990*
Senior Vice President & Director of Employment & Training

Responsible for three state and two federally funded employment and training initiatives. Develop curriculum for skills training for youth and adult learners. Prepared programmatic and budgetary reports; supervised salaried and hourly staff and coordinated community volunteers. Served as Director of Human Resources /Affirmative Action for the Agency and diversity consultant for area employers. Assisted the President in grant writing, strategic planning, advocacy and fund raising. Agency spokesperson on issues related to employment and training.

Education:

Capella University, Minneapolis, MN-
PhD., Counseling Psychology, expected Completion date August 2010,

Springfield College, Springfield, Massachusetts
Masters in Education, Masters in Education, Education Administration

American International College, Springfield, Massachusetts
Bachelors of Arts, B.A., Public Administration/ Political Science

Certifications and Certificates

Springfield College, Springfield, Massachusetts
Conflict Resolution- Graduate Certificate Program
Institute for Applied Management and Law
Employee Relations Law- Certificate
Society for Human Resource Management (SHRM)
Human Resource Generalist Certificate

Professional Organizations and Community Involvement

Society for Human Resource Management (SHRM); American Society for Training and Development (ASTD); American Association for Affirmative Action (AAAA); College and University Personnel Association (CUPA) American Public Human Service Association (APHSA)

References furnished upon request.

Christina Emmanuel

40 Windmill Lane
New Castle, Delaware 19701

Cell: (302)397-4182
ChristinaEmman@aol.com

OBJECTIVE: Secondary School Counselor or Teaching Position

EDUCATION:

Masters of Education, School Counseling — May 2010
Wilmington University, New Castle, Delaware

Bachelor of Science in Psychology — May 2007
University of Delaware, Newark, Delaware

EXPERIENCE:

ARC Educator/Counselor, Children and Families First — Sep. 2010 – Present
Wilmington, Delaware

- Counsel teenagers individually and in group settings before sexual health medical services
- Develop lesson plans related to sexual health and character values
- Educate adolescents on sexual health topics to help reduce risk-taking behaviors
- Guest speak at different elementary, middle, and high schools in the state of Delaware

Guidance Counselor Intern, Glasgow High School — Jan. 2010 – May 2010
Newark, Delaware

- Provided a comprehensive school guidance program to help students to be career-oriented, to succeed academically, to succeed personally, and to succeed socially
- Assisted Guidance Counselor full-time during clinical training
- Worked with students at risk from graduating
- Counseled high school students individually and in small groups and in classroom settings

Program Coordinator, YMCA — Jan. 2008 – Sep. 2010
Bear, Delaware

- Developed and coordinated before & after-school activities for multiple elementary schools, including sports, crafts, homework assistance
- Tutored students individually and in small groups
- Supervised after-school counselors & elementary students at school sites
- Created and wrote monthly newsletter to keep parents informed of student activities and achievements

Youth Counselor & Workshop Facilitator, I AM Academy — Jan. 2007- Present
Bear, Delaware

- Provided life skills and character development training for students, grades 4-12
- Developed and implemented workshop for confidence and esteem building for girls
- Office responsibilities included: workshop participant registration and tracking
- Conducted training during summer, evening and weekend programs
- Facilitated group counseling for small groups of girls

Financial Aid Office Assistant, University of Delaware — Aug. 2003-Dec. 2007
Newark, Delaware

- Assisted students with financial aid questions and filling out financial aid forms
- Responsible for filing student's confidential information in financial aid filing system
- Receptionist, typing and customer service duties

COMMUNITY SERVICE:

- Habitat for Humanity – Assisted in building and repairing houses for under-privileged families
- University of Delaware - Each One, Reach One Mentoring Program

PROFESSIONAL SKILLS:

- Excellent counseling and mentoring skills
- Excellent oral and written communication skills
- University of Delaware Certified Diversity Leader
- Proficient with computers - Microsoft Office: Word, Excel and PowerPoint

Kelli Artis

172 W. Baltimore Ave. | Lansdowne, PA 19050 | (215) 303-7582 | Siobone@live.com

Administrator

O bjective:

To secure a position in administration that utilizes my many years of experience, ability to communicate with all organizational levels, talents and skills essential to daily operations.

Experience:

2007- Present **PA Convention Center Expansion** **Philadelphia, PA**
Project Administrator

- Report directly to Project Director and Vice President
- Solicit rates for office services
- Decreased overall office supply budget $24,000 annually
- Oversee all administrative support staff
  - Maintaining office schedules
  - Tracking vacation
- Act as special projects liaison on all outstanding pertinent issues and tasks
  - Preparation of RFP's
  - Including bid coordination
- Facilitate all advertisements
- Compose management reports as needed
- Maintain/create administrative office filing system
- Document management within Primavera
- Development and maintenance of financial spreadsheets
- Preparation of requisitions to the corporate office
- Event coordintion
- Receive, date stamp and distribute all office communication

2007- 2007 **Sizewise Rentals LLC** **West Chester, PA**
District Sales Representative

- Research, cultivate, and sustain relationships with key decision makers at hospitals and nursing facilities
- Provide in-services on and assist with CEU credit initiatives
- Promote company at various trade shows
- Maintain data on all accounts and provide weekly reporting

2005-2007 **Young's Medical Equipment** **Blue Bell, PA**

Hospital Liaison

- Identify, maintain, and develop relationships with hospital personnel: case managers, social workers, physicians, nurses, etc.
- Increased overall sales within the Penn Health System by 10%
- Work with Clinical Resource Management to coordinate patient discharges
- Obtain all documentation to facilitate a complete order per Medicare guidelines
- Coordinate delivery with patient and Customer Service
- Provide and assist with in-services training seminars and/or CEU programs. Represent company at local, regional and other assigned trade shows

Impeccable references available upon request

- Complete and submit all required paperwork requirements (Referral Intake Forms, Insurance Verification Documents, Delivery Tickets, Clinical Liaison Activity Logs, etc) and special information reports with specific deadlines in a timely fashion
- Responsible for the timely and accurate adjudication of medical and hospital claims
- Excellent knowledge of claims processing rules
- Maintain production standards of at least 98% financial and 97% procedural accuracy by utilizing all Healthcare screens to insure proper payment
- Independently works suspended claims on a daily basis
- Uphold confidentiality of claims

2003–2005 **Praxair Healthcare** **Trevose, PA**

Customer Service Representative

- Responsible for order intake, insurance verification, and authorization
- Interact with discharge planners on a daily basis for home respiratory needs
- Daily interaction with clinical coordinator and warehouse dispatcher
- Knowledge of ICD 9 Coding
- Responsible for transitional homes and services for ventilator patients
- Maintaining monthly ventilator accounts
- Trouble shoot customer issues

2001–2003 **Peirce College** **Philadelphia, PA**

Enrollment Representative

- Tracked admittance requirements
- Maintained correspondence with applicants
- Developed systems within the database
- Oversaw the restructure and creation of new processes within Admissions
- Attended the on-campus and off-campus events with the intent of recruiting

Volunteer Work:

2008- Present **Work of Faith CDC** **Philadelphia, PA**

Program Coordinator

- Create and develop relationships with outside agencies.
- Mentoring at New Directions transitional home
- Implement action plans and coordinate events aimed at empowering the community with additional programs
- Research available grants and additional funding
- Maintain reports as needed
- Create and maintain contact databases

Education:

2010-Present **Liberty University** **Lynchburg, VA**

- Marketing
  18 Credit hours completed

Skills:

Proficient researcher, able to type 40 wpm, Cold caller, Third party biller, automated scheduler. Thorough computer knowledge and skills to include Microsoft Office, Lotus Notes, Groupwise, and Primavera, Knowledge of IDX, HCPC codes, Online EOB systems, ICD-9 and CPT coding, and governing HIPPA Laws and practices. Adept in the guidelines regarding Medicare Parts B and D. Extensive experience with patient billing and demographics.

Impeccable references available upon request

KAMIKA LYNETTE BOST, M.Ed

1405 Delaware Ave. ~ Wilmington, DE 19806 ~ Kamikab@yahoo.com
Cell: (302) 384-1556

Highly skilled and overtly student-focused educational leader possessing a strong commitment to the development of students, staff, and providing an outstanding quality of instruction and motivating a student learning environment. A transformational leader and a solid team player with an outstanding track record in collaborating with the school community, increasing student academics and maintaining excellence in public and charter education. A professional educator with excellent communication skills to develop strong and lasting relationships with all members of the school and the community at large.

Core Competencies include:

- Budget Development
- School Operations
- Human Resource
- School Administration
- Teaching Mentoring & Development
- Curriculum Development & Improvements
- School Security and Safety
- Leadership & Team Building
- Workshop & Seminar Presentation

EDUCATION & CREDENTIALS

Doctoral Student (2011); Major: Educational Leadership
University of Phoenix-Phoenix, AZ

Master of Science in Education (2006)
Drexel University-Philadelphia, PA

Bachelor of Science in Human Service (2001) **cum-laude**
Springfield College-Springfield, MA

TEACHING EXPERIENCE

Wilmington Job Corps. Center-Wilmington, Delaware 2008
Career Technical Training Instructor-Office Administrator
Responsible for providing vocational instruction to students ages 16-24 in accordance with approved curricula in compliance with government and management directives.

Highlights:
Taught assigned classes and hours as determined with class assignments
Planned for instructional activities to include, but not limited to, lecture, class discussions and projects.

- Organized concepts to be taught in a logical and understandable sequence covering outlined in curriculum
- Handled classroom routines which includes but not limited to the following:

  a. Started and ended class on time
  b. Provided a classroom environment conducive to learning
  c. Administered rules consistently and fairly
  d. Established and maintaining classroom control
  e. Returned test, projects and homework in a timely manner
- Indentified and assessed students who are in need of additional instruction to successful objectives and provided additional instructional to those students outside of class hours.
- Attended all meetings, ceremonies and official functions as specified by the department.

ADMINISTRATIVE EXPERIENCES

Delaware College Prep. Charter School-Wilmington, Delaware 2008-2009
Dean of Administration/Instruction
Provided a vision, leadership, planning and management for the development, and implementation of the annual budget, policies and goals for the school.

Highlights:

- Planned, developed, organized, implemented, directed and evaluated the organization's fiscal function and performance
- Participated in the development of the school's plans as a strategic partner Evaluated and advise management on the impact of long-range planning
- Enhanced and developed, implemented and enforced policies and procedures to improve overall operations and effectiveness of the school
- Built a strong, cohesive education management team
- Ensured the appropriate teaching criteria and requirements were maintained
- Complied with all the rules and Policies as they apply to the Delaware Department of Education
- Coordinated with the Executive Director to set and maintained Admission standards and the process
- Created and enforced the systems, policies, and procedures in order to ensure educational consistency
- Supervised Office Manager, Administrative Assistant, Food Service Manager and Business Manager
- Trained, supervised, evaluated performance, and provided leadership to teachers and staff
- Assisted Executive Director in setting standards for achievement
- Monitored, and ensured that teacher's monitored, student growth and achievement
- Observed employee performance, record observations, and conduct evaluation conferences with staff to ensure quality instruction and student achievement

- Communicated the vision that supports the school's goals and articulated the school's values and model those values
- Created an effective team of people jointly responsible for the attainment of school goals and committed to achieving excellence
- Worked with community, local school, and college representatives to create educational partnerships

Thomas A. Edison Charter School/RSS-Wilmington, Delaware 2006-2008

School Operations Specialist

Supervised a team of professionals including business manager, food service manager, technology specialist, technology director and other support staff. Assisted Head of School to oversee a student body of approximately 810 learners. Liaise with cafeteria, custodians, and maintenance staff on a daily basis, ensuring the school was in a safe and healthy learning environment.

Worked with the Head of School to ensure teachers were certified and mentored. Participated in walkthroughs and informally evaluated teachers' performance.

Highlights:

- Assisted with all aspects of school's technology, assisting with drafting school's technology plan
- Assisted principal to ensure staff was appropriately licensed, certified, and highly qualified under NCLB
- Assisted Head of School in drafting personnel improvement plans and ensured that dismissal action were properly taken
- Assisted Head of School with producing staff salary schedule
- Overseen the maintenance and custodial care of the school, and reviewed the performance of the maintenance and renovation projects at school
- Established and maintained rapport withy staff, students, and parents
- Assisted with the completion of the Consolidated Grant Application for FY 07-08
- Assisted with the completion of the IDEA Grant Application for FY07-08
- Managed food and transportation services by ensuring that food service was reliable, healthy, and efficient
- Encouraged a work culture of continuous learning, information sharing, and employee development, ensuring that the staff has the necessary knowledge, skills, and abilities to accomplish goals
- Contributed to the social tone of school through the consistent demonstration of professionalism and enthusiasm of the school community
- Assisted Head of School in conducting teaching performance appraisals schedules
- Ensured Parent notification of HQT status
- Complied with DOE Regulations to acquire teacher licensure and certificates for all teachers

- Complied with DOE requirements for teacher induction/mentoring program
- Ensured that all personnel files are complete as required by state law and for audit purposes
- Reviewed individual teacher's certification requirements and developed an action plan for attaining their certificates and HQT status.
- Assisted and participated in the interview process for new hires.
- Participated in meetings with the Head of School and parents to address and resolve parent issues/concerns.

TEACHING EXPERIENCE

Smedley Middle School-Chester, PA 2003-2007
Teacher (6th Grade-Self-Contained)
Teacher (7th Grade) Writing
Teacher (8th Grade) Language Arts

Showalter Middle School-Chester, PA 2002-2003
Teacher (7th & 8th Grade) Language Arts

CAREER DEVELOPMENT

Train the Trainer Training-2003
Success for All Training-2004
SAP Training-2004
Writer's Workshop-2003-2004
Budget and Accounting Training Certificate-State of Delaware-Department of Finance-2008

COMMUNITY INVOLVEMENT

- National Sorority of Phi Delta Kappa Inc, Xi Chapter-Parliamentarian
- Achievement and Citations Chair-Regional level
- Order of the Eastern Star, Leah Chapter No.27
- Youth Leadership for Global Health, Board Member-Project Coordinator

REFERENCES AVAILABLE UPON REQUEST

Deidre Anderson, D.S.L.

1522 Reservoir Avenue ▪ Abington, PA 19001 215.313.5456 ▪ deidrespeaks@aol.com

Professional Profile

Highly motivated and qualified management and training professional with more than 15 years of experience gained across a wide variety of sectors. Excellent reputation as a problem solver who gets things done and delivers concrete results. Top notch influencing and teambuilding skills across all organizational levels and functional boundaries. Hands-on, empathetic and passionate with excellent interpersonal, presentation and public speaking skills. Ability to effectively prioritize and manage a broad range of responsibilities.

Core Leadership Qualifications

- Change Management
- Team Leadership
- Crisis Management
- Coaching
- Staff Training
- Public Relations
- Strategic Planning
- Program Start-Up/Launch
- Project Management

Education

Doctorate in Strategic Leadership (2009)
Regent University

Post Graduate Certificate in Strategic Leadership (2007)
Regent University

Master of Arts in Education (1998)
LaSalle University

Bachelor of Arts in Journalism (1989; honors program)
Temple University, Graduated magna cum laude.

Skills and Experience

Extensive travel throughout the United States and Canada providing training, executive coaching, and consulting services. More than a decade of nonprofit management experience supporting organizational planning, growth and development, and organizing and delivering staff-development activities that strengthen individuals and teams. Dual Pennsylvania teaching certification: K-6 and K-12 (special education).

"Driving Change to Improve Lives"

Change Management
Natural talent for plotting strategy on the organizational, team and personal levels which has been enhanced through postgraduate studies in this area. Skilled in designing and facilitating strategic planning and change management processes, as well as undertaking cultural and values audits and conducting futures workshops to help guide organizations in leading strategic change.

Training and Staff Development
Seasoned trainer who has designed and delivered in-house and public training programs on a wide array of professional development topics, including creative leadership, assertive communication, managing and leading change, time and stress management, and public speaking. Extensive experience developing women's leadership programs and seminars on specific issues facing women in the workplace.

Coaching
Facilitate transformational coaching engagements with individuals and teams at all levels. Skilled in designing and delivering coaching and mentoring programs for leaders from a wide variety of sectors. Full development of a small group coaching curriculum that addresses self leadership, interpersonal communication, building and leading teams, and fostering strategic change.

Employment Experience

Deidre Anderson Enterprises, Abington, PA 2005-Present
President/Founder

Provide training, strategic planning and executive coaching services to schools, churches, nonprofits and other businesses. Clients have included Rockhurst University, Morgan State University, Aberdeen Proving Ground (United States Army), the African American Female Entrepreneurs Alliance, the Environmental Protection Agency, and the Early Learning Coalition.

Eastern University, Philadelphia, PA 2008
Adjunct Professor

Taught business management at Esperanza Campus.

Impacting Your World Ministries, Philadelphia, PA 2003-2005
Chief of Staff/Executive Strategist

Conducted and supervised training and development programs for senior management, employees and volunteers. Offered strategic direction to the ministry and ensured a smoothly running, well-functioning organization; provided administrative structure and oversight to assure ongoing health, growth and fulfillment of the organization's vision. Oversaw and advised the daily functions of the senior management team. Planned, led and communicated the purpose, mission and strategic priorities of the organization; designed strategies and formulated policies to help ensure that ministry goals and objectives were met. Initiated, executed and provided administrative oversight of major organization-wide projects, including the strategic plan, policies and procedures manual, capital stewardship campaign and procurement of a new church property.

Blair Christian Academy, Philadelphia, PA 1997-2003
Program Director, Middle School Teacher & Administrator

Assisted the executive administrator in all aspects of program development and oversight, including teacher training and mentoring, strategic planning, extracurricular activities and curriculum development. Founded the World Ambassadors Program, a travel program for middle and high school students. Program still exists and has taken children to Kenya, Greece, Italy, England and various other countries.

The Pew Charitable Trusts, Philadelphia, PA 1991-1997
Communications Associate

Assisted the communications director in public and media relations activities, including representing the organization at press conferences, writing news releases, drafting op-eds and speeches, responding to media inquiries, planning and staffing media events, and development and maintenance of the Pew homepage and Intranet. Helped plan strategies to increase the visibility of the Trusts and its grantees through the news media and other information outlets; served as a staff resource on media-related grant-making.

Selected Awards/Honors

Exhortation Award (2002); Leader of the Month Award (2002); Who's Who Among American Teachers (2001); McDonald's Classroom Grant Recipient (2000-2001); Phi Lamba Theta (1997); Keystone Award (1989); Herman Ellis Award (1989).

AKERIA TIMOTHY
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Philadelphia, PA 19148
Akeriatimothy@hotmail.com
Cell: 484-354-5081

Objective: To establish myself in a company and position that will challenge me on a daily basis; provide career opportunity and growth; and where I can contribute my energy and talents to the creation of new revenue and profit.

PROFESSIONAL QUALIFICATIONS

- Treasury Management, Information Security and Critical Thinking Skills.
- Ability to interpret and analyze financial data.
- Demonstrated ability to effectively plan and pay attention to details.
- Ability to update old procedures and integrate new ones to eliminate manual labor.
- Proven as a resourceful, fast learner, energetic independent worker as well as a reliable team member.
- Exceptional organization skills with the ability to manage multiple projects/tasks.
- Ability to teach peers.
- Excellent interpersonal, communication and writing skills.

