



**Department of Education
Charter School Accountability Meeting**

**March 11, 2013
Modification Application
Initial/Preliminary Meeting**

Kuumba Academy Charter School

Ms. McLaughlin called the meeting to order. For the purpose of the record introductions were made:

Attending Committee Members

- Mary Kate McLaughlin, Chairperson, Chief of Staff
- Deb Hansen, Education Associate, Visual and Performing Arts, Charter Curriculum Review
- April McCrae, Education Associate, Education Associate, Science Assessment and STEM
- Paul Harrell, Director, Public & Private Partnerships
- Karen Field Rogers, Financial Reform & Resource Management
- Kendall Massett, Executive Director, Delaware Charter School Network (non-voting)
- Donna R. Johnson, Executive Director, State Board of Education (non-voting)

Support to the Committee

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

Representatives of Charter School

- Hugh Atkins, Board Member
- Raye Jones Avery, Founder Board
- Tamara Price-Cobb, Assistant Principal
- Sally Maldonado, Head of School
- Darren Moore, Vice President Board
- Lynne Howard, Consultant
- Michelle Lambert, Accountant

Ms. McLaughlin stated the purpose of today's meeting is for the Accountability Committee to review the modification application submitted by Kuumba Academy which has proposed to add grades 6, 7 and 8 to its current K-5 grade configuration. She said the Committee will make a preliminary recommendation to approve or deny the application and the school will have an opportunity to respond to the Committee's preliminary report.

Ms. McLaughlin stated that the Committee will streamline the process of the Initial and Preliminary meetings for today. She said during the first part of this meeting the Committee will ask representatives of the school clarifying questions; and the second part of the meeting, the Committee will discuss each of the relevant approval criteria. She said there will be all of the 14 approval criteria discussed to this modification request except for Criterion 14 which pertains to management companies because the school does not plan to use a charter management company.

Ms. McLaughlin stated that at the end of the meeting, John Carwell will provide the next steps. She named the following criterion that will be discussed after the question and answer review, during that time she requested that the applicant refrain from answering or participating in the discussion with the Committee.

Criterion One: Applicant Qualifications

Criterion Two: Form of Organization

Criterion Three: Mission, Goals and Educational Objectives

Criterion Four: Goals for Student Performance

Criterion Five: Evaluating Student Performance

Criterion Six: Educational Program

Criterion Seven: Students with Special Needs

Criterion Eight: Economic Viability

Criterion Nine: Financial and Administrative Operations

Criterion Ten: Insurance

Criterion Eleven: School Discipline and Attendance

Criterion Twelve: Health and Safety

Criterion Thirteen: Student and School Data

Criterion Fourteen: Management Companies (NOT APPLICABLE)

Questions and Answers Review

Criterion One: Applicant Qualifications. Ms. McLaughlin asked how the Board has increased its capacity to support the proposed school design.

Mr. Atkins said they are always looking to expand the Board with relevant and prospective members whose experience would speak directly to what they are doing. He said they already have people in place that has the experience; for instance the three grades they hope to add, they would be looking to have other members of the Board whose qualifications will speak directly to any of the concerns as they come up. He said this is something that the Vision Leadership Group business is aware of and looking at everything. He said they saw themselves as a group monitoring both, process and philosophy, as they move forward.

Ms. Avery said in addition to this, a critical step in their expansion process was to secure their funding for a capacity building. She said it was secured by Longwood Foundations and those resources enabled them to contract professional services from Innovative Schools , Lynn Howard for Project Expansion Management, and Daniel Sullivan for Resource Development.

Ms. Maldonado said the current Board has representative expertise in vision and leadership, educational program, office planning, facilities and governance and they added additional Board members this year to help prepare with the expansion. She said they are looking for additional Board members to help with facilities, planning, and in the curriculum. She said they were talking with Rachel Wood, who is interested in supporting Kuumba in the area of science, and she was looking to join the Board as well. She said they are anticipating in making sure they have a good balance of middle school education expertise, as well as, finances.

Mr. Harrell asked if they have a commitment from Longwood Foundations to secure the location site.

Ms. Avery said yes they had the commitment for a year.

Ms. McLaughlin asked if the Committee had any follow-up questions.

Ms. McLaughlin asked what were the determining factors rationales that lead to the expansion decision and what were the growing pains, if any, you expect in the expansion; and how would you mitigate them.

Ms. Maldonado said she would speak from a school's perspective and Ms. Avery will speak from a community's perspective. She said Kuumba parents have been urging them to expand every year each time the fifth grade students' graduate. She said the parents felt anxiety for students going back into a traditional public school setting. She said the parents informed them that they appreciated the family atmosphere and the rigorous curriculum the students have been exposed to will be hard for the parents to find a good next fix for their students. She said some of the students might have a passion for performing arts; they may apply to go to Cab Calloway. She said other than that there are not that many great middle school options available for their students and this is the real initial reasons for their interest in expansion.