PROFESSIONAL EXPERIENCE

HSBC- One of the largest banking and financial services organizations in the world serving over 100 million individuals and business customers. (AUM 427.3 billion)
New Castle, DE June 2010-Present
Regulatory Risk Analyst (Consultant)

- Review, create, and remediate KYC profiles according to AML policy and procedures for new and existing KYC profiles.
- Research/Review case file and Customer Activity Monitoring Program (CAMP) alert adjudication.
- Support the Retail Bank by coaching and counseling branch personnel in an effort to mitigate compliance risk.
- Processes subpoenas and provides regulatory research and monitoring activities.
- Coordinate all licensing and exam activities with examiners, business unit and compliance teams.
- Track license renewals, education requirements for branch licensing, tracks all licenses and is involved in their renewal with HSBC Mortgage, works on all 1099 issues, and gathers and preps files for audit, and handles special projects.

JPMorgan Chase-Global leader in asset and wealth management services. (AUM $1.2 trillion)
Newark, DE Dec. 2009-May 2010
Reconciliations Specialist (Consultant)

- Reconciled and analyzed security and cash positions and transactions.
- Identify discrepancies between various systems and assisted in the preparation of management reporting.
- Performed daily data analysis and reporting of revenue, indirect and direct expenses.
- Communicated with other teams regarding unresolved monetary issues.
- Worked with other groups to maintain accuracy for accounts and resolve any issues.

Alliance Bernstein-Provided long-term, fundamental asset management of funds. (AUM $ 411 billion)
New York, New York July 2007- April 2009
Fund Administrator

- Ensured Fund Compliance with IRS, SEC and Prospectus Rules and Regulations.
- Reviewed Semi-Annual, Annual and the Prospectus prepared by accounting agents.
- Prepared Income & Expense Analysis for Dividend Committee Meetings.
- Responsibilities included Risk Management, Accounts receivable/ Accounts Payable.
- Reviewed Trial Balance/Balance Sheet to ensure accuracy and research any discrepancies.
- Resolved operational problems or issues; recommended and implemented changes and enhancements.
- Reviewed and prepared expense budgets for offshore funds.

Delaware Investments- Provided asset management services and solutions to institutions and individuals. (AUM $110 billion)
Philadelphia, PA December 2005-July 2007
Fund Accountant II
April 2006-July 2007

- Reviewed of journal entries and trade transactions and posted cash activity between custodians.
- Daily input of Foreign Exchange contracts for international fixed-income fund.
- Daily reconciliation of cash and custodian holdings.
- Training of funds to new staff accountants.
- Responsible for calculating the daily Net Asset Value.
- Responsible for the daily execution of money movement wires regarding capital stock activity for multiple funds.
- Performed end of day review of coworker's daily work and maintained files for audit review.

Fund Accountant I
December 2005-April 2006

- Reviewed and verified distribution payable reconciliation on a daily basis for daily dividend funds and monthly for non-daily dividend funds (if applicable).
- Responsible for calculating the daily Net Asset Value and daily reconciliation of cash holdings with custodian holdings and documenting, investigating and resolving exceptions.

PFPC, Inc- A PNC subsidiary, that provides outsourcing solutions to handle the daily operation of portfolios. (AUM $1.8 trillion)
Wilmington, DE October 2004-December 2005
Investment Accountant II
January 2005-December 2005

- Taught daily fund operations to new accountants.
- Performed investment accounting functions for investment companies on an automated accounting system.
- Responsible for calculating the daily Net Asset Value.
- Reviewed market quotes for acceptable price fluctuation, reasonableness and accuracy.
- Reconciled custodian holdings to cash holdings on a daily basis.
- Monthly audit analysis, monthly custodian holding reconciliations along with other month end reports.

Investment Accountant I
October 2004-January 2005

- Performed first level investment accounting functions for investment companies on an automated accounting system.
- Responsible for calculating the daily Net Asset Value.

EDUCATION

Walden University, Baltimore, MD December 2008- January 2010
MBA in Finance
West Chester University, West Chester, PA September 1999-May 2004
Accounting/Finance

COMPUTER SKILLS

- Proficient in Microsoft office, Lotus Notes, 65wpm with working knowledge of numerous other programs.
- Ability to work proficiently with Omni trust, ClientVision, Cport, Bloomberg, Reuter, IDC and other accounting systems.

Valerie Brown-Baul, MBA

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Brennan Estates
Bear, Delaware 19701

(302) 521-4999
vbrownbaul@gmail.com

OBJECTIVE

To secure a permanent full time position that will allow me to utilize my skills to manage an organization, project or product.

QUALIFICATIONS

- Professional with 20 years of management experience with both Fortune 500 and small business including P& L responsibilities.
- Strong background in product life cycle management, organizational development, IT technology and marketing integration.
- Excellent strategic planning, project management and communication skills.

PROFESSIONAL EXPERIENCE

WILMINGTON UNIVERSITY, New Castle, DE **2005- Present**
Adjunct Professor – School of Business

- Developed curriculum and online platform for the university's first distance learning Capstone course for Marketing Management.
- Undergraduate instructor for the following courses: E-Commerce, Small Business Management and Marketing Management, both online and in classroom.

I AM CONSULTING SERVICES, LLC, New Castle, DE **2003- 2009**
Management Consultant

- Consulted with business and non-profit organizations in the area of strategic planning, marketing and e-commerce solutions.
- As Project Director for A Work of Faith CDC, secured a million dollars in grants and donations to launch a collaborative non-profit youth fitness and nutrition program in Delaware and Pennsylvania.
    - Collaborated with area school districts and the state of Delaware Department of Education to launch afterschool programming and summer enrichment programs.
- Developed and implemented a mystery shopping program, an evaluation tool for Delaware Credit Unions to improve customer satisfaction and develop quality member service processes. Received national recognition for implementing this new program.

DOW JONES & CO - THE WALL STREET JOURNAL, Princeton, NJ **2000-2003**
Director, IT Enterprise Services

Launched a new department to manage and market a $25 million dollar information technology and telecommunications services portfolio.

- Project managed the development of Dow Jones' Intranet and Oracle workflow process to integrate customer service and desktop support infrastructure, resulting in reduced staffing costs and increased efficiency.
- Set standards for IT products and services portfolio, including pricing and policies for various business units.
- Implemented self-service strategy "one-stop" procurement, inventory, asset management, reporting and centralized billing, resulting in streamlined processes and 20% cost savings.
- Managed 10 vendors, a staff of 4 analysts and a business architect.

CONECTIV COMMUNICATIONS, Newark, DE **1997-1999**
Senior Marketing and Sales Channel Manager

Developed and implemented e-commerce, sales and marketing channels for a start-up telecommunications subsidiary of Conectiv Power.

- Led marketing effort to launch company in three states acquiring over 40k customers in the introductory year.
- Developed and launched company website and e-commerce strategy.
- Worked with internal stakeholders to gather and write requirements for the development of mission critical marketing systems.
- Facilitated testing of systems by creating test scenarios and working closely with developers and testers.
- Established quality processes for customer service and fulfillment processes.

VERIZON (Formerly Bell Atlantic), Arlington, VA **1995-1997**
Senior Product Manager

ponsible for developing and implementing 1995 and 1996 product development and marketing plans for local toll and long distance.

- Managed advertising campaigns and direct marketing sales channels for new long distance subsidiary.
- Created partnership and affinity marketing programs.
- Launched new product offerings and plans to retain customers from emerging competitors.

AT&T, Basking Ridge, NJ **1989-1994**
Marketing Manager, 1992-1994
Executed partnership marketing programs to expand AT&T's $20B small business market and retain consumer market.

- Instrumental in educating and leading the company in the area of consumer market segmentation and multicultural markets: African American, Hispanic, Asian and Disabilities markets.

Systems Analyst/Marketing Liaison, 1989 – 1992
As Marketing Department IT liaison, gathered and wrote systems requirements for billing system and marketing database that supported customer service and website.

- Tested software applications before release to Marketing Department and trained end-users on systems applications.
- Developed system flow charts and project plans and ensured timely deliver of software releases.

EDUCATION

MBA - Marketing, Fairleigh Dickinson University, Rutherford, NJ *(Honors Student)*
BA - Business/Management Information Systems, St. Leo College, St. Leo, FL

PROFESSIONAL SKILLS/TRAINING

- Adjunct Instructor at the following universities: Wilmington University, Delaware State University, University of Delaware, Springfield College and Rutgers University. Taught the following courses: Business Management, E-commerce, Marketing, Advertising, Leadership Development, Organizational Development and Publication Design.
- Completed CCMI Master Web Designer certification courses.
- Proficient in web development using Dreamweaver, Front Page, Microsoft Expression Web.
- Software Applications: Microsoft Office 2007 – Excel, Outlook, Work, Access, Power Point, Project, Publisher, Visio, Windows XP and Vista, and Adobe Creative Suites.
- Honorable Discharge, U.S. Army.

Flossie Davis

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Home: (302)365-5736

Professional Summary

A visionary, strategic and energetic self-starter, with a fervent commitment to and accountability for driving results. A dynamic and diverse individual, with a passion for educating and developing people to reach their full potential.

Professional Experience

8 yrs. Project Leader and Process Management: Built Advanced Customer department from ground floor up. Presenting organizational growth and efficiency initiatives to internal and external executive level clients, Implemented large-scale domestic and International network projects. International vendor management.
5 yrs. Managerial Experience: including 3 years of direct report supervision:. Subject matter expert (SME) for technical solutions, providing ad hoc reports for executive internal and external clients.
8 yrs. Corporate Training: Established on-boarding and training for new hires. Responsible for designing and delivering technical training. Managing training budgets up to $1.6 million. Utilizing ADDIE training concept relative to corporate goals.
6 yrs. Academic Education: Developed, designed and implemented programs for professional development, after-school programs, parental involvement and instruction for K – post-secondary.

Accomplishments

Kappi Delta Pi

2008 Inductee of (International Organization) for High Achievers in Education
Seton Hall University Chapter.

Eduvise LLC

Director of Training, developed, designed and implemented *No Parent Left Behind,* a program to engage adults in their children's education, which received participant accolades and subsequent publicity in the New Jersey's *Star Ledger* newspaper and local cable station WMBC.
Implementation of GRE and GMAT math courses at Union County College.

Verizon Global Solutions, Inc.

Built the (PMO) Advanced Customer Network implementation department, from the ground-up, during the company's initial start-up phase. Creating organization processes for sales, customer support and technical departments. Retained direct reporting employees until business doors closed. Significantly increased efficiency in training delivery via use of online educational tools (ADDIE, LMS and CBT), resulting in a 33% cost savings ($528k annually).

Verizon

Senior Service Manager for Northeast area of all wireless carriers – c-level clients. Recruited and hired project managers for entire Northeast region. Various positions: Installation and maintenance test technician. Certified Train-the-trainer.

Dover AFB

Second female in history to become an air traffic controller at Dover Air Force Base, after a nine-year lapse, following the hire of the initial female controller.

Employment History

09-Present	School Library Media Specialist, Christina Public School	Wilmington, DE
	School Library Media Specialist, Christina Public School	Newark, DE
05-2007	School Library Media Specialist, Newark Public Schools	Newark, NJ
	Middle School Math Teacher, Newark Public Schools	Newark, NJ
05-2005	Adjunct Comm Instructor, Caldwell College	Caldwell, NJ
79-2004	Project Manager, Verizon Global Solutions, Inc.	Liberty Corner, NJ
	Training Manager, Verizon Global Solutions, Inc.	
	Regional Wireless Service Manager, Verizon	New York, NY
	Test Technician (I&M), CPB positions	Newark, NJ

Education & Training

MS in Online Teaching & Learning	California State University, Hayward
BA in Communications	Thomas Edison State College
Certificate in Public Relations	New York University
Certified licensed Teacher K- 6	Delaware Department of Education

LEILA A. LLEWELYN ROWE
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New Castle, DE 19720
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Voice mail: 707-322-2019

SUMMARY OF QUALIFICATIONS

Over twenty five years experience in consulting, management, education, counseling, program planning and training and organizational development. Certified to administer and interpret the Myers Briggs Type Indicator and the Strong Inventory. Certified in: Transformational Communication and Covey's Leadership and Time Management, Career Coaching, Train the Trainer

EXPERIENCE

Administration/ Management

- Developed and administered budget for the government agency, nonprofit organization and academic institutions
- Wrote and administered government contracts for contract staff
- Managed employment and training services for active duty service members, civilians and youth
- Developed, implemented, and conducted staff and faculty development programs
- Selected, supervised and evaluated support staff
- Planned and implemented recruitment and retention programs for employees and students
- Planned and coordinated conferences and career fairs
- Assessed program needs and implemented appropriate support programs
- Continuously, evaluated and assessed organization for effectiveness; implemented process improvement plan as needed
- Provided leadership and development for the implementation of organizations vision
- Implemented cultural diversity and sensitivity programs/ training

Training/Teaching

- Developed and taught courses at the graduate and undergraduate level in Human Resource Management, Organizational Leadership: Training and Development, Conflict Resolution, Theories and Foundations of Leadership, Ethics in Helping Professions, Career Management/Development
- Designed and coordinated conferences and career fairs
- Conducted needs assessment and job analysis in order to effective recommend and design programs that were needed

- Facilitated workshops in: Conflict Resolution, Cultural Sensitivity Training, Recruit/Train/Develop Volunteer Staff, Team Building using the Myers Briggs Type Indicator, Creative Training Techniques (for teachers and trainers), Mentoring, Transformational Communication, Covey's First Things First (leadership and time management)
- Designed and facilitated various workshops and courses as needed for staff development
- Designed a world wide conference for women. "Women in Church Leadership)
- Developed, wrote, and conducted workshops for career development: Job Search Methods, Resume Writing, Self Assessment, Job Search for Youth, Interview Techniques, etc.

Counseling/Advising
Supervising

- Recruited, trained, supervised, and evaluated staff and faculty
- Developed outreach and recruitment programs for employment center, graduate school, and other programs
- Attended training and conferences that addressed recruitment, strategies, Grant Proposal Writing, Entrepreneurial Business Development, Project Management,
- Conducted career/academic counseling and planning sessions with clients and students in order to facilitate win the attainment of their personal, educational, and career goals. Administered assessment instruments in order to provide appropriate guidance to students and clients

EDUCATION

M.A. Human Resource Development, Webster University, 1984
B.S. Psychology, Drury University, 1978
B.S. Biology, Canal Zone College, 1973

PROFESSIONAL HISTORY

2008- Present	Director: University Studies and First Year Programs; Delaware State University, Dover, DE
1996-Present	Llewelyn and Associates, President, CEO
2001- 2007	San Mateo County 2004-2007, Director of Education 2001-2004 Development Consultant
1996-2001	Director of Student Services, Church Divinity School of the Pacific, Berkeley, CA
1988-Present	Adjunct Faculty, Chapman University
1990-Present	Adjunct Faculty: New College of California, Columbia College
1989-1996	**Director,Transition Assistance and RelocationProgram, Mare Island Naval Shipyard**
1987-1989	Director, Chapman Academic Center at Mare Island, Chapman University, Orange, CA

ADDITIONAL EDUCATION AND TRAINING

Master Practitioner, NLP(Neuro Linguistic Progamming), 2005
Train the Trainer Certificate, Cal State Hayward, 2004
Career Coaching Certificate, 2003
Facilitator Training: Transformational Communication, 1999
Seminar: Myers Briggs Type Indicator, Form M, 1999
PhD Conference, Chicago, 1998
Project Management, 1998, 1999
Management Teaching Conference, 1996, 1997, 2000
Covey's First Things First, Train the Trainer, 1995
Graduate courses in Career Counseling, Leadership, Chapman University, 1990-1995
Computer Training: MS Project, MS Word, Power Point

PROFESSIONAL AFFILIATIONS

Northern California Human Resources Association
ASTD- American Society for Training and Development
ITC International Training in Communication
California Career Development Association
Bay Area Association for Psychological Type
Society for Human Resource Management
Adult Career Network

AWARDS

Who's Who in Business, 1998
Special Act Award, 1992
Employee of the Quarter Award, 1992

SPECIAL SKILLS

Bilingual: English/Spanish, Computer Skills: MS Word, MS Project, Word for Windows

1021 W. Founds Street
Townsend, DE 19734
443-244-5787
Thomasa_walker@yahoo.com

Thomasa P. Slaughter

Experience

2002 – July 2009 Kaiser Permanente Northern California

Kaiser Permanente
Kaiser Permanente offers health care services through a network of nearly 14,000 physicians belonging to Permanente Medical Groups; 32 medical centers and more than 415 medical offices that form the Kaiser Foundation Hospitals. In addition to providing health care plans and services, Kaiser Permanente conducts medical research and offers health education to the communities it serves.

2007 – Present Kaiser Permanente Napa-Solano Service Area

Quality Service Liaison, Sr. Analyst / Acting Local Business Office Manager

- Responsible for the day-to-day operations by facilitating the development, implementation and monitoring of service, documentation and revenue generation Revenue Cycle Business Operations
- Responsible for staff which includes Financial Counselors, Billers and support staff
- Planned, directed, staffed, organized and evaluated revenue identification, billing and cash controls delivered by staff to meet Operational goals and objectives.
- Ensured all billing efforts are in compliance with government/accrediting agencies
- Supports compliance and the Principles of Responsibility (Kaiser Permanente's code of Conduct)
- Review weekly SPAR report
- Responsible for submission of payroll (TIME) for staff
- Partner with Site Support Specialists to identify and resolve Health Connect issues
- Collaborates with Health Information Management (HIMS) to ensure data integrity as it relates to clean claim processing
- Works in partnership with Admitting Manager and other registration leaders on data quality improvement opportunities
- Helped to create an environment and culture within the Revenue Cycle that is built upon open communication, trust and honesty, which

complements the Kaiser culture and ensures future success
- Participates in Labor/Management initiatives
- Works in partnership with Admitting Manager on data quality improvement opportunities
- Skilled in team building, team participation, and achieving organizational success

2004 – 2007 Kaiser Permanente NCAL Region Oakland

Systems Analyst, Revenue Cycle Systems Support

- Attended EPIC Systems for Resolute Professional Billing
- Assigned to the NCAL HB Resolute Test Team
- Applied business and technical knowledge of our Accounts Receivable Billing Information System (ARBIS) in the maintenance and analysis of client requirements for the PBS
- Developed testing material for user acceptance and functional testing
- Processed and responded to Service Requests form LBO and CBO clients for enhancements/functional changes
- Utilized mainframe source systems CIPS, CABS, ADT, RILIS, RegP, AOMS, and MRMS to test interface edits from Kaiser Mainframe Source Systems
- Responsible for documenting Service/Problem requests in REMEDY
- Maintained the Network Application Interface (NAI) billing process error report

2002 – 2004 Kaiser Permanente – Richmond Local Business Office

ED Financial Counselor
- Working knowledge of regional, business office and Medical Center policies and procedures
- Provided feedback to ED Chief and ASD with regard to individual physicians' performance as well as overall departmental performance
- Reviewed all ED OSCRs to ensure completion
- Interviewed non-members and industrial patients presenting in the ED
- General understanding of JACHO and regulatory environment of hospitals

2001 – 2002 Metromedia Fiber Network San Francisco, CA

ISX Operations Manager

- Responsibility included managing appropriate staff and associated budgets
- Developed programs from workflow charts and diagrams, considering factors such as Co-location capacity, extent of Client peripheral

equipment that affect both data and fiber lines
- Evaluated and proposed network tools and enhancements needed for Technicians to perform their job functions
- Provided technical support to ISX Operations staff as needed on an "on call" basis supporting the client needs as required
- Responsible for staff development and goal setting

1993 – 2001 Bank of America Concord, CA

Remote Systems Operations Support Center
Systems Manager

- Managed team of engineers that provided 2nd and 3rd level support to UNIX and LAN/WAN environment
- Managed the coordination of remote site change management for in-house applications and operating system upgrades for LAN/WAN and UNIX environment
- Provided technical guidance to system Development engineering team
- Coordinated upgrade projects for remote servers
- Implemented ideas that resulted in human error reduction
- Compiled weekly reports of all significant data network events

Advisory Systems Engineer

- Provided leadership to team of engineers responsible for SNA environment
- Lead engineer for banking platform rollout in support of LAN environment
- Lead engineer for UNIX server migration project
- Coordinated 24-hour technical support

System Experience KP Health Connect (EPIC), KP Mainframe Systems, ARBIS, UNIX, TIVOLI, Remedy, Lotus Notes, Microsoft Office Suite, SearchAmerica and Passport

Education

Computer Learning Center	Computer Science
City College of San Francisco	A. S. Degree – Court Reporting

Michelle C. Wyatt
40 Shull Drive
Newark, Delaware 19711
(302)366-1788

Education

Bachelor's degree in Elementary and Special Education, University of Delaware 1993
Master's degree in Applied Technology, Wilmington College 2003

Certifications and Qualifications

Certification in Elementary, Special Education, School Leader I, Principal / Assistant Principal
Highly Qualified as an Elementary Generalist
Highly Qualified in Language Arts

Experience

Christina School District 1994-2010
TAM teacher for grades 4, 5(Pulaski Elementary), and 8(Kirk Middle School)-planning, co-teaching, collaborating and implementing lessons in all areas, developing individual education plans
Pull-out teacher for grade 8(Kirk Middle School)-planning and implementing lessons in ELA, Math, and Science, developing individual education plans
Literacy Skills teacher for grade 8 (Kirk Middle School)-planning and implementing lessons for Literacy Skills
Special Education Department Chair (Kirk Middle School 2009)-Supervision of twelve teachers with in the special education department
Inclusion Coach-professional development, one-on-one coaching, collaboration, teacher support, planning, design and research
English Language Arts teacher 6th and 8th grades-planning and implementing lessons for English Language Arts

Training

Balanced Literacy, Investigative Math, Direct Instruction, Discipline in the Classroom, CRISS, 6 Traits, CMP, Differentiated Instruction, Instructional Support Teams, Smithsonian Science Kits, Learning Focused, Vision 2015

Honors

Jefferson Award for Outstanding Community Service and Public Service

Emma L. Stanton

13 Dunleary Drive
Bear, Delaware 19701

Home: 302-838-4229 Emlestan@verizon.net **Cell:** 302-312-3645

PROFILE

Human Resource and Training professional with extensive management experience. Results oriented with key strengths in training, leadership, conflict resolutions and team building. Solid organization, communication, and problem solving skills. A strong appreciation for the partnership between human resources and business divisions. Key areas of expertise include:

Conflict Resolutions
Communications
Customer Service
Relationship Management
Training
Coaching and Mentoring
Leadership
Policy Development

PROFESSIONAL EXPERIENCE

Advance Staffing Training Institute 2009-Present
New Castle, Delaware
Trainer

- Facilitate re-employment classes for those returning to the workforce
- Monitor and document participants training progress, identify areas for improvement, recommend and coach skills development in needed areas
- Utilizes base level evaluations to assess direct associate feedback
- Establish training files and record progress in Empact

Cintas Corporation (Nixon Uniform Services) 2006-2009
Wilmington, Delaware
Human Resources Manager

- Developed and administered human resources policies for location that included a employee referral program and attendance policy
- Advised management regarding resolutions of employee relations including conflict resolution
- Maintained and tracked all FMLA and worker compensation cases for location ensuring compliance with company and government regulations
- Ensured all human resources functions, including annual performance appraisals approvals/tracking, employees relations, recruiting, testing and selection process were conducted in accordance with company policies
- Represented Cintas at all DOL (Department of Labor) unemployment hearings
- Assisted with acquisitions, mergers and closure of 3 locations, while working with all employees to maintain a fair and smooth transition
- Maintained turnover ratio of 5.00%, regional goal 20%
- Facilitated new hire orientation program and new hire safety training
- Developed and conducted training sessions regarding leadership skills, safety and other topics as needed
- Fostered consultative relationship between departments through weekly meetings, daily updates and documented progress reporting

Applied Card Systems 2000-2006
Wilmington, Delaware
Learning and Development Manager

- Conducted monthly needs analysis to determine training opportunities
- Created and/or enhance activities to support training department needs and training resources materials
- Team member of the Training & Development task force to review/update training policies and procedures
- Facilitated Middle Management Development classes to enhance leadership skills
- Management Training Program Coordinator
- Measured overall effectiveness of training programs through assessments, individual and interdepartmental consultations
- Evaluated junior level trainers for appropriate skills, training abilities and course knowledge.
- Responsible for Call Center new hires during training period, which included preparing and administering disciplinary actions, and additional training as required
- Facilitated classes for exempt and non-exempt Associates in prevention of sexual harassment, safety, customer service, and collections policies and procedures.

ADDITIONAL EXPERIENCE

19 years of management in retail banking, which included overseeing all human resources activities for branch and district cash vault. Duties included customer service resolutions, conflict management, operations, and training. Demonstrated commitment to high performance management by modeling company values and a strong community involvement.

EDUCATION

Wilmington University, Wilmington, Delaware
Master of Science, Human Resource Management

Malone University, Canton, Ohio
Bachelor of Arts, Business Management

University of Delaware, Newark, Delaware
Training and Employee Development Certificate

David Femi, *MBA*

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Smyrna, DE 19977

davoe1@yahoo.com

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Cell: 302-465-0760

- **Top producer** with expertise cultivating high profile relationships, executing powerful sales and marketing strategies, with reputation for advancing effective business campaigns with proven ability to identify customer needs and match them to the best financial products and services.
- **Client-focused** and top performing Licensed personal banker with extensive experience in serving the financial needs of both low to high net-worth client base. Recognized for consistently exceeding client expectations and organizational goals while upholding company values with utmost integrity. High profile negotiator with ability to achieve positive outcomes that benefit the company and contribute to ongoing client relationships. Great presentation and communication skills. Technically skilled in Microsoft office (word, Excel, Access, Outlook, PowerPoint).

Key Proficiencies

Relationship Management
Complaint Handling & Resolution
Retail Operations Management
Personal Finance
Investments and Portfolio Management
Providing courteous service
Corporate Finance

Professional Experience

WELLSFARGO BANK/WELLSFARGO ADVISORS — Newark, DE — 01/09 to Present

Licensed Personal Banker

- Manages a premier/excellent household customer portfolio.
- Profiling customers to determine their needs, then cross-selling appropriate products and services and/or referring customer to partners.
- Provides broad base of services, including deposit-based, credit, investment and fee-based products with the goal of acquiring 100% of the customers' business.
- Develops and maintains client/partner relationships aimed at maximizing sales opportunities and achieve minimum sales standards.
- Proactively makes outbound sales calls to inform customers about a wide variety of financial services solutions that will meet their needs and deepen the customer experience and relationship.

Wilmington University. — Newcastle, DE — 01/09 to Present

Adjunct Professor---Corporate Finance

- Provide lectures to students in the classroom on important corporate finance concepts, ranging from personal financial management, corporate bonds, dividend policy, to liabilities management, mergers, and International managerial finance.
- Responsible for providing assessment and grades to students and creating an atmosphere conducive for higher education learning.

Wachovia Bank/Wachovia Securities,— Newark, DE — 06/07 to 01/09

Licensed Financial Specialist

- Charged with meeting daily, monthly, and quarterly production goals acquiring new customer relationships and by deepening and enhancing existing customer relationships.
- Provide financial consulting to existing/potential customers and assess their short and long term financial goals, and also making outbound calls to prospects and customers designed to increase their relationships
- Provide quality customer service by performing transactions with quality and efficiency, while recognizing opportunities to grow customer relationships by referring and selling financial products and services.

07/05 to 06/07

MetLife Financial Services — Newark, DE

Financial Services Representative

- Develop and cultivate client base.
- Market and sell, including life insurance, disability income insurance, long-term care insurance, annuities, and investments
- Meet clients inside and outside of the office to establish client needs and recommend appropriate financial products and services.
- Analyze, prepare and deliver presentations and seminars to clients through the effective use of information, data and product knowledge.
- Demonstrate outstanding client service and support by continuing to assist current clients in achieving their changing financial objectives

Education and Licenses

Delaware State University — Dover, DE 08/99 to 05/03
Bachelor of Arts (BA) Political Science & Finance (GPA: 3.7/4.0)

Delaware State University — Dover, DE 09/03 to 12/04
Masters in Business Administration (MBA) in Finance (GPA: 3.6/4.0)

Licenses: FINRA Registered series 6 & 63. State Life/health insurance license.

CORNELIA JOHNSON

324 Norwalk Way
Middletown, Delaware 19709
(302) 449-1471
cornelia@dtcc.edu

SUMMARY

- *Committed to working to enhance the services to students to meet the challenging demands and expectations of a growing, diverse student body at Delaware Tech.*
- *Prior experience as a successful administrator with almost 30 years of experience in higher education primarily in Student Services.*
- *Solid leadership work experience in educational support outcomes assessment and retention (student success).*
- *Spearheaded the adoption and implementation of a One-Stop-Shopping Model for student services, shifting the focus to the student to improve student satisfaction and retention.*
- *Successfully implemented the BANNER Student product within an Enrollment Management Division, meeting all deadlines and served on the campus project implementation team.*
- *Solid experience in fiscal planning and budgeting, academic advisement, handling student issues, human resource and records management, and microcomputer education.*
- *Strong managerial skills.*
- *Possess well-developed oral and written communication skills.*
- *Very comfortable working collaboratively with technical support personnel.*
- *Comfortable with complexity.*
- *Energetic, enthusiastic, confident team player motivated by problem solving challenges.*

EDUCATION

2005 – Present	CBI **Ph.D. IN MINISTRY** (Expected graduation date: July 2011)
1988 - 1994	Delaware State University **MASTERS IN BUSINESS ADMINISTRATION** (MBA), May 1994
1981 - 1992	Delaware State University Undergraduate Program (24 credit hours) (Includes pre-requisite courses for MBA Program)
1976 - 1980	University of Delaware **BACHELOR OF SCIENCE IN ECONOMICS**, June 1980 Freshman Honors Program (1976-77)
1973 - 1977	Milford High School Milford, Delaware

EXPERIENCE

DELAWARE TECHNICAL & COMMUNITY COLLEGE
(July 2002- Present)

- **STUDENT SERVICES DIVISION**

  May 2004 - Present
  Employed as an **Assistant Dean of Student Services.**

  Responsible for a variety of administrative duties in support of services to day and evening students, on and off site, at the Stanton/Wilmington location. Responsible for directing student services activities and management of the Admissions, Registrars' at the Stanton and Wilmington locations and for Counseling at the Stanton location.

  May 2003 – May 2004
  Employed as an **Acting Assistant Dean of Student Services (while continuing to perform duties of Registrar)**

  Responsible for a variety of administrative duties in support of services to day and evening students, on and off site, at the Stanton/Wilmington location. Responsible for directing student services activities and management of the Admissions, Registrars' and Counseling areas at the Stanton/Wilmington location.

- **REGISTRAR'S OFICE**

  July 2002 – May 2004
  Employed as **Registrar**

  Responsibilities include interpreting federal regulations that pertain to student records, and directing and coordinating activities related to these records, including maintenance, verification, and updating students' records. Additionally, responsible for planning, implementing, and monitoring the campus registration process, for assisting with graduation clearances, for determining residency, and for providing system training (mainframe and web based) for faculty advisors and counselors.

DELAWARE STATE UNIVERSITY
(June 1981 – July 2002)

- **OFFICE OF RECORDS AND REGISTRATION**

  July 1995 – July 2003
  Employed as **University Registrar/Title III Computerized Registration Activity Director**

  Responsible for an office that provided the full range of academic records services including registration, enrollment verifications, transcript processing, clearances for graduation, transferring old records to electronic media, certifying student-athletes, grade processing, records storage and maintenance. Sat on various University committees and played a significant role in the implementation, training and coordination of the student information system. Served as the Secretary to the Faculty Senate, and monitored the registration process during on-site registration from registration through payment of fees. Also, responsible for the development and management of the

registrar's and commencement budgets. Compiled and analyzed pertinent statistical reports as well as the annual report and monthly administrative council reports for the Office of Records and Registration. Served as the Co-chair of the One-Stop-Shopping Implementation Committee.

As the Title III Activity Coordinator of the Computerized Registration Grant, was responsible for writing the grant and subsequent quarterly and annual updates (narrative and budget sections), managing the expenditure of funds to meet the activity's objectives, and supervising a Title III support person.

- **SCHOOL OF MANAGEMENT (Formerly Department of Business and Economics)**

October 1994 - June 1995

Employed as **Director of Academic Student Support Services and Professional Development**

Responsible for an office that provided job placement, academic advisement and registration services for all business majors. Provided advisement and registration training sessions for faculty, graduate assistants and staff; cleared all undergraduates for graduation and assisted the Dean of the School of Management with developing the master schedule and the annual report.

- **OFFICE OF REGISTRATION AND RECORDS**

July 1992 - October 1994

Employed as **Enrollment Management Data Analyst (EMDA)**

Responsible for the implementation of the Student Module of the University's newly acquired BANNER administrative database software. Specific responsibilities included creating and inputting all codes into appropriate application, rules, control and validation tables; for testing the system to ensure that all forms and tables were operable; for creating user manuals and training end-users including administrators, mid-managers and clerical staff; and for cross module communication with other managers and users to insure adequate coordination of efforts and development of data entry standards. (Met all deadlines for implementation).

October 1993 - June 1994

Employed as **Interim Director of Registration and Records/Title III Activity Coordinator (while continuing to perform duties of Enrollment Management Data Analyst)**

Responsible for the Office of Records and Registration that provides a full range of academic services. Additionally, was responsible for serving as Secretary to the Faculty Senate.

As the Title III Activity Coordinator of the Computerized Registration Grant, responsible for writing the continuation grants for the Computerized Registration Activity (narrative and budget sections), for preparing quarterly reports and for supervising the Title III support person. Coordinated the renovation of the Registrar's Office, which was funded by the grant.

- **DEPARTMENT OF ECONOMICS AND BUSINESS ADMINISTRATION (Currently School of Management)**

September 1990 - June 1992

Employed as **Departmental Assistant/Coordinator of Student Academic Advising**

Directed the activities of the Academic Advising Center. Conducted advisement and registration workshops for faculty and staff; assigned faculty advisors to students; prepared degree audits; interpreted academic policies and procedures for students; assisted the Chairperson with the preparation of the master schedule and the annual report; coordinated all registration activities and departmental recruitment efforts; addressed special interest groups; followed up with alumnae pertaining to their careers paths; identified eligible students for co-op and internship opportunities.

October 1984 - August 1990
Employed as **Departmental Assistant/Microcomputer Lab Manager and Coordinator of Student Advisement Records**

My lab manager responsibilities included assisting and instructing Business students in the use of the IBM-PC and accompanying software, training and supervising lab assistants, preparing the budget for the lab, assisting with writing a proposal to obtain additional funds for the lab, and purchasing lab equipment, software and supplies.

My advising duties included developing an academic advisement system and developing advisement tools including an Academic Advisement Guide; conducting advising workshops for faculty members; coordinating the record keeping of all students' files; acting as the liaison between the department and other student services offices on campus; and measuring the effectiveness of advisement within the department.

Academic Years 1988-1992
Employed as **Faculty Coordinator** for the Department of Economics and Business Administration through the Academic and Career Advisement Program Activity. Responsibilities included serving as a liaison between the Business Department and the Title III Project Coordinator; conducting needs assessments in academic related disciplines; coordinating the activities of peer counselors; assisting in the development of advisement strategies for related disciplines; attending orientation and training sessions; and conducting an annual review of program objectives. **(TITLE III funded, Part-Time)**

Fall 1990
Employed as **Adjunct Instructor** in the Department of Economics and Business Administration. Taught **Data and Information Processing** (45-305) for the undergraduate Administrative Office Management discipline. (Received favorable student and Chairperson evaluations).

- **SEAT BELT SURVEY COMMITTEE (DSU)**

Employed as **Data Analyst** for the 1991-92 Delaware Seat Belt Survey Committee. Wrote SPSSX mainframe programs, input survey data and printed statistical reports. (Part-time)

- **FAIR SURVEY COMMITTEE (DSU)**

Employed as **Survey Team Supervisor and Data Analyst** for the 1991 Harrington Fair Survey Committee. Supervised fair survey team; wrote mainframe SPSSX programs, input survey data and printed appropriate statistical reports. (July 1991)

- **RISING STARS IN SCIENCE AND ENGINEERING PROGRAM (DSU)**

September 1990 - May 1991 (Week-end)
Employed as **Computer Instructor** in the Rising Stars in Science and Engineering Week-end Program for high school students. Prepared lesson plans and instructed students; assisted with the administering of pre- and post-test evaluations; supervised the undergraduate assistant; served as a mentor for students' Academic Fair Projects; and prepared periodic progress reports.

- **OFFICE OF THE VICE PRESIDENT FOR FISCAL AFFAIRS**

January 1984 - October 1984
Employed as an entry level **Accountant** and back-up Cashier in the Office of the Vice President for Fiscal Affairs. Under the supervision of the Vice President, performed responsible accounting and auditing duties.

August 1981 - January 1984
Employed as a **Travel Secretary/Accounting Clerk** in the Office of the Vice President for Fiscal Affairs. Responsible for auditing travel requisitions and supporting documentation; maintained and reconciled computerized and manual records of all internal funds (personal donations, scholarships, university bookstore, fund raisers, faculty/staff welfare, and endowment accounts).

June 1981 - August 1981
Employed at the entry level as a **Purchasing Clerk** in the Purchasing Office.

PROFESSIONAL DEVELOPMENT

TRAINING & WORKSHOPS

- **Dealing with Difficult People,** CareerTrack, Dover, Delaware, February 17, 2005 (.6 CEUs).
- **Serving Students with disAbilities Conference for Educational Professionals** (with Dr. Jane E. Jarrow), *"Dispelling Common Myths abut the Americans with Disabilities Act (ADA) of 1990& Section 504 of the Rehabilitation Act of 1973"*, Delaware Technical and Community College, Dover, Delaware, June 13, 2005 (.6 CEUs).
  DTCC Homeland Security Network Summit, September 28, 2004 (One day, DS3)
  DTCC Sexual Harassment and Grievance Training Workshop, November, 2003
- **Achieving Extraordinary Customer Relations: Skills and Strategies,** two-day retreat workshop presented by Kaset International, Dover, Delaware, April 1998.
- **Communication Skills for Women: Achieving Confidence, Credibility, and Composure,** a one-day Pryor Resources Seminar, Dover, Delaware, February 1998.
- **Curriculum, Advising and Program Planning (CAPP) - Degree Audit Module,** Systems and Computer Technology Center (SCT) course, Malvern, Pennsylvania, October 1996.
- **ScanTools for Windows Training Class,** National Computer Systems, May 1996.
- **Oracle Tool Kit Training,** BANNER course taught by an on-site consultant, February 1993.
- **Student Academic History, Degree Auditing and Transfer Articulation,** SCT Education Center, Malvern, Pennsylvania, March 1992.
- **Lotus 1-2-3, Advanced Lotus, DBase, Advanced DBase, Personal Computer Security,** State of Delaware Office of Information Systems (OIS), 1989-91.
- **Management Information Systems, Advanced Management, Business Policy (Strategic Management),** graduate courses; **Word processing and Electronic Office Procedures,** graduate courses, Delaware State University, 1990-1994.
- **Data and Information Processing** course, Delaware Technical and Community College, Fall 1983.