Ms. Maldonado said from the organizational perspective, they knew they wanted to build a more internal capacity, in terms of instructional leadership, and they knew with the expansion it would provide them with this opportunity. She said Kuumba has benefited greatly from being a part of the vision network, by having the opportunity for teachers to collaborate with one another. She said all of these things will be available for them as they expand.

Ms. Avery said with terms of a historical context the ideal of Kuumba Academy really emulated from the community. She said from parents whose children were attending Christina's Cultural Arts Centers preschools and other programs. She said the parents felt their children's needs were not being met in the schools that were available to them that were bused, as well as, in the neighborhood. She said sadly then and now there still continues to be a large number of children that are living in poor working households that are not having a great experience in schools which compels the Founders of Kuumba Academy. She said they spent the last eleven years practicing the delivery of the model they envisioned in 1997. She said in the inapt choices of high performing middle schools, they felt as well as the parents, that they were doing the students a disservice in not continuing to serve the educational program in the middle school. She said they would be absolutely sure that the highest achievement that the students are experiencing in elementary school level would continue, so they won't fall off a cliff when they leave Kuumba Academy. She said the school is responding to the educational need that is significant, and the community's need and interest. She said they have an obligation and responsibility to expand, and not only the number of students that they are able to serve at the elementary school level, but to continue providing them with continuity into the middle school.

Ms. Maldonado asked if the second part of the question was "what the school anticipates, as far as, anticipating growing pains." She said from an academic program standpoint, one of the hurdles they will be facing would know there would be students coming into Kuumba Academy post kindergarten. She said the students that are coming in at the middle school grades three and above; how would they administer those students transition into their rigorous program. She said in recent years they had students come into the school in the 3rd, 4th, and 5th grades trying to do their Singapore Math program, which is an accelerated math program. She said what they would need to do is to catch those students up front. She said learning from this experience; they will institute a six week summer program to make

it mandatory for new students to participate in that program, at least in the morning for the academic part. She said they are really mindful in making sure they are getting the students tutored right away.

Ms. Maldonado said the school's standpoint is making sure they have enough academic support in place to catch the students up that haven't gone through the Kuumba model since kindergarten. She said there will certainly be all kinds of growing pains as an organization expands as in the size of their goal. She said they will make sure they are building an internal capacity as they prepare. She said as Ms. Avery stated, they have been planning this expansion for several years and the vision leadership group has been thinking about this piece. She said they have teachers that are ready to support new staff that are starting, so that the new staff will know the culture; and whomever come into the school, including the parents and new students, will understand the Kuumba model.

Ms. McLaughlin asked if the Committee had any follow up questions.

Criterion Six: Educational Program. Ms. McLaughlin asked if the school could describe the partnership they have between Integrate Arts Solution and how the Expeditionary Learning model aligns with the mission and arts focus of the school.

Ms. Maldonado said Kuumba current model focuses on five core practices that are student centered instruction. She said they recognized each student as individuals and they have protocol and procedures in place to make sure they are focused. She said they are diligent on how to make sure they have data driven by the students. She said they make sure they have rigorous learning targets for students and they are always focused on the standards and integrating the arts. She said the part of integrating the arts has always been there since the school opened and the advantages of their community partnership with Christina Cultural Arts Center (CCAC). She said Integrate Arts Solution was brought in as an additional partner to help them build capacity in terms of training the staff in arts integrate. She said they have worked with them four days over the summer and a couple days throughout the school year. She said they did training with all of the teachers in their art staff basically as a need to help them develop their internal capacity. She said addition to this, they now have all of their teachers collaborating together to make sure they are planning lessons in integrating the arts.

Ms. Maldonado said Expeditionary Learning will not be replacing components in their model to make sure to deepen it as they expand into the middle school grade. She said the vision leadership group, the teachers on their instructional team, some parents, and board members went to several different schools to look at what kind of school model would fit for Kuumba. She said because they have experienced success in their current model, and they didn't want to replace anything, they were trying to figure out how they can get additional support as they grow in scale in how to keep the important pieces in place for what has been successful for their students and families. She said Expeditionary Learning for them was a nice fit and there were lots of practice that was aligned and they didn't have to replace anything that they already had. She said for them it was the alignment of data driven instruction focusing on the standards and being able to be flexible and infusion more project based learning. She said professional learning communities are making sure they provide their teachers with ongoing professional development.