CONFERENCES

- 24th Annual Academic Advising Summer Institute 2010, National Academic Advising Association – The Global Community for Academic Advising, Philadelphia, Pennsylvania, August 1-6, 2010.

- Delaware's Third Suicide Prevention Conference, *"Gold Link: From Research to Action"*, Mental Health Association in Delaware, September 25, 2008 (5 Contact Hours).

- National Student Affairs Assessment and Retention Conference sponsored by NASPA (Association for Student Affairs Personnel), Atlanta, Georgia, June 2-4, 2005.

- NAFSA Association of International Educators (NAFSA) Conference, -- Title -- , Portsmouth, VA, November 18-22, 2003

- Systems and Computer Technology (SCT) Technical Currency Program (TCP) Conference, Student & Training Module representative, New Orleans, Louisiana, March 2003.

- 71st Annual Middle States Association of College Registrars and Officers of Admissions (MSACROA) Conference, "Odyssey 2001", Lancaster, Pennsylvania, December 2001.

- Systems and Computer Technology (SCT) Technical Currency Program (TCP) Conference, Student & Training Module representative, Toronto, Canada, April 2001.

- 69th Annual Middle States Association of College Registrars and Officers of Admissions (MSACROA) Conference, "Professional Perspectives: Looking Backward to Look Forward", Pittsburgh, Pennsylvania, November 29 - December 2, 1999.

- 4th Annual IBM Innovation in Student Services Forum, University of Delaware, Newark, Delaware, August 1-3, 1999.

- 68th Annual Middle States Association of College Registrars and Officers of Admissions (MSACROA) Conference, Lancaster, Pennsylvania, December 1998.

- Systems and Computer Technology (SCT) Technical Currency Program (TCP) Conference, Student & Training Module representative, San Diego, California, March 1998.

- 67th Annual Middle States Association of College Registrars and Officers of Admissions (MSACROA) Conference, "Mapping the Fault Lines: Stresses and Strengths in Admissions and Registration Practices", Atlantic City, New Jersey, December 1997.

- NCAA Regional Seminars, Baltimore, Maryland, April 1997.

- Systems and Computer Technology (SCT) Technical Currency Program (TCP) Conference, Student Module Representative, Philadelphia, Pennsylvania, March 1997.

- Delaware State University, School of Management, Case Method Workshop, February 1, 1997.

- 66th Annual Middle States Association of College Registrars and Officers of Admissions (MSACROA) Conference, "Tradition and Transformation: Strategies for the 21st Century", Atlantic City, New Jersey, December 1996.

- Delaware Valley Registrars' Spring Meeting, Saint Joseph's University, Philadelphia, Pennsylvania, June 1995.

- Mid-Eastern Athletic Conference (MEAC) Spring Meeting, Admissions and Registrar Representative, Orlando, Florida, May 1995.

- Systems and Computer Technology (SCT) Technical Currency Program (TCP) Conference, Student Module Representative, San Francisco, California, March 1995.

- Mid-Eastern Athletic Conference (MEAC) Spring Meeting, Registrar Representative, Atlantic City, New Jersey, May 1994.

- Systems and Computer Technology (SCT) Technical Currency Program (TCP) Conference, Student Module Representative, Atlanta, Georgia, March 1994.

- Mid Eastern Athletic Conference (MEAC) Spring Meeting, Registrar Representative, Atlanta, Georgia, May 1993.

- Systems and Computer Technology (SCT) Technical Currency Program (TCP) Conference, Student Module representative, New Orleans, Louisiana, March 1993.

PROFESSIONAL AFFILIATIONS

NASPA, 2004-Present
NASFA, 2003-Present
CLHE, 2004-Present
Middle States Association for College Registrars and Officers of Admissions (MSACROA), 1996-Present
(Conference Evaluations Committee Member, 199-2001; Session Convener, 2001)
National Academic Advising Association (NACADA), 1988-1992; 2010-Present

HONORS AND AWARDS

Delaware Technical and Community College
- Leadership Development Program, 2004-2006

Delaware State University
- Employee of the Year Nominee, Unclassified, 1994
- Who's Who Among Students in American Universities and Colleges, 1994
- Merit Pay Award, 1991-92
- FHA/HERO Appreciation Award, April 1992
- Delta Mu Delta Honorary Member, 1990
- Appreciation Award for Faculty Coordinator, 1989-90
- Gospel Choir Appreciation Award, 1989-90
- Outstanding Young Women of America, 1987

University of Delaware
- Omicron Delta Epsilon (National Economics Honor Society)
- Omicron Delta Kappa (National Leadership Society)
- Minority Academic Achievement Award (University of Delaware), 1977

SERVICE

DELAWARE TECHNICAL AND COMMUNITY COLLEGE

- Professional Development Appeals Committee (January 2010-present)
- Collegewide Retention Committee, Co-chair (2004-present)
- Administrative Retreat Committee, 2004 (Presenter)
- Collegewide Leadership Development Program, 2004-2006
- Silent Auction Subcommittee, Annual Mardi Gras Fundraiser Event, 2004-Present
- ESOA Oversight Committee, Stanton/Wilmington, October 2004-Present
- Grievance Review Committee, 2003
- Sexual Harassment Review Officer, 2003
- Project Management Team Committee, 2003
- Search Committee, Social Studies Instructor, 2003
- Campus United Way Annual Campaign Co-Chairperson-Stanton, 2003
- Campus United Way Annual Campaign Chairperson-Stanton, 2002
- Middle States Distance Education Task Force member, 2002
- College-wide Registrar's Committee, 2002-Present

COMMUNITY

- Dover Interfaith Mission for Housing, Board of Directors, Dover, Delaware, 2009-Present
- Potomac Falls Christian Pre-School, Board of Directors, Herndon, Virginia, 2000-2003
- First Love Community Center, Board of Directors, Dover, Delaware, 1998-2003
- Active member and official of local church, Dover, Delaware, 1990-Present
- Annual Women's Convention Coordinator, Church of Love, Inc. 1998-2003
- Member of the Central Middle School Parent Teacher Association, 1996-1997
- Member of the North West Dover Heights Civic Association, 1992-1999
- Fairview Elementary School, Parent Teacher Association, Secretary, 1987-88

DELAWARE STATE UNIVERSITY

- One-Stop-Shopping Student Services Model Committee, Co-Chair, 1999-2002
- Middle States Association Accreditation Self-Study, Enrollment Management and Student Services, Co-Chair, 2001
- Search Committee, Assistant Vice President for Enrollment Management, 2000
- "Shadow Day" Participant, Capital School District and Delaware State University, 2000-2001
- Customer Satisfaction Task Force, 1997-2002
- Search Committee for the Provost, 1997-98
- Search Committee for the Associate Athletic Director, 1997
- Search Committee for the Athletic Compliance Officer, 1997
- NCAA Certification, Subcommittee Chairperson for Governance and Compliance, 1996
- Admissions Committee, 1995-2002
- Graduate Council and Graduate Appeals Committee, 1999-2002
- New Student Orientation Meeting, 1995-2002
- Academic Affairs Committee, 1993-1994, 1995-2002
- Admissions Committee, 1993-1994, 1995-2002
- Office of Information Systems (OIS), DSU Agency Representative, 1990-1995
- FHA/HERO Judge, 1991-92
- High School Day Coordinator, Department of Business & Economics, 1989-1992
- Success Club, Advisor, 1989-90
- Grievance Committee Appointment and Charge, May 1990
- Academic Advisement Committee, Department of Business & Economics, 1984-89

YVETTE D BRISCO

PROFILE

I am a Mathematics teacher at George V. Kirk Middle School. Currently, I am seeking a School Administration Position at the Elementary or Middle School level. Over the past ten years, I held various leadership positions within Kirk Middle School.

EXPERIENCE

MATHEMATICS TEACHER, KIRK MIDDLE SCHOOL NEWARK, DE 2000-PRESENT

6th and 7th grade math teacher: Taught advanced mathematics to students (2009-2010) 7th and 8th grade math teacher: Taught Integrated Mathematics to students (2008-2008) 7th grade math teacher: Taught mathematics to students (2004-2008) 7th grade TAM teacher: Taught math to students in a full inclusion setting as a Special Education Teacher (2002-2004) 7th grade TAM teacher: Taught all core content subjects to students in a full inclusion setting as a Special Education teacher (2000-2002)

SPECIAL EDUCATION TEACHER, PALMER ELEMENTARY SCHOOL, WILMINGTON, DE 1999-2000

REACH teacher of Special Education students at Elbert Palmer and Gauger-Cobbs schools

SPECIAL EDUCATION TEACHER, CHESTER UPLAND SCHOOL DISTRICT, CHESTER, PA 1997-1999

7th and 8th grade Special Education teacher for English, Math, Science, and Social Studies
Case Manager required to schedule and conduct IEP meetings. Achievement testing of 7th and 8th grade students

SPECIAL EDUCATION TEACHER, RED CLAY CONSOLIDATED SCHOOL DISTRICT, WILMINGTON, DE 1995-1997

8th grade English Special Education teacher and 8th grade reading teacher for Special Education students

EDUCATION

WILMINGTON UNIVERSITY, NEW CASTLE, DE ADMINISTRATION CERTIFICATION COMPLETION 2010

WILMINGTON UNIVERSITY, NEW CASTLE, DE
MASTER DEGREE IN EDUCATION (SPECIAL EDUCATION) 2000

WIDENER UNIVERSITY, CHESTER, PA BACHELOR DEGREE IN GOVERNMENT AND POLITICS (MINOR IN EDUCATION) 1995

WIDENER UNIVERSITY, CHESTER, PA ASSOCIATES OF SCIENCE DEGREE 1993

317 Shipley Boulevard New Castle, Delaware 19720 T 302-325-0701 C 302-299-7207 E ybrisco@comcast.net
brisco1@christina.k12.de.us

YVETTE D. BRISCO

LEADERSHIP EXPERIENCE

Mathematics Department Chair (2009-Present): Organize and conduct Professional Learning Community Meetings, Order and track supplies, Design and conduct In-service training, Evaluate mathematics curriculum, Participate in classroom walk thru, Model and create lessons using Best Practices, Interpret data and design instruction based on the needs of the students, Track instructional progress and regression, Work hand and hand with school Administration and Instructional Coaches

Instructional Leadership Team (2003-2005) (2009-Present): Work with the team to determine the schools needs and strengths, Interpret data to help refine the direction to take to promote growth in the school, Collaborate with members of the team to design our School Focus and Mission Statement

Vision 2015 School Team Member (2009- Present): Collaborate with the school team on the direction the school should go and work to make the school the Best, Focus on the Results of the school's testing data to determine where improvements are needed and where the school is really doing well, Look deeply at the programming offered at the school and align the programs to the needs of the school

Hampton's Dynamic Five Leadership Training (2009-Present): Trained with the team learn how to use data to drive decisions to turn around a under review school, In-depth training in Professional Learning Communities as the vehicle to change and better the quality of instruction in schools, Shadowed Principals and Assistant Principals to learn about leading a successful school, Instructional Leadership training designed around choosing and implementing curriculum, Evaluating growth and regression training

Team Leader (2003-Present): Make decisions for grade level teams, Create schedules and provide coverage for school events, Determine student needs and strengths at grade level meetings, Run grade level meetings, Interpret data in order to make decisions for future plans of actions for students who aren't successful, Determine agendas for conferences and meetings with parents and students, Work with Administration to foster support for the school's Vision Statement

Union Representative (2001-Present): Represent the teaching staff in decision-making, Represent the staff during meetings, Work on teacher contract and bargaining meetings, Member of the School Liaison Committee

Student Government Advisor (2008- Present): Advise the members of the Student Government, Conduct all fundraising for the school, Organize afterschool events for the students and families, Organize and lead community service and volunteer activities, Organize activities to bring other Middle Schools in the District together, Model good decision making and teach students to be leaders

Superintendent's Student Advisory Committee Advisor to students (2010): Selected students to participate on the committee, Represented Kirk Middle School as an Advisor to the High School Student Committee

AVID Trained (2010): Attended the Summer Institute in Atlanta Georgia to learn the Avid Methodology

Master Scheduled Trained: Worked with a team to learn how to do the Master Schedule

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Department of Education
DEPARTMENT OF EDUCATION
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Lillian M. Lowery, I
Secretary of Educatio
Voice: (302) 735-4(
FAX: (302) 739-46

June 16, 2010

RE: 19237
Ms. Yvette D Brisco
317 Schafer Blvd.
New Castle, DE 19720

Dear Ms. Brisco:

Congratulations! You have been issued an Continuing License effective from July 1, 2006 to June 30, 2011. Your License authorizes you to work in Delaware in the field of education, and your certificate(s) listed on the license, define the area(s) in which you are qualified to work. You may view your credentials on our DEEDS website. You are certified in the following area(s):

STANDARD: Teacher of Social Studies Grades 9-12 (Valid 5-8 in a Middle School)
STANDARD: Teacher of Middle Level Mathematics Grades 5-8
STANDARD: Teacher of Exceptional Children Grades K-12
STANDARD: Teacher of Exceptional Children - LD, SED And MH (Secondary 7-12)
STANDARD: Principal/Assistant Principal

If you have an Emergency certificate listed above, please refer to previous correspondence for a listing of the requirements to upgrade to a Standard Certificate.

Please be advised upon application for renewal, the Department of Education shall renew a Continuing License for an additional 5-year term if the educator has completed 90 clock hours of approved professional development, as well as other professional development, and/or mentoring requirements as required by Delaware Code.

Your license gives you a permit to work in Delaware; whereas, your certificate defines the areas in which you are trained to work. Any discrepancies should be corrected immediately by notifying your School District Personnel Office who will then contact the Certification Office of the Department of Education.

Your license is an important document! Do not surrender it to a school district or agency. Keep your license in a safe place. If lost, misplaced, or a name change request a duplicate in writing to the attention of the Licensure/Certification Office at the address above.

Sincerely,

Wayne A. Barton, Ed.D.
Director
Teacher and Administrator Quality Development
(302) 735-4120
wbarton@doe.k12.de.us

CC: DOE – Teacher and Administrator Quality Development
CHRISTINA SCHOOL DISTRICT

Official Verification of Licensure Available at https://deeds.doe.k12.de.us

License No. 19237

Issue Date: November 1, 2006
Effective Date: July 1, 2006
Expiration Date: June 30, 2011

State of Delaware

Department of Education

Continuing License

Know all persons by these Present, that

Yvette D. Brisco

has fulfilled the Licensure and Certification requirements of the Professional Standards Board and is certified in the following area(s):

STANDARD: Teacher of Social Studies Grades 9-12 (Valid 5-8 in a Middle School)
STANDARD: Teacher of Middle Level Mathematics Grades 5-8
STANDARD: Teacher of Exceptional Children Grades K-12
STANDARD: Teacher of Exceptional Children - LD, SED And MH (Secondary 7-12)

LIBERTY AND INDEPENDENCE

STATE BOARD OF EDUCATION • DELAWARE •

Lillian M. Lowery

Secretary of Education

Each License Holder is Responsible for Knowing and Satisfying Lic Renewal Requirements or Any Provisions Required to Reinstate His or Her se/Certificate

APPENDIX H

Jennifer Grayson

The Expandable Classroom

Movable wall solutions create flexible learning spaces that provide an ideal complement to technology-based education.

"THE TERMS THAT ARE frequently used are 'drill and kill'—or 'sage on the stage,'" says Richard Crummel, chief administrative officer for Texas' **Burleson Independent School District**, describing the timeworn unidirectional lecturing style of schoolteachers. It's something his district has worked hard to get away from.

"Instruction has changed," Crummel explains. "Collaborative classrooms, small-group instruction, peer tutoring—these are the phrases now used over and over again."

It's to suit this new era of learning, Crummel says, that his district decided to create flexible classroom space in all three of its newly constructed elementary schools, **Judy Hajek Elementary**, **Irene Clinkscale Elementary**, and **Ann Brock Elementary**, as well as in a fourth school scheduled to open this fall. It sounds like a grand undertaking; but in fact the flex space was made possible by a one-time investment in a fairly simple modular wall solution by NanaWall Systems.

Here's how it works: Between every two classrooms, expandable walls were installed, providing a common space that can be used as the two neighboring teachers see fit. The partitions can be completely opened, creating one large classroom space for collaborative projects; they can also be closed off so that individual students can be sent into the common space for small-group instruction. From there, the possibilities are myriad. Ongoing science experiments can be housed in the flex space so both classrooms can actively participate; a teacher can use the space to speak privately with a misbehaving student; students who skipped breakfast can go there to eat without disrupting the rest of the class.

There's even a sink in the common area for easy cleanup of messy artwork and craft projects. The space has also proven helpful, Crummel says, in acting as a staging area for parents and room moms who come to the classroom to serve treats to the students.

Wireless access throughout the adjoining classrooms makes for seamless transport of technology, no matter how the walls are configured. A student needing to complete work without distraction, for example, can bring a laptop into the space and work in quiet, since the walls also create a soundproof barrier.

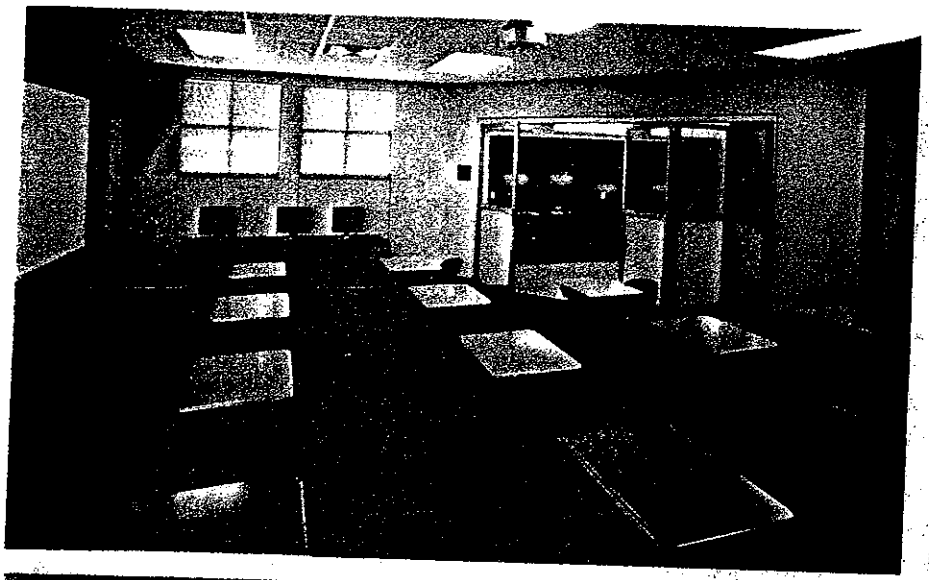
The result? "Kids are on task more often," Crummel says. He explains that before the new construction, students were often sent out into the hallway for collaborative projects, which were difficult for the teachers to monitor. The problem wasn't just about students slacking off; many younger kids found it difficult to focus in a peer-on-peer tutoring situation, for example, with other students passing them in the hallway all the time.

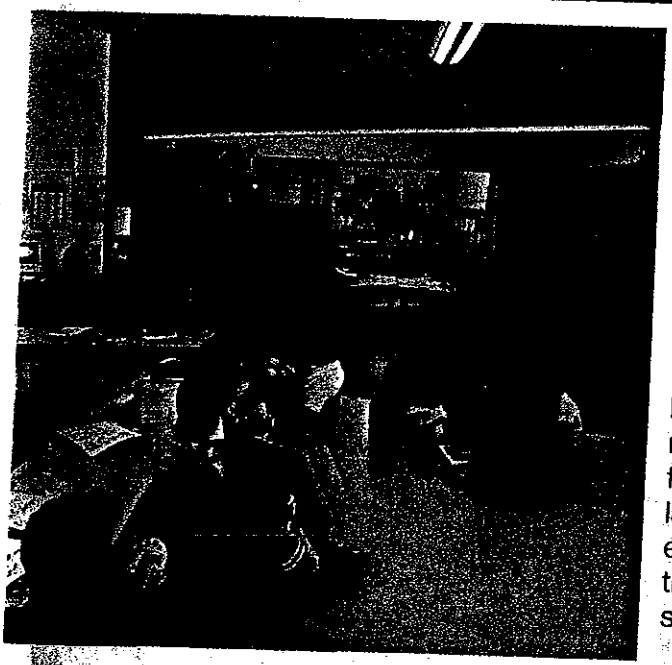
"It's a little less embarrassing to go into the flex space," Crummel says.

Being able to observe students in the flex space—the movable walls have glass partitions—is also a bonus from a security standpoint, especially in an elementary school setting.

"We're very protective of kids nowadays, compared to where we were 15, 20 years ago," says Crummel. "The nice thing

PRIVATE TIME With a dry-erase board on one side and a tackboard on the other, mobile screens create distinct workspaces in New Tech High at Coppell's redesigned media center.





COMMON GROUND At schools in Texas' Burleson Independent School District, movable wall partitions are used to create connecting spaces between separate classrooms, facilitating collaborative learning exercises between the neighboring students.

about the flex space is that the teachers have their kids in their area, where they can keep an eye on them at all times."

Having space that allows students to break into smaller groups is an emerging trend in K-12, says Konrad Judd, principal and lead designer for SHW Group, which designed the movable wall solution for Burleson ISD. "Learning needs to be highly flexible and adaptable," he says. "With the integration of technology it's more necessary than ever."

But in the current economic environment it's also more difficult than ever to live up to 21st century learning imperatives, such as creating an expandable, modular classroom. The NanaWalls, for example, cost Burleson ISD nearly $13,000 apiece. The use of flexible walls, however, is actually cost-effective; it's a way of maximizing resources that schools already have. The much more arduous, and certainly costlier, alternative is to construct entirely new classroom space.

"There's some up-front initial cost," Judd says, "but it gives schools longevity and flexibility and takes them into the future, so their investment is a wise investment. I think that's really our responsibility—to help them be good stewards of their funds."

Judd's firm, with offices in the major Texas metropolises (Austin, Dallas-Fort Worth, Houston, and San Antonio), has incorporated relocatable wall solutions into an impressive number of schools in the state over the past couple of years, including NanaWall partitions at **Kay Granger Elementary School** in Fort Worth; Kawneer curtain walls at **Frisco Career and Technical Education Center**; and custom-designed folding panels at Plano's **McMillan High School**. He's seen a growing number of his clients interested in flexible classroom space, whether it's to help accommodate an exploding population of students or to create the room for more collaborative, project-based work.

"We're also seeing a willingness in districts to treat kids such that they can take on more responsibility and independence," Judd adds, referring to the kind of autonomous learning environment these

Mark Trew Photography

flexible spaces provide. "It's that notion of college readiness."

Perhaps nowhere is this approach on better display than at Texas' New Tech High at Coppell, one of the member schools of the national New Tech Network, which bases its curriculum on a 21st century, project-based learning model. Students at New Tech at Coppell learn core subject matter by working in small teams of two to eight students to solve real-world problems.

"Really every nook and cranny of the building was designed around that idea of technology and collaboration," says New Tech Principal Tabitha Branum.

The possibilities are myriad. Ongoing science experiments can be housed in the flex space so both classrooms can actively participate; a teacher can use the space to speak privately with a misbehaving student.

To foster this new instructional paradigm, an existing elementary school was entirely transformed to create New Tech High: Giant grade-level storage closets were turned into project-planning rooms for the students, complete with conference tables and interactive whiteboards; walls were knocked out between classrooms, leaving an oversized space to be stocked with flexible furniture that can be reconfigured to fit any given project; and everywhere wireless access was installed to support the school's 1-to-1 laptop initiative (first- and second-year students have Macs; juniors and seniors have Dells).

The clincher, however, is the school's recently updated media center. Branum wasn't originally planning on renovating the space so soon after New Tech opened, but feedback from the students made it clear that they wanted more privacy in which to collaborate.

"I didn't realize the media center would be such a needed area for our kids to work," says Branum. "They communicated to us that when they're in a classroom that maybe has 40 kids and 10 different project [illegible], that's a lot of output—that's a lot of noise. It's hard for them to collaborate with just their team and hear each other."

But for student teams flocking to the media center in search of some privacy, the traditional, library-style furniture wasn't cutting it. So Branum and her team decided to update the space in July with movable walls from office furniture maker Steelcase. They're actually a bit less imposing than walls; "mobile screens" the manufacturer calls them.

"They're nothing fancy," Branum says, adding that she easily fit the purchase of six of the smaller-sized models into the school's budget. "They're just on wheels and can be moved anywhere in the media center."

But they are purposeful. Because the screens are dry-erase board on one side and tackboard on the other, they create an impromptu workspace for collaboration and brainstorming in whatever area students choose to wheel them into. With the addition to the media center of modular chairs that house students' laptops, as well as access to a conference table with a large flat-panel monitor where users can plug in their laptops and collaboratively share their work, students now have the makings of a totally mobile, anytime/anywhere meeting room.

While the screens themselves won't actually reduce the sound all that much, the newly designed facility will still afford a sense of privacy the students were lacking in the school's double-sized classrooms and in the former media center.

"Because there's more space between each team and the way the furniture in the room has been designed, it will still be a lot quieter than if they were in the classroom with 10 project teams all working in a very confined space," Branum says.

What's interesting is that in Branum's view, a solution as unsophisticated as a rolling screen system will actually add more to the school's collaborative environment than any other high-tech gizmos she and the teachers could offer—a bold position for the principal of a school called New Tech High.

"What we've learned from our kids is that they don't need a lot of peripheral devices," she says. "They want their laptops, and then they want these collaborative screens that they can use to combine their work."

And, of course, one more thing: "They wanted more of these spaces where they could get some quiet."

This, Branum says, came from the students directly. After bringing them into committee meetings in which she and staff were looking at other technologies they could bring into the classroom, it became clear that more didn't necessarily mean better. "The students said, 'Ms. Branum, this isn't going to help us learn. This isn't going to engage us.'"

What, then, would do the trick? Branum says the students made it clear—collaborative learning. "It's our facilitators' job to create learning experiences that do just that: engage."

How ironic that structures usually meant for creating barriers would be just the thing to make it happen. the

Jennifer Grayson is a freelance writer based in Los Angeles.

LINKS

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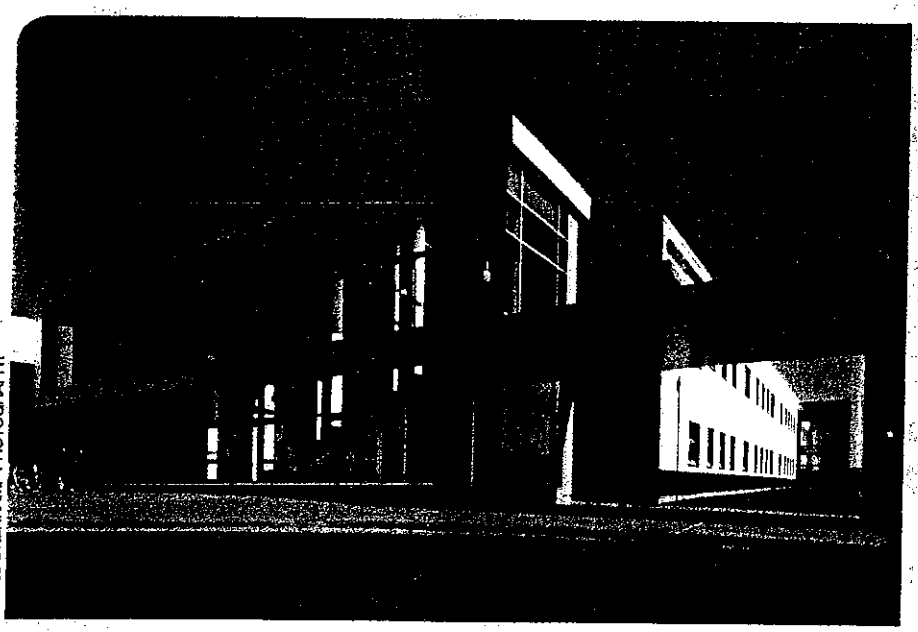
By Christopher Johnson

Open the Wi

Design New Spaces for Learning



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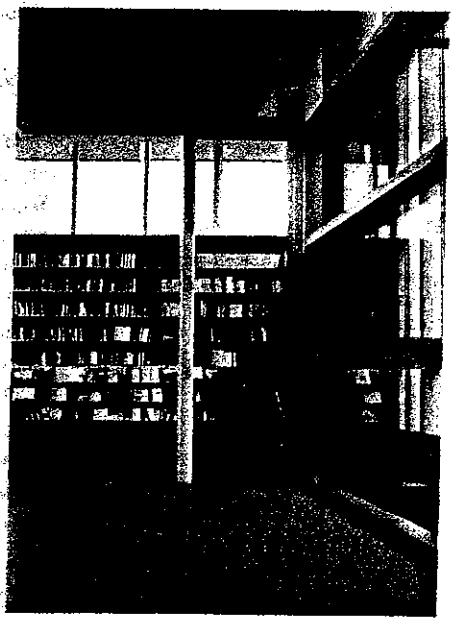
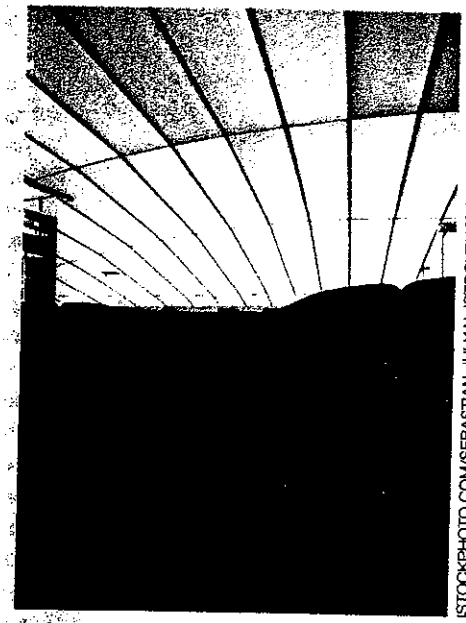
Grant Community High in Fox Lake, Illinois, (above) and Claremont Academy in Chicago (below) were both designed by Cannon Design, one of three firms that created The Third Teacher. See more photos of creative spaces at www.TheThirdTeacher.com.





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It seems obvious but is often forgotten: Teaching and learning should shape the building, not vice versa. —*The Third Teacher*

The digital world is changing education. Isn't it time we modernize the learning spaces too?

dows

The title of this article was inspired by a Facebook post that my niece, Chelsea, wrote after her last day of high school: "No more windowless prison!!!!!" Perhaps she was just expressing her joy about finally being through with school. But I've seen her school—with its solid exterior walls and slit-like windows—and it does, in fact, look like a prison. While I do not believe that schools are prisons, Chelsea's comment got me thinking about how our typical physical learning spaces—holdovers from the industrial designs of Henry Ford—might be hampering our ability to construct environments conducive to creativity and higher-order thinking.

As a technologist, I am interested in how the digital world is changing the educational landscape. As I began research effective learning spaces, I discovered that the architecture, design, and school facilities communities are making a great deal of progress in creating better classrooms and school buildings (see "Resources on Learning Spaces," page 14). Unfortunately, many in the educational technology community are unaware of innovations in school design, and, therefore, their voices are missing from these important discussions.

This is why ISTE has launched a yearlong initiative to explore ideas put forth by school designers and architects, and invites the educational technology community to develop new models of what schools should be. As part of this initiative, ISTE, in cooperation with the University of Arizona South, has created the Designing New Spaces for Learning Project (http://learningspaces.arizona.edu). The project acknowledges that a number of individuals, organizations, businesses, and design firms are exploring what schools of the future will look like. However, this work is often unknown in the ISTE community. Therefore, the overarching purpose of this project is to form partnerships to provide ISTE members with the most up-to-date information on principles for design, research-based best practices, and strategies for building innovative schools. We hope you will visit the project website and use the resources provided there. More important, we encourage you to become active in an exciting new conversation about how what we know about emerging technologies can inform the design of new schools and classrooms.

Why the Discussion Needs to Change

We need to be creating spaces where students can do real things in real places.
—Gavin Dykes

In *The Language of School Design: Design Patterns for 21st Century Schools*, Prakash Nair, Randall Fielding, and Jeffrey Lackney discuss the classroom as a symbol of educational philosophy.

> It is a philosophy that starts with the assumption that a predetermined number of students will all learn the same thing at the same time from the same person in the same way in the same place for several hours each day.

The traditional classroom design makes sense if this is what we want learning to be. But we know that this model of schooling, developed to match Henry Ford's ideas of efficiency, is not the best way to learn. Research from the National Academy of Sciences expressed in texts such as *How People Learn* and *How Students Learn* as well as ISTE's NETS for Teachers suggest strategies that focus on active, student-centered learning. The pages of *L&L* are filled with suggestions for creating technology-rich classrooms. However, the conversation about building 21st century classrooms rarely includes discussions about improving the physical space. It is time to not only focus on what technology can do to engender creative learning, but also talk about improving the spaces where learning takes place.

A New Way of Talking about Space

In the book *Campfires in Cyberspace*, author and futurist David Thornburg assigns metaphors to the four spaces where learning happens: the campfire, the watering hole, the cave, and life.

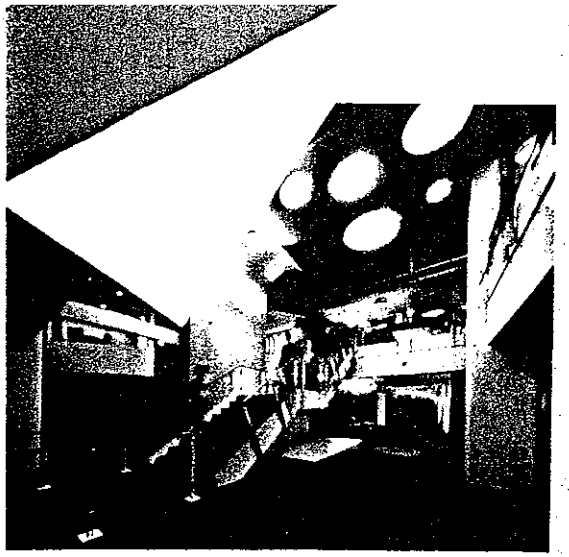
The campfire. This is where we have gathered throughout history to pass on the stories that represent our culture and wisdom. The campfire exemplifies our formal learning spaces. These are our classrooms, auditoriums, and libraries, where students gather with their teachers to learn their formal lessons.

The watering hole. This represents all of the informal places where people gather to share information with peers. Whereas meeting spaces around schools, such as hallways, cafeterias, and courtyards, provide students with areas to gather and share gossip, they are not purposefully designed as places where students and teachers can get together and discuss what they have learned "at the campfire." Similarly, these spaces are often overlooked as venues where more formal learning could occur.

The cave. This is where we come "in contact with ourselves," as Thornburg puts it. This can be a library, office, bedroom, kitchen, or den, where we process what we've learned.

Unfortunately, other than the library, it is often difficult to find quiet places in our schools where students can reflect on their learning. In fact, schools are often purposely designed without these potential quiet places.

Life. This is the term Thornburg uses to describe the fourth place. In life, we apply what we've learned. It can be at our jobs, in our homes during interactions



In the 1940s, pioneering Italian teacher and psychologist Loris Malaguzzi founded the Reggio Emilia approach to learning on the premise that children develop through interactions, first with the adults in their lives–parents and teachers–then with their peers, and ultimately with the environment around them. Environment, said Malaguzzi, is

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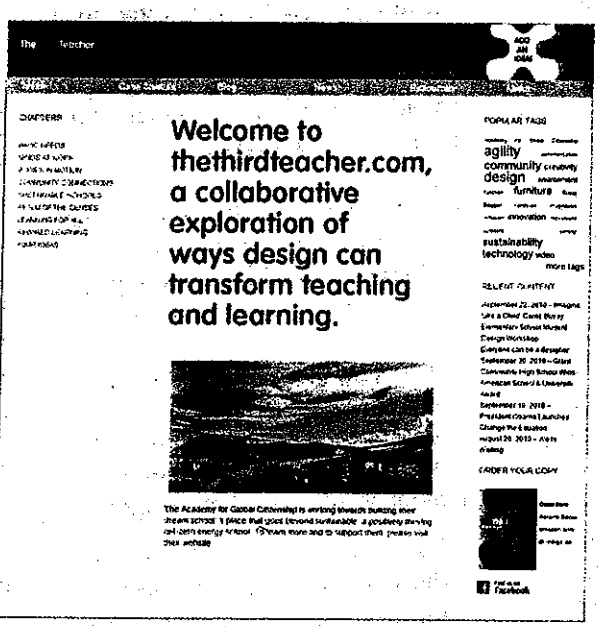
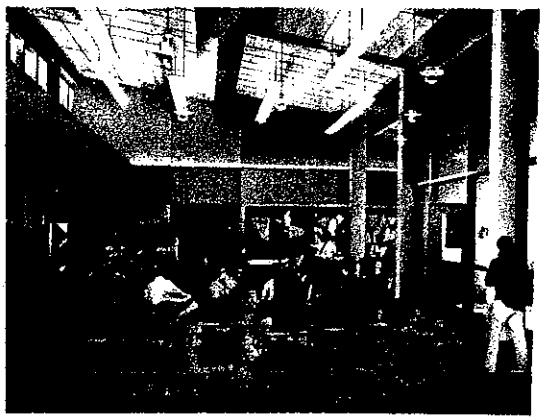
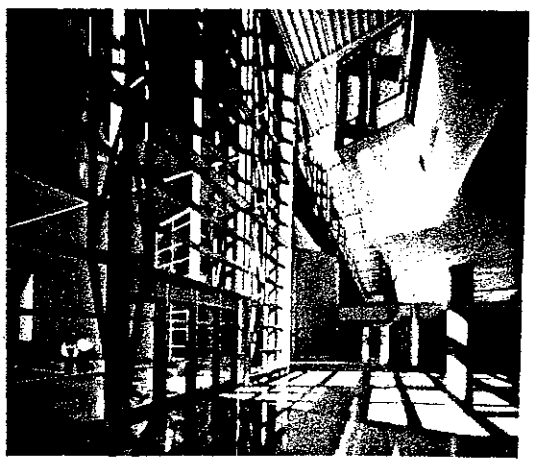






with family members, or in our relationships with others in the community.

Students need to be free to interact in all four of these spaces to hear the wisdom of the elders, share their understanding, test their assumptions with peers, retreat to a quiet place to reflect on what they have learned, and then apply that knowledge in authentic settings.