Ms. Maldonado said Expeditionary Learning has opened up a window of opportunity for them whereas they are a part of a network where teachers have access to collaborate with one another as they develop expeditions and build units together. She said this is the support mechanism that they wanted to have in place and to emphasize parents as partners. She said Kuumba has always been a community

based school and they have always taken advantage of the different community partnerships that were available by their location; CCAC as their Founders; Delaware Arts Museum; Delaware History Museum, and Expeditionary Learning for them is to say they already have these pieces in place and how can they go deeper.

Ms. McLaughlin asked if they visited other schools that have Expeditionary Learning.

Ms. Maldonado said yes and they have visited with Washington, DC and Philadelphia, Pennsylvania.

Ms. Hansen said in addition to their robust partnership with Christina Culture Arts Center and Delaware Art Museum would they continue to have the studio space at the Delaware Arts Museum? She said because space is always a challenge for them in the existing building and asked how would they vision the expansion of their program.

Ms. Maldonado explained the partnership they had in place for six years. She said each of their students' grade levels would go to the museum and study for a four week period an Artist and art form. She said then the student would create a piece of art that they studied and then they will showcase the art and have an auction at the end of the school year. She said the school will focus on having a core group of students or core grade level at the Art Museum as they expand.

Ms. Janiszewski asked if expeditions would be grounded in the Arts or would they be exploring other things as well.

Ms. Avery said they will be integrated with the academic common core standards. She said they could offer a copy of an example of the expeditions that they just started a week ago. She asked if that would be helpful.

Ms. Janiszewski replied yes.

Ms. McLaughlin asked how the school plans to maintain that common culture between the two buildings.

Ms. Maldonado said as they transition between the two buildings, they are planning on keeping 50% of the existing staff in one building and the other 50% remaining staff in the new building so they will know they are being purposeful. She said in each grade level they want the majority of the team to be Kuumba existing staff so that they can help the new staff. She said they have been working hard on developing an instructional leadership team for coaching the art lessons so that every teacher has the ability to reach out to help the other teacher to understand the culture. She said for them it is being strategic in splitting the staff between the two buildings to make sure they can maintain that.

Ms. Janiszewski asked what the plan was for the administration; school leadership, between both buildings.

Ms. Maldonado said currently Ms. Price and herself serves as head of school and assistant principal in the one school. She said when they transition into the two buildings, Ms. Price will remain at the current school, and they will bring in the new principal to work at the new location along with her. She said eventually the new principal would be able to transition into the position as the head of the new school while being mentored for one year.

Mr. Harrell asked if the 6th graders are going to be the only ones in the new building.

Ms. Maldonado said PK and K, 1 will be in current building and the new building will house grades 2nd through 8th.

Criterion Eight: Economic Viability. Ms. McLaughlin said there were some inconsistencies in the financial information. She said the state revenue estimate sheets show a little over \$2.6M in funds, but you based your budget on \$2.7M. She said there were similar inconsistencies in the state revenue estimates and the budget in different fiscal years also. She asked if they wanted to talk about them now or would they like to review the sheets and get back to them with a response to the Preliminary Report.

Ms. Lambert said she would like to respond later so she can review them to check the numbers.

Ms. Field Rogers said the enrollment estimates on the budget sheet has 295 but when you add it up the two different schools together it is actually 290. She said they are seeing a lot of inconsistencies and having a hard time matching the numbers up.

Ms. Lambert said when you send the sheets out to her if they could indicate which sheets are inconsistent that tally that number.

Ms. Field Rogers said yes and she can also show her after the meeting.

Mr. Carwell said in addition to the application, they noticed a discrepancy between the electronic and hard copies on the enrollment page of the electronic version it has "Draft – Sally to update" at the top of page 2.

Ms. McLaughlin said all they would need is an updated copy of the electronic version to match the hard copy.

Ms. Johnson said she had a few questions around the enrollment breakdown, her version was the electronic copy and it appears to be different than the hard version. She asked about the fourth year enrollment in which there was a substantial increase from the previous year in eighth grade. She said in the third year enrollment it was projected to have 54 seventh graders; 54 sixth graders; 42 fifth graders; and in the fourth year they projected to have 95 8th graders. She said that is a significant jump with 41 students projected to come to Kuumba for one year. She asked how do they anticipate transitioning the students into the school if they haven't been there before only in eighth grade and then turning around and leave for high school. She said you mentioned the challenging of integrating, what demand do you see the need to have 41 eighth graders to come in for one year.

Ms. Maldonado asked if she could come back to this question; however, it is a part of the vision leadership team to explore adding of a future high school component, but not at this time. She said this was a part of their thinking in terms of why they would bring in students to integrate into grade eight.