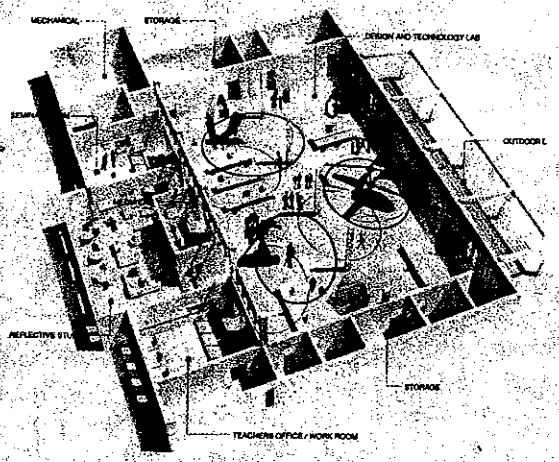
Transforming Your Classroom

In the book *The Third Teacher: 79 Ways You Can Use Design to Transform Teaching & Learning*, the authors suggest ways to meet students' basic cognitive, emotional, and physical needs as well as how to transform our ideas of instructional space. *The Third Teacher* provides a number of simple but profound design principles that can guide school planning. According to the book, design principles are derived "from a mix of theory-based knowledge, experience, and common sense. They tend to be written in a prescriptive manner, suggesting to designers what to provide and what to avoid."

Thus, these principles can serve as guides in everything from making small changes in your classroom to remodeling or building facilities. They offer a pallet of ideas that can be mixed to meet the needs of your students and school environment.

The foundational principle of *The Third Teacher* is that everyone can be a designer. Look not just to architects and designers, but to teachers and students as well the staff and community, who will become partners in your journey to create transformative learning spaces. Here are a few other examples from the Third Teacher website that illustrate how the design principles might guide you as you envision future places to learn:

Unite the disciplines. "Art and science need each other. Discoveries—great and small—happen when the two



Counterclockwise from left: An architectural model of a school in the Cayman Islands; an interior view of the same Cayman Islands school; a vast stairway at the Adler School of Professional Psychology in Chicago; a study space in the Adler School of Professional Psychology; an open classroom in a Cayman Islands high school; and an airy corridor in North Grand High School in Chicago. Architectural designs by Cannon Design; all photos except for Cayman Islands images by James Steinkamp Photography.

come together; so give students places for cross-disciplinary work, and who knows what genius will flourish."

Open the doors. "Give students places to exhibit their work as if it were in a public gallery, then invite the public to come in and have a look." A classroom that exemplifies these principles might start with a simple discussion between a science teacher and an art teacher who decide to develop a crosscurricular activity. The students' work could then be displayed in a public area near the front office. Or the conversation could be expanded to create spaces where scientific and artistic creativity flourish and where parents and the community at large are actively involved in student learning.

Make peace with fidgeting. "Think of it as brain development, which it is. Then think of how to make room for it in the classroom." Most school environments, especially the furniture, are designed to limit students' physical movement. This principle can be combined with the next one to easily take into account the needs of growing bodies.

Swivel to attention. "Give students furniture that lets them twist and lean safely. The movement will increase their ability to concentrate." Many of us have

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memories of sitting uncomfortably in a desk that was too small or that restricted our movements. Allowing for movement could be something as simple as replacing old or damaged chairs with furniture that absorbs the movement of a fidgeting child and lets them move as necessary to match any learning activity.

Slip off your shoes. "Creating a learing space that's safe and comfortable to navigate in socked or slippered feet offers an opportunity to use a physical act—the taking off of shoes—as mental preparation for learning."

Let the sunshine in. "And the gray skies too. Increasing daylight in classrooms has been shown to cut down on absenteeism and improve test scores."

Put the fun in fundamentals. "Injecting a learning space with playfulness and humor creates a warm and welcoming atmosphere."

Expand virtually. "Make sure a classroom has the capacity to link into learning opportunities beyond its four walls—even beyond Earth itself."

Dream big and be brave. "The rate of technological advancement is increasing exponentially. When designing schools, don't let today's reality limit tomorrow's possibilities."

These examples show how a teacher or school leader can have a big impact on a classroom or other learning space. *The Third Teacher* also offers insights about building new and innovative spaces. In the chapter "Community Connections," the authors offer three principles to set a foundation for the school development process:

Let your grassroots show. "To rally support for a new school, establish a visible presence for the campaign in your community."

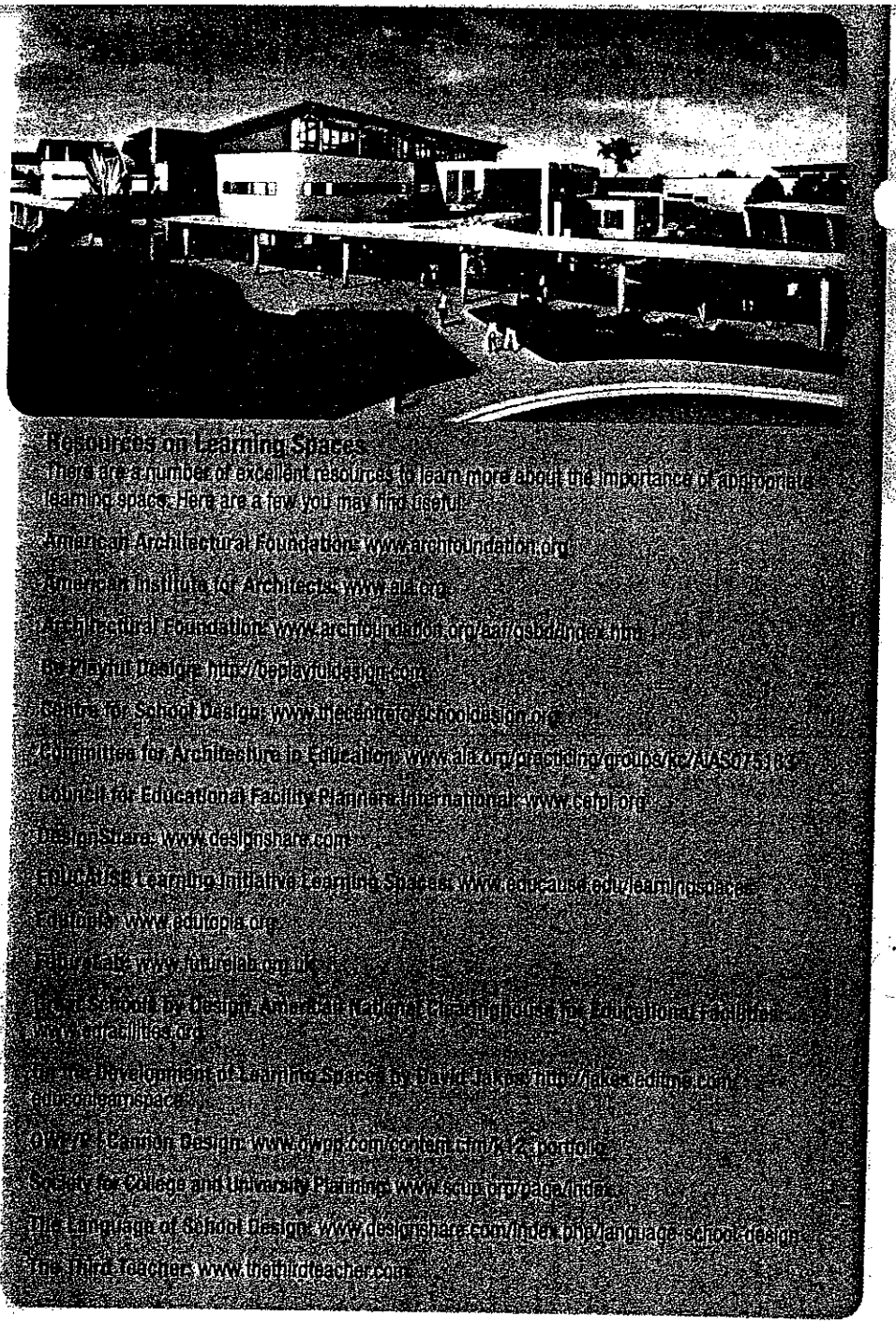
Move in together. "Building a new school is an opportunity to make friends with other community services, such as libraries and recreational facilities, and perhaps even make a new home together on a single campus."

Consult widely and early. "Those heading up the planning process for a new school will get off on the right foot by inviting every potential user and stakeholder into the process— right from the start."

These seem like simple and intuitive ideas, but those involved in school planning often forget them.

Advocate and Share Your Vision

Whether you are a classroom teacher, librarian, technology integrator, administrator, policy maker, or parent, you can help change the school learning environment. If you are a classroom teacher, you may think you do not have the power to change your school. However, you can start creating an innovative environment by surveying your classroom and asking yourself, "If I could change one thing, what would it be?" For example, you might change the arrangement of the tables and chairs or start posting more student work and inviting the community to view it.



Resources on Learning Spaces

There are a number of excellent resources to learn more about the importance of appropriate learning spaces. Here are a few you may find useful:

American Architectural Foundation: www.archfoundation.org

American Institute for Architects: www.aia.org

Architectural Foundation: www.architfoundation.org/eat/aboutindex.html

Be Playful Design: http://beplayfuldesign.com

Centre for School Design: www.thecentreforschooldesign.org

Committee for Architecture in Education: www.aia.org/practicing/groups/kc/AIAS075382

Council for Educational Facility Planners International: www.cefpi.org

Design Share: www.designshare.com

EDUCAUSE Learning Initiative Learning Spaces: www.educause.edu/eli/spaces

Edutopia: www.edutopia.org

Futurelab: www.futurelab.org.uk

High School by Design: American National Clearinghouse for Educational Facilities: www.ncef.wisc.edu

The Re-Development of Learning Spaces, by David Jakes: http://jakes.edtime.com/edtime/learningspaces

SCUP: Campus Design: www.scup.org/content.cfm?id=2 portfolio

SCUP: for College and University Planning: www.scup.org/page/index

The Language of School Design: www.designshare.com/index.php/language-school-design

The Third Teacher: www.thethirdteacher.com

they're taking requests

Programs such as Generation YES and Mouse Squad put students at the helm of IT support and classroom technology integration. By Jennifer Demski

IN THESE BELT-TIGHTENING TIMES, some might say that Varun Kumar, the technology coordinator at **William Cullen Bryant High School** in Queens, NY, has it good. With a team of 12 capable technicians on standby, he's able to quickly and efficiently handle almost any request for tech support that comes his way. Networking new laptops? Piece of cake. Troubleshooting a temperamental printer? He's got someone for that. A frustrated teacher needs a refresher on Smart Boards? Done. Any one of his techs can be dispatched to sit down with the teacher for as long as it takes for the teacher to get it.

That is, if the teacher gets it before the end of the tech's class period.

The rub is that Kumar's workforce consists of Bryant High students, members of the Mouse Squad, a student-based IT support program. The program is the ultimate everybody-wins solution: Schools have at their disposal a team of eager troubleshooters who work for cheap (course credit, for the most part), and students acquire a foundation of technology skills that has academic and real-world benefits. "When they don't know how to fix an issue, they refer to online resources," Kumar says. "This allows them to practice their research skills and enhance their IT knowledge."

The intention is that the knowledge the students acquire will have far-reaching effects. "Our hope is we're empowering students with the skills that will help them be successful as they continue their academic careers and move into their future professional careers," says Susan Schwartz, director of communications for Mouse, the New York City-based nonprofit organization that developed the Mouse Squad program to aid schools that lacked the funding necessary to support and maintain technology in their classrooms. Since its inception in 2000, the program has spawned affiliates nationwide.

There are 60 Mouse Squad schools in the five boroughs of New York City, and 190 regional Mouse Squad programs scattered throughout schools in Chicago, Texas, California, and Connecticut. Mouse Squad staff sit down with each school's program coordinator to analyze the best way of organizing the program to suit the specific needs of the school and its students. As a result, implementations differ. Bryant High School, for example, offers the program as an elective course. Meanwhile, at **Bea Fuller Rodgers School**, a New York City middle school, the team of Mouse Squad techs meets with its adviser after school from Monday through Thursday.

Regardless of the nature of the implementation, every participating Mouse Squad school has access to a collaborative hub of support on the program's website, including a case-tracking tool that allows users to receive, assign, and monitor tech support tickets. Also on the site is a 10-module course that drills students in the skills they need to manage a help desk and carry out troubleshooting requests. Completion of the course earns the student formal Mouse Squad certification. Additional training is done in two-day workshops that bring Mouse Squads together from throughout the local area, supplementing hands-on technical learning with attention given to leadership and team-building skills.

Based at the opposite end of the country is Generation YES (Youth and Educators Succeeding), a student-tech program introduced a few years before Mouse Squad. It was the brainchild of Dennis Harper, who while he was working as the technology coordinator for the **Olympia School District** in Olympia, WA, began to involve students in IT support. In 1995, Harper won a US Department of Education Technology Innovation Challenge Grant for his plans to scale up his program by designing a curriculum of best practices and a toolset so that other districts could replicate the success he'd had with the model.

At the end of the five-year grant, the program's membership exceeded 600 schools, and the growing demand led Harper to develop Generation YES. In the years since, more than 1,200 schools around the world have participated in GenYES, while the program's curriculum and toolset have been regularly updated to adapt to changes in technology-based best practices.

MOUSE IN THE HOUSE Students at a participating Mouse Squad school in New York City learn a base of practical technology skills, including the ins and outs of computer repair.

Among those updated tools is the online help desk, which was revamped two years ago to allow teachers and staff to submit trouble tickets as well as request help with integrating their classroom technology into instruction. The help desk keeps a record of every job completed by the students and generates reports that show the hours spent on each type of service call.

"At the end of the year you have a resource that says your students provided, say, 117 hours of support on our new interactive whiteboards, or that they provided 32 hours of support on network infrastructure," says Sylvia Martinez, president of Generation YES. "You've got facts and figures so that the GenYES students changing the way the school is using technology becomes more than an anecdote."

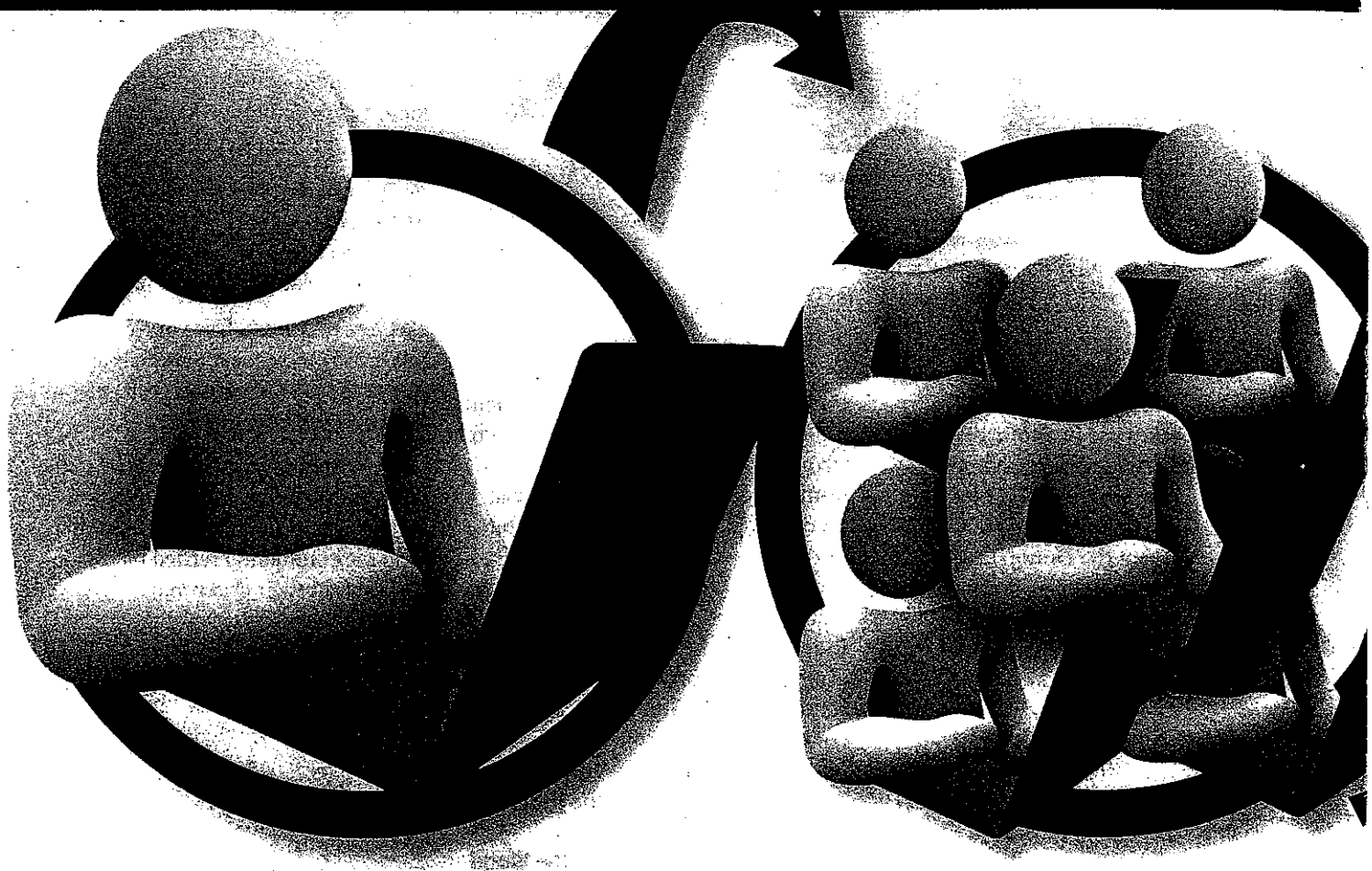
Graham County Unified School District 281, a small district in northwest Kansas, runs all of its technology troubleshooting through the online help desk, according to its technology coordinator, Scott Parker. "When a support request comes in that I need to handle myself, I can handle it, and when something comes in that a student or a group of students can handle, I can delegate it to them," Parker says.

The arrangement compares to a real-world job call, he explains. Once receiving the ticket, the student has to set up a time to meet with the teacher to find out what the teacher needs done. That involves working around the schedules of both parties, and may mean meeting during a student's study hall time or after school.

In the 10 years that GenYES has been in place in Graham County, the students' role in the district's tech support infrastructure has become essential. Mandatory, in fact: The program is a required course for all sixth-graders. Parker's students apply the skills they learn in the class to providing help for teachers of all grade levels on technology-assisted projects.

"The projects can be as small as assisting a teacher who is having trouble rebooting his computer, or as large as a full technology project where a teacher wants to implement technology in a lesson," Parker says. "It can be a short visit down the hallway or it can take up a couple of nights."

Taking Laptops Schoolwide: A Professiona



If your students are doing amazing things in the classroom with laptops, and you would like to share what you're doing without forcing it on others—or taking a great deal of your own time—consider using a collaborative approach.

As researchers of tech implementation, we have conducted multiple evaluations of one-to-one laptop programs. Our latest district-level evaluation paid specific attention to the progression of laptop use across grade levels. What struck us was how some schools seamlessly integrated laptops for learning, but others did not. We wondered why such a difference existed among schools in the same districts. What we found was that successful schools had a clearly defined scope and sequence for how students were to use laptops, and teacher collaboration was readily apparent.

Student Use and Teacher Collaboration

Schools where technology was truly ubiquitous across multiple grade levels had a plan in place that outlined the software in use along with the technology skills students were learning. We found an obvious progression of laptop use that helped students build on skills learned in previous grade levels rather than simply using the laptops in the same manner year after year. For example, at schools where the initiative extended across several grade levels, students reported using programs such as AppleWorks and Pages for basic word processing in the younger grades and more advanced features, such as importing images and special effects, in the higher grades. This was also true for schools with the one-to-one ratio only in the upper grades. In these schools, the students had already learned the basic applications in the primary grades through their use of laptop carts.

We also found that teacher collaboration was obvious at those schools. In one school, where the laptop program was integral to the gifted and talented education (GATE) combination (third/fourth grade and fifth/sixth grade) classes, GATE teachers had collaboratively developed a system in

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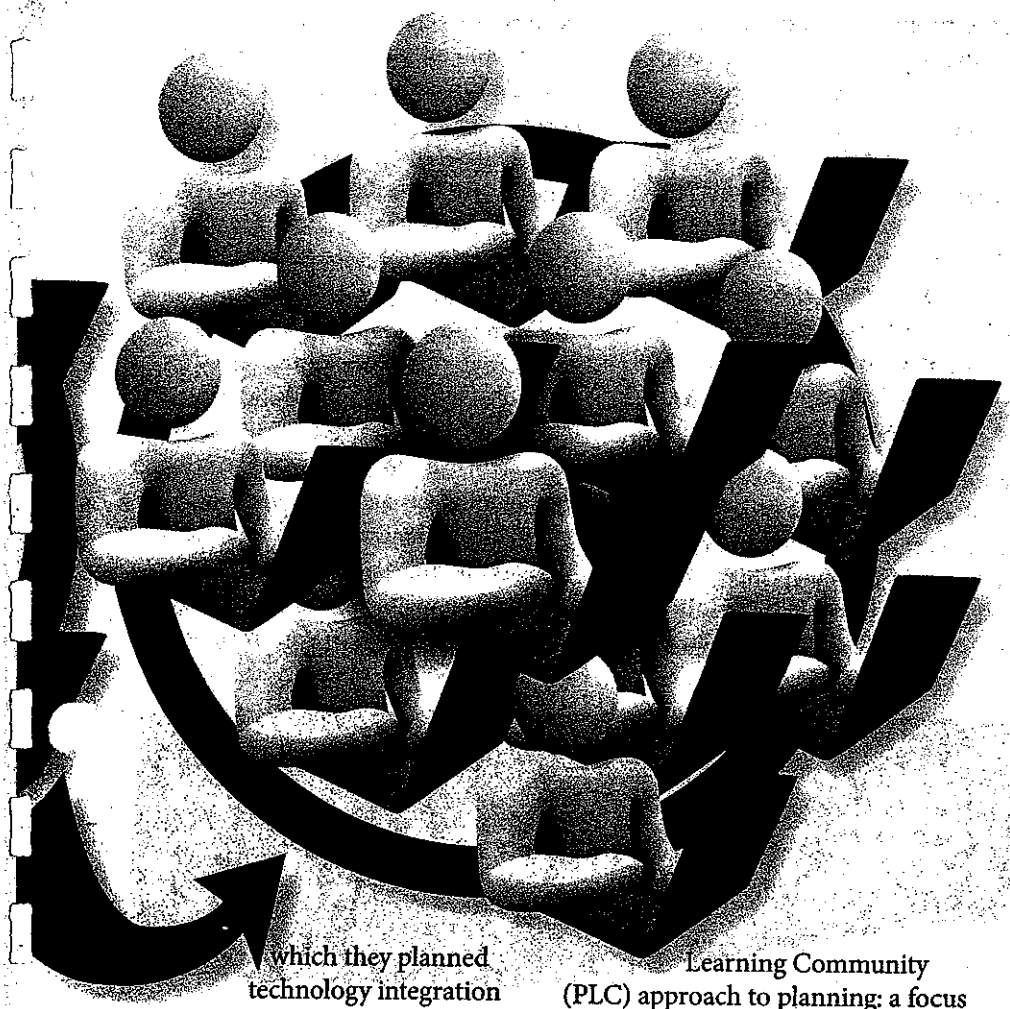
By Tim Green, Loretta Donovan, and Kim Bass

Learning Community Approach



which they planned technology integration into the curriculum. For example, the third/fourth grade teacher trained his students to use specific technologies. He communicated this to the fifth/sixth grade teachers, so they knew that the incoming fifth graders from his classroom would not need application instruction. Overall, we found that teacher collaboration took multiple forms but played an important role in the successful implementation at the district level.

A PLC Approach

What brought about collaboration in the example above? The district adopted Richard DuFour's Professional Learning Community (PLC) approach to planning: a focus on learning rather than teaching, working collaboratively, and holding one's self accountable for results.

Where a one-to-one initiative was successful at the district level, teachers met weekly as a grade-level team to share student data, reflect on student progress, and plan learning experiences. Collaboration was part of the culture, and that led to laptop implementation throughout the curriculum following a distinct plan.

Currently in its fifth year, the Laptops for Learning Program in the Fullerton (California) School District (K–8) provides students at six of the district's 20 schools with an Apple iBook laptop. The program involves second through eighth grade in one school, third through sixth in another, sixth grade only in two schools, and six through seventh in the district's two middle schools.

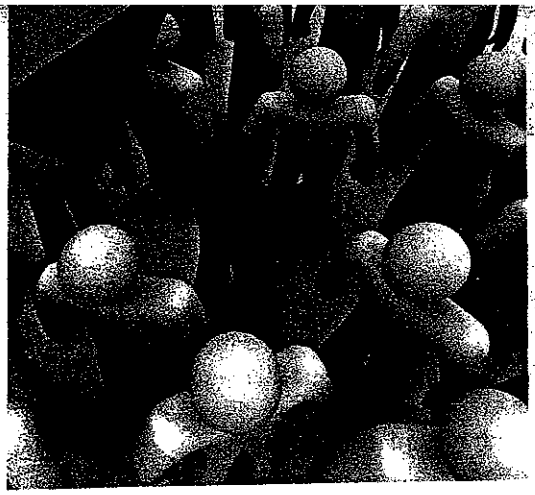
Kim Bass, a second grade teacher, took part in her school's implementation of a PLC approach. Each week, her second grade team, like all grade-level teams, met to share student data and decide how they could improve student learning and instruction. They set up norms to help them stay on track and on schedule.

During one meeting, her team shared information about math lessons that focused on telling time to the quarter hour. From their discussion about a set of math assignments, they discovered that most of their second graders were struggling with this standard. One team member reviewed the school's website to see which math activities the students should visit to practice this skill. Others logged on to alternate math websites they use. They discovered that many students who were struggling with the concept had spent little time working on this skill.

"As a team, we decided to assign these sites as homework until this skill was mastered," she said. "Additionally, we identified that some of our students were also unclear about the difference between a.m. and p.m. The team concluded that a project in Kidpix showing different activities that take place during a.m. and p.m. would be a great extension project for students who did not need direct practice telling time to the quarter hour."

Four Factors to Consider

A defined collaboration, such as a PLC, can help expand your one-to-one program. To start a collaborative approach, consider these four factors



Do not underestimate one enthusiastic and dedicated teacher's power to transform a one-to-one initiative from a single classroom into a successful schoolwide program.

at your school: school climate, communication, collaboration, and progression of use.

School climate. Does your school have a climate that encourages innovation? Does your school have a core group of teachers already using laptops? If not, start small and then expand once others see the relative advantage of the innovation. Are your administrators, parents, and community supportive and actively involved? Supportive administrators and enthusiastic teachers can present a unified front to promote the expansion of the initiative. During our evaluation, we observed very different school climates. The most successful schools had administrators and parents who were supportive and involved. The support created a climate where teachers had the freedom to integrate laptops and other technologies in innovative ways. The laptops in these schools have become an integral and natural part of the teaching and learning process across content areas.

Communication. Is there a misconception of what the laptop program is, how it operates, and what educational results can be achieved (higher test scores, 21st-century skills) as a direct result of laptop use? If so, planned and ongoing communication can keep colleagues, administrators, parents, and the greater community informed. This will help others be engaged and supportive of your program. It will also allow the laptop program to do what you designed it to do—extend learning from the classroom to the home and beyond. In a time when many are wary of Internet use, open communication can help ease some of the fears about technology. A classroom webpage is a great way to communicate about the program (even to colleagues). A webpage with links to sites used during the school day will extend the learning, showcase student work, and involve parents and the community. Use every means possible to share the great things happening with your program.

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Collaboration. What type of collaboration is currently happening at your school? Is it informal, or is it more formal, such as a common preparation period? A defined collaborative approach is crucial for helping build an ethos of sharing that leads to successful laptop integration. If your collaboration is informal, start a wiki or use another Web-based tool to share ideas, websites, and electronic materials. Work toward a more formal collaborative approach. Teachers engaging in a PLC can use this time to address common goals and share how to use laptops to meet student needs. They can also use PLC planning time for professional development.

Progression of use. Does your school have a plan that outlines how students will be using laptops throughout a school year and from grade to grade? This type of document can provide structure, serve as a communication tool, and support a shared vision of a laptop program. Many districts have a technology plan in place that can provide guidance in the development of such a document. You should also use ISTE's NETS for Students as a guide when drafting this document. You can find a chart to help with the planning process at http://groups.google.com/group/1-to-1-computing-initiatives.

We realize that every school's context is different. Despite these differences, each school will work through the same issues as it moves to a collaborative environment where innovation adoption can occur. Helping your school move to this environment may seem like a daunting task. Do not underestimate one enthusiastic and dedicated teacher's power to transform a one-to-one initiative from a single classroom into a successful schoolwide program.

Tim Green, PhD, is a professor for the College of Education at California State University, Fullerton. He is an educational technology specialist whose research interests include one-to-one computing initiatives in K–12 and higher education, online learning and teaching, and effective uses of emerging technologies.

Loretta Donovan, PhD, is a professor for the College of Education at California State University, Fullerton. She is also an educational technology specialist whose research interests include one-to-one computing initiatives in K–12 and higher education, online learning and teaching, and effective uses of emerging technologies.

Kim Bass is a second grade teacher at Robert C. Fisler K–8 School in Fullerton, California. She has been effectively integrating technology into the curriculum for the past 20 years. Bass regularly provides professional development on technology integration to teacher candidates and inservice teachers.

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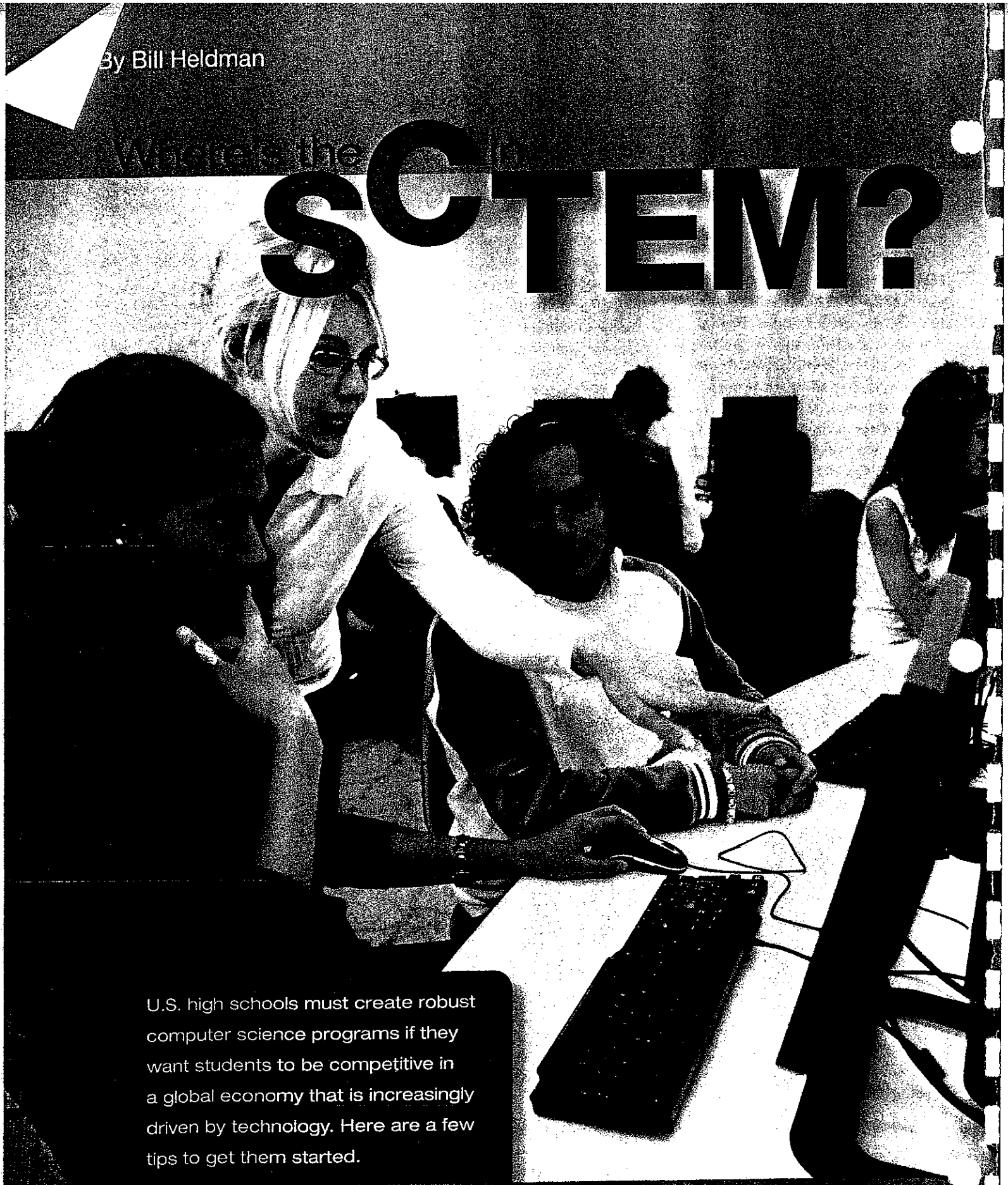
By Bill Heldman

Where's the C in STEM?



U.S. high schools must create robust computer science programs if they want students to be competitive in a global economy that is increasingly driven by technology. Here are a few tips to get them started.

With few exceptions, students interact with technology in one way or another every day. And yet, in most U.S. schools, the term *computer science* (CS) refers only to generic skills classes, such as keyboarding and computer applications. Even most Web programming classes usually teach students only how to use conventional graphical user interface (GUI) tools instead of HTML and CSS, perhaps because they are often led by teachers with no background in CS. Even worse, many U.S. high schools have dropped CS programs altogether.

The end result of this lack of focus on CS is that most U.S. students graduate into an increasingly tech-driven world with little knowledge of how it all works or any chance of contributing to the field. In fact, only 1–2% of students who apply for U.S. colleges major in CS.

Until schools bring CS out of math's backroom and give it a place of prominence as a STEM discipline (changing the acronym to SCTEM, using the same pronunciation, but with a much different meaning), the United States will produce fewer CS majors, and CS work will continue to be outsourced to those countries that do have the *C* correctly placed.

Create a Strong CS Program

I'm a former IT worker with a long background in the industry. Five years ago, I turned to teaching 11th and 12th grade computer science and game programming. The combination of my private and public sector IT experience, coupled with teaching high school, has given me the insight to recognize the roots of the issue and how it can be fixed with enough participation and effort.

CS needs to take its place alongside English language arts, science, and math as a fundamental academic necessity and be addressed as such in state standards, academic content, curricula, and educator licensing requirements.

A big part of the problem is that few educators really understand what computer science is. Administrators may be able to identify the tip of the CS iceberg, but they are ignoring the burgeoning mass beneath. It will take some detailed, hard work for school stakeholders to define the subject within the context of the overall curriculum.

To begin with, CS isn't treated as an academic standard, but it should be. CS needs to take its place alongside English language arts, science, and math as a fundamental academic necessity and be addressed as such in state standards, academic content, curricula, and educator licensing requirements. Teaching CS actually fosters better knowledge of other academic subjects, because when it is taught properly, it drives students to want to know more about math, science, and reading so they can learn more about CS. The subjects feed off of one another.

Once administrators have a clear understanding of the complete context of CS within the curriculum, the next hurdles are creating a standalone CS program, bringing it up to today's technological standards, and supporting it with a continuous improvement process. Because of the pace of technological change, schools must revise CS curriculum on an annual or even semi-annual basis. Administrators must be visionary leaders or have visionaries on staff who recognize and understand those changes so they can create new curricula that parallels current technologies and anticipates emerging technologies.

Why go through all this trouble? Because CS is an important career choice in U.S. society. According to a 2009 news release from the Bureau of Labor Statistics, 5 of the 30 fastest growing jobs in the United States are CS jobs, and they all require bachelor's degrees or higher. Many other surveys as well as recent breakthroughs in graphical and holographic arenas point to an even broader increase in the need for CS.

It is hard work to flesh out a CS program. The good news is that schools don't have to go it entirely alone, and they don't have to build their CS programs in a vacuum.

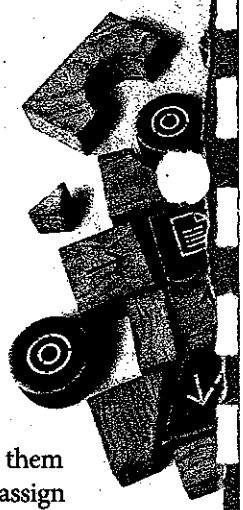
The school should integrate computer science industry and business leaders into its advisory board and give them a voice in the CS program. This will help teachers keep up with the pace of change and shape class content around industry expectations regarding CS career paths. Students should learn, for example, what game programmers do during a workday. Do they play games? Do they write code all day long, and if so, what kind of code do they write? How do they get the art into the game? How does the game story come about? The industry tie-in is not only relevant, it's key to student engagement and success.

Forging strong articulation agreements with community colleges will also strengthen a school's ability to help students interested in CS understand what they need to know to prepare for college. Community colleges can allow students who have uncompleted prerequisites or who are

d by the college/university gently integrate into the system. This is important because postsecondary teaching environments are night-and-day different from secondary environments, and a student's comfort level translates to better academic performance.

The next step is recruiting and/or training qualified CS teachers. It's simply not good enough for a marketing teacher to offer a Dreamweaver class and teach a little HTML, or for a math teacher with an extra free section to teach AP Computer Science. CS has much deeper tentacles and a far longer reach than that. The teachers have to understand the nuances of the subject at a deep level.

Conventional teachers who do not have a CS background can teach CS as long as they meet the educational and occupational requirements (see the Resources section at the end of this article for the URL to a white paper the Computer Science Teachers Association released on this topic). But it will take extensive and ongoing professional development to bring non-CS teachers up to speed technically and keep them there. Principals can't simply assign the program, toss a how-to book in the door, and expect teachers to be successful. That leads to content that is elementary and unsatisfying, and students won't get anything out of the course.



Building on the lessons of the past and the needs of the present and the future, the Computer Science Teachers Association (CSTA) proposes a four-level model curriculum for K–12 computer science that focuses on fundamental concepts. This model includes:

Level I—Foundations of computer science (recommended for grades K–8). Instruction at this level should provide elementary school students with foundational concepts in computer science by integrating basic skills in technology with simple ideas about algorithmic thinking. This can be accomplished by adding short modules to existing science, mathematics, and social studies units or through specific computing courses.

Level II—Computer science in the modern world (recommended for grade 9 or 10). Students at this level should acquire a coherent and broad understanding of the principles, methodologies, and applications of computer science in the modern world. This course focuses on the foundational concepts underlying the science and on knowledge and skills all students require. It can best be offered as a one-year course accessible to all students, whether they are college bound or workplace bound.

Level III—Computer science as analysis and design (recommended for grade 10 or 11). Students who wish to study more computer science may enroll in a one-year elective that would earn a curriculum credit (e.g., math or science). This course continues the study begun at Level II, but it places particular emphasis on the scientific and engineering aspects of computer science—mathematical principles, algorithmic problem-solving and programming, software and hardware design, networks, and social impact. Students will elect this course to explore their interest and aptitude for computer science as a profession.

Level IV—Topics in computer science (recommended for grade 11 or 12). This elective provides depth of study in one particular area of computer science. This may be, for example, an AP Computer Science course that focuses on computer science principles or programming and data structures. Alternatively, this offering may be a projects-based course in multimedia design or a vendor-supplied course that leads to professional certification.

This modified text was excerpted from CSTA's "A Model Curriculum for K–12 Computer Science: Final Report of the ACM K–12 Task Force Curriculum Committee."

Collaborate for Curriculum

Conventional CS can be a boring subject. Students will have a hard time getting interested in subjects such as binary trees and linked lists, classes and objects, TCP/IP, and the OSI model without some colorful, fun hook by which to teach them. Game programming turns out to be one such hook, but there are other ideas for teaching CS that work equally well. High-touch and hands-on labs and assessments linked to real-world project outcomes are the elements that make students want to learn.

It is vital that administrators and teachers understand that CS is more than the Web and more than programming. The CS whole is the sum of the parts, but not just computer parts; it's also made up of math, art, science, and English language arts, particularly when it comes to today's interactive media environments, including social networking sites and games.

For one thing, CS is an intensely graphical world that requires students to foster a healthy knowledge of both 2D and 3D graphics as well as animation environments. It's also a world of story and literature. So it's not enough for a teacher to show a student how to write a program. She must also help the student flesh

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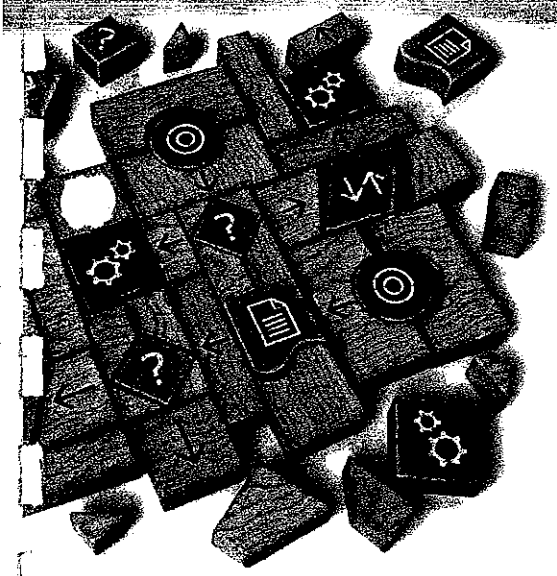


It's no longer just about English language arts or history or art or mathematics. In this case, it's about using CS to integrate a story into a program, game, or social networking site by using the tools of the trade in addition to all of the underlying academics that make the story complete.

out program concepts in a graphical environment in a way that is pleasing to the eye, easy to understand and manipulate, and rich in allegory and metaphor. In fact, in many cases, students must use the complete literary construct, including a protagonist, antagonist, plot, conflict, increasing stakes, and so forth.

Schools that integrate CS at the highest levels of their mission statements find that professional learning communities and work teams naturally assemble to discuss amalgamated curriculum and assessments. They want their students to be successful, and they soon find out that CS students will need more than just the black box of programming to find success in the industry. Good school leaders set out to find and assemble teams that are able to play off of one another's strengths to get to the greater goal of a holistic student. It's no longer just about English language arts or history or art or mathematics. In this case, it's about using CS to integrate a story into a program, game, or social networking site by using the tools of the trade in addition to all of the underlying academics that make the story complete.

I have seen this firsthand in my game programming classroom at Warren Tech, a career and technical education high school in Lakewood, Colorado. Students learn how to program in C++, C#, and Adobe's ActionScript 3.0. At the same time, however, we work on the idea of story. They learn that they must put a good story into a console-based (DOS-like) application to create a game that is both fun and playable. I stress that story is not just one element of a game, but the most important element.

Once they have thoroughly polished a story and made sure that it is interesting and consists of the proper constructs, we start to think about how to describe the story in a graphical world. They learn to think about color, 2D versus 3D, speech prompts, visual hints and cues, and Easter eggs. They're still dealing with the same old story, but now they've brought it into a visually satisfying place. And, along the way, I've had an opportunity to help the students learn how to manipulate the tools they need to turn their visual stories into games.

Other subjects also come into play. Suppose, for example, the story talks about a cannon firing. To create an accurate scene, students need to understand the equation of the ballistics of a cannon and scientific ideas, such as the coefficient of friction and velocity versus acceleration. The desire to make the story right drives students to want to know more about the math and physics of the story. A student recreating the board game Battleship needs to understand matrix math. Another student working on a whirlwind wants to know about the Coriolis effect, and so on. The same applies to the historical accuracy of a subject as well as possibly its anthropology, sociology, and ethnology.

Can I personally teach all this stuff? No! I rely on coaches and other teachers to help me round out the teaching model. For example, the mathematics coach might come in and give a half-hour miniclass on logarithms. It is this notion of teamwork and a team attitude toward teaching CS that fosters great advances in student achievement across a plethora of subjects—not just CS.

Schools that seriously integrate CS at the important, vital level it needs to be find that students want it, are good at it, and can be successful at it. On the flip side, if schools fail to introduce full and robust CS courses in high schools, they will do a disservice to their students, colleges and universities, and industry. With that in mind, we need to begin to work together to take back the ground that CS has lost and move forward into new terrain as collaborative educators.

Resources

"A Model Curriculum for K–12 Computer Science: Final Report of the ACM K–12 Task Force Curriculum Committee" (2003) by the Computer Science Teachers Association (CSTA): http://csta.acm.org/Curriculum/sub/CurrFiles/K-12ModelCurr2ndEd.pdf

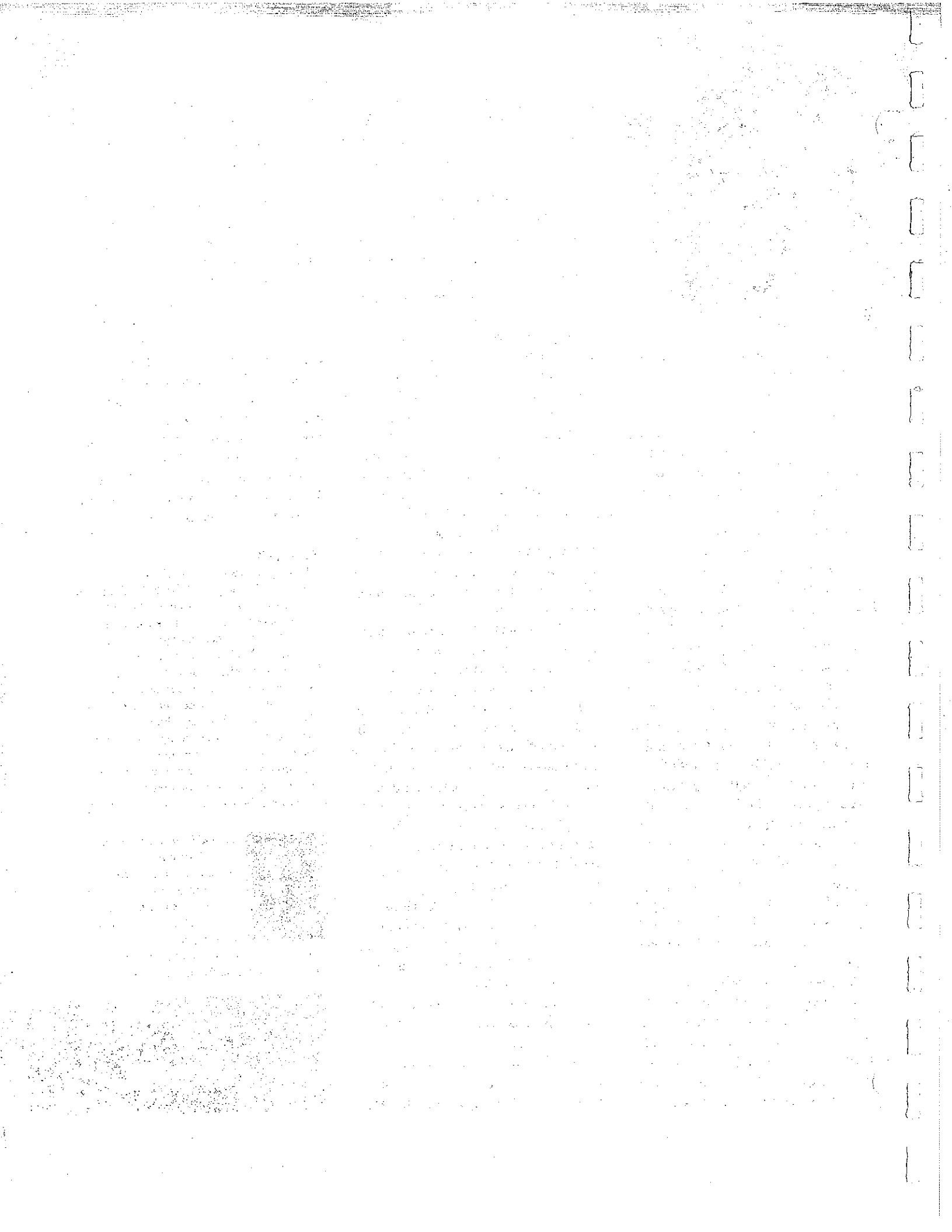
"Ensuring Exemplary Teaching in an Essential Discipline" by CSTA: http:/csta.acm.org/ComputerScienceTeacherCertification/sub/TeacherCertificationRequi.html

"The 30 Fastest Growing Occupations Covered in the 2008–2009 Occupational Outlook Handbook," U.S. Bureau of Labor Statistics: www.bls.gov/news.release/ooh.t01.htm

Warren Tech High School: www.warrentech.org

Bill Heldman is a former longtime IT professional as well as the author of more than a dozen technical books and numerous articles for technical publications. These days, he teaches teenagers how to make video games, writes curriculum, and collaborates to better the public secondary teaching environment.

Give us your feedback through the survey at



Sax predicts thousands more schools will join the movement once the Education Department finalizes new Title IX regulations first proposed in March 2004.

Backers of single-sex classes point to research that shows the genders learn in different ways. At elementary school age, they say, girls' vision and thought processes have developed to respond better to color and detail, while boys' brains are more apt at processing motion and direction.

"If you don't understand those differences and you teach boys and girls as if they were the same, the end result is a kindergarten classroom where the boys tell you drawing is for girls and a middle school classroom where girls tell you computers are for boys," said Sax, one of the nation's leading proponents of single-sex education. "If you don't understand gender differences, you end up furthering gender stereotypes."

Sax said that as more same-sex schools crop up, data is beginning to show results. He and other proponents point to an elementary school in Deland, Fla., where fourth graders last year were randomly assigned to either a single-sex classroom or a co-ed one. In Woodward Elementary School's co-ed classrooms, 57 percent of girls and 37 percent of boys passed a state writing test. In the single-sex classes, 75 percent of girls and 86 percent of boys passed.

"There is greater confidence, greater enjoyment, greater interest," said David Chadwell, lead teacher at The Two Academies at Dent, a pair of single-gender middle schools in Columbia, S.C.

Said Atlanta Public Schools Superintendent Beverly Hall: "This is a strategy designed to really turn around what is a failing environment for lots and lots of young people." Hall and others in Atlanta say they like the results they've seen the past three years at Martin Luther King, where more than 400 sixth and seventh-grade students are divided by gender.

Travis Brown, whose boys' math class was building the cardboard robots, said the system lets him gear his lessons specifically for an all-male class.

"It gives me a chance to prepare especially for them," Brown said. "I don't expect them to sit still, so I know I'm going to have to have some hands-on stuff."

Equality among single-sex schools
Current federal rules allow single-sex schools, but only when a district creates a comparable single-sex school for the other gender.

Currently, 32 states have public schools with at least some single-gender classrooms.

Research for Girls:

"Girls and boys are as different from the neck up as the neck down", according to psychologist Joann Deak, author of Girls Will Be Girls: Raising Confident and Courageous Daughters. Dr. Deak says research has shown that our brains are differentiated along gender lines when it comes to our learning styles. There are exceptions and shades of gray, of course but in general according to Dr. Deak:

- Female brains are predisposed to excel in language, auditory skills, fine motor skills, and attention to detail.
- The female brain is more decentralized, using a variety of parts or locations for a single task
- The female brain is more integrated, allowing both brain hemispheres to work together via a more developed corpus callosum, the bridge between the right and left-brain hemispheres
- In the female brain, thoughts and emotions are much more complex, integrated, and intertwined than in the male brain.

According to the author, Dr Leonard Sax (Gender Matters, 2005) a noted physician and PhD, "the single greatest benefit of girls only education is the greater educational opportunity girls enjoy in the all-girls classroom". He contends that, "At every age, girls in girls-only classroom are more likely to explore "non-traditional" subjects such as computer science, math, physics, woodworking, etc". This finding is extraordinarily robust, having been replicated in every age group from kindergarten through college, and in every country where researchers have examined this question, including the United States, the United Kingdom, Australia, New Zealand, Thailand, Jamaica, Iceland, and Kenya.

1. The all girls' classrooms will be more conducive for instructors to give girls the opportunity to exercise their spatial, math, and technology skills at an earlier age. Our plans are to introduce maps, graphs and manipulative and focus on problem solving skills at an earlier age giving girls the opportunity to develop in these areas earlier. In addition, we will put emphasis on the use of the REACH '*Star Chart*'. This we believe will help girls to focus more, and help them to set higher academic goals using the skills they develop in math, science, and technology.

2. Since academic loss for sciences for girls tends to happen after 3rd grade, Reach will provide additional opportunities for girls in math and science. According to Dr. Sax, Gender Matters, role-playing exercises work well for girls. Girls thrive on interaction that involves emotional involvement and relevancy. We are planning interactive learning in all content areas and where possible we will bring in experts to interact with the girls that will show them the practicality and relevancy of their studies.
3. Learning environments for girls will be more conducive to the needs of girls. The lighting, furniture, colors and classroom themes will be carefully planned. Instructors will be trained to implement instructional strategies that are more beneficial for female students. Physical Education will be more relevant for girls and include dance and sports that are more popular with females. Girls will also participate in age appropriate self-esteem and confidence building activities that promote academic confidence, career exploration, and excellent communication skills. Some of the academic fears that exhibit in coed classrooms will be eradicated or at a minimum, reduced with same gender classrooms.

I am... Academy

Petition for a new Charter Jr. High and High School in the New Castle County Area that focuses on Leadership and Technology, I AM Academy Leadership & Technical Institute for boys and girls. Our focus is on delivering High Academic Results using global best practices, parent government and an early college program, with single gender classrooms for core academic subjects. I 'm in support of I AM Academy Leadership & Technical Institute.

Name	Email (optional)	ZIP CODE OR Signature
Maurice Eaddy	MAUriceaddy1270@comcast.net	M. Eaddy
Kenneth Brown	Kenny.beown03@yahoo.com	
Chaurce Lee	Chaurce.lee28@GMAIL.com	Chaurce Lee
Dion Hutt	dionhutt@gmail.com	
Ray Taylor	pastortaylor2010@hotmail.com	
Tabitha Davis	Blessedangel@hotmail.com	
Douglas Knight	Jayeknight@yahoo.com	
Krisha Bullock		mshryce@gmail.com
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Wanda young	19801	
Janique Rosado	Janique-Anderson@Hotmail.com	
Kimberly Worrell	Klw4788@yahoo.com	
Ruth Eaddy	19801	

PARENTS

Sample Students Petition

Petition for a new Charter Jr. High and High School in the Bear/Newark/Middletown Area that focuses on Leadership and Technology, I AM Academy Leadership & Technical Institute for boys and girls. Our focus is on delivering High Academic Results using global best practices, parent government and an early college program, with single gender classrooms for core academic subjects. I 'm in support of I AM Academy Leadership & Technical Institute.

Sincere Thomas	Ericka Pinetteloo
Zyshonne Edwards	Rodney Mystic
Jordan Santiago	Erika Porter
Anthony Strickland	Pashon Haney
Caitlin Wilson	Geoffrey Broadwater
Elizabeth Wingo	Stephen Dolan
Tatiana Velazquez	Emily Dalton
Peter Lam	Serena Zacher
Tanisha Murphy	Riley Tucker
Alvaro Bedolla Pantoja	Mansoor Z Faqiri
Stephanie Lewis	Micah McMillen
Michael Perillo	Sarah Mariner
XANDER	Alisha Valdivia
Xia Howard	Hadyl Muflini
Kayla Latrea	

New Charter School Petition › #4

Name	donna taylor
Date	01/15/1966
Email	ladydonnataylor@yahoo.com
Confirm Email	ladydonnataylor@yahoo.com
School District or City (if you don't know school District) You live in?	apoqunimink
Your Child's Name (optional - if you have a student in grades k-12	jaona keyes
Child 2 Name (optional - if you have a student in grades k-12)	
Child 3 Name (optional - if you have a student in grades k-12	
Student's Grade	eight
Student's Grade	
Student 2 Grade	
Student 3 Grade	
Comments (optional) What would you like to see in a new Charter High School and Jr. High School	
Would you like to receive more information in the future about I AM...Academy?	✔ Yes

Entry Info

Date Created	2010-12-02 18:10:10
Date Updated	
IP Address	71.185.208.137

I AM ... Academy

Parent/Community Survey:

I believe we need an early college high school in which High school graduates can achieve up to 2 years of college credit by graduation yes

I have a student in grades K – 12 in New Castle County yes
Which Grades 9

Rank in order of importance with 1 being the most important the things that a school for your child should offer and excel in are: Please rank the following:

[1] Core Academics [3] Small Group Environment [2] Safety

[1] Leadership Skills [1] Life Skills [2] Multi- Media Technology

[1] Emotional Intelligence (self awareness, self mgmt relationship awareness, relationship Mgmt)

[2] The Arts & Music [2] Athletics [1] Career Internships & apprenticeships

[3] Global Project with students from other countries and student ravel

[2] Self-Learning Environment [2] Creativity/Innovation Environment

What is your idea for a successful Junior High School? It's a place where students can learn properly and where teachers are willing to help students, and help them to succeed.

What is your idea of a successful High School? Same

Would you consider enrolling your son or daughter in I AM Academy Leadership & Technical Institute if we were to open in 2012 and included the things you feel are important? no

I AM Academy

Parent/Community Survey:

I believe we need an early college high school in which High school graduates can achieve up to 2 years of college credit by graduation Yes

I have a student in grades K – 12 in New Castle County Yes
Which Grades 6

Rank in order of importance with 1 being the most important the things that a school for your child should offer and excel in are: Please rank the following:

[1] Core Academics [9] Small Group Environment [3] Safety

[5] Leadership Skills [2] Life Skills [4] Multi- Media Technology

[6] Emotional Intelligence (self awareness, self mgmt relationship awareness, relationship Mgmt)

[8] The Arts & Music [12] Athletics [10] Career Internships & apprenticeships

[13] Global Project with students from other countries and student ravel

[11] Self-Learning Environment [7] Creativity/Innovation Environment

What is your idea for a successful Junior High School? Fun Core Academics

What is your idea of a successful High School? Safe Environment, Leadership, Innovation, fun Understanding of Life Skill & Core Academics

Would you consider enrolling your son or daughter in I AM Academy Leadership & Technical Institute if we were to open in 2012 and included the things you feel are important? maybe, possible