Ms. McLaughlin said there are a few other discrepancies in the estimated cost items such as salaries, rent, and contracted services that were on the budget worksheets but not on the revenue expense projection for the expansion project sheet. She asked if they could take a look back at those sheets.

Ms. Field Rogers said if you look at year two of the budget sheet there is information for extra curriculum in year one, three, and four; however, it is blank for year two. She said also in the other category for year one \$45,000 and \$0, but then it goes to \$6,000 and \$5,000 for year one, and then back up to \$45,000. She said they were trying to understand the fluctuation of a couple of gaps; there was also a gap for printing and copying under year two.

Ms. Lambert said that where it is being captured under the other instead of state and local, there might not be consistency in the line option as well, and being copied under the other.

Ms. McLaughlin said that was the last of her questions/comments and asked the committee if they had anything else that they wanted to raise. She said seeing none, they will be moving into the 2nd half of the meeting which is the preliminary meeting which gives the Committee an opportunity to discuss the application and ask if the school would refrain from speaking as they did in the 1st half, but if there is something that the school could clarify real quick they would ask for them to jump in as she has done with the previous schools this past week.

Ms. McLaughlin said at this time she will turn over the criteria section to Mr. Carwell.

Ms. Massett asked if the school could ask a *question* to clarify a question as it was done by a previous school.

Ms. McLaughlin said yes and she will keep it consistent as they did the last time and in the future she will know her process better.

Criterion One: Applicant Qualifications. Mr. Carwell said the governing body possesses and will contribute the wide range of knowledge and skills needed to oversee a successful charter school. He said the board's responsibility for the educational and fiscal integrity of the school has demonstrated an understanding for fulfilling the terms of the charter. He said the current leader is well qualified to implement the specific educational program being proposed and continue to effectively serve the target population. He said that Kuumba has strong leadership and faculty and the results from the school speak for themselves.

Mr. Carwell's recommendation is that this criterion is met.

Criterion Two: Form of Organization. Ms. Hickey the copy of the application that she had did not have the original certificate of incorporation, and she was unable to locate a copy from the modification application online. She said the bylaws that were included with the modification application had a limited mission of the corporation to "create a learning environment for children enrolled in grades kindergarten through five", which does not allow for the expansion of grades sought in the modification application. She said the bylaws need to be reviewed and potentially revised to address this issue as well as to assure that Article V, particularly Section 7, is in conformance with 29 Del.C. Chapter 100, including Section 10004(e)(3). She said Article VII, in general, and Section 2(a) in particular, is in conformance with 29 Del.C. Chapter 100, including Section 10004. She said Article IX, in general, is in compliance with 14 Del.C. Chapter 5, including sections 509 and 513; with 14 Del.C. Chapter 15 including sections 1508 and 1509, and with 29 Del. C. Chapter 100, including 10003.

Mr. Carwell's recommendation is that this criterion is not met pending further clarification from the school.

Criterion Three: Mission, Goals and Educational Objectives. Mr. Carwell said the mission and vision of the school are clearly articulated, well-known by school stakeholders, and implemented in daily practice. He said the students and parents are proud of their school. He said that Kuumba involves staff, students, parents and other stakeholders in its accountability for student learning and in the school's program evaluation process. He said also the high expectations and a rigorous academic curriculum align with the school's mission.

Mr. Carwell's recommendation is that this criterion is met.

Criterion Four: Goals for Student Performance. Ms. McCrae said Kuumba did provide a set of student goals that described the growth and proficiency in Math and ELA for its student population, the application did not address the question that was asked. She said in Question four: Section A asks the school to provide performance goals in a manner that is disaggregated by grade and ethnicity. She explained this is meant to elicit a response that addresses any weaknesses within any given grade level of the school and/or any achievement gaps that may be present among the population of students.

Ms. McCrae said in Section B, schools were asked to update their performance targets based on current data, but a reference to the goals in section A is all that was provided. She said the goals in section A do not include data from current testing cycles.

Ms. McCrae said in Section C asks those applying for renewals/modifications to provide the original documentation regarding assessment tools and strategies and to provide the results of these assessments along with discussion. She said Kuumba has provided a chart containing an assessment schedule and rationale, but there are no data or discussions provided.

Ms. McCrae said in Section D requests a current signed performance agreement between the school and the Secretary of Education. She stated that along with this, the school was to provide a description of the current performance of the school with regard to the agreement and a discussion of the highlights and concerns. She said this was not included in the application.

Ms. McCrae said in Section E requires the school to provide a list of proposed measurable performance objectives with specific measurable targets for each year of the charter renewal period. She said this was not included with the application.

Ms. McCrae stated that these sections are an easy fix and need to be dealt with. She said that assistance will be provided if needed.

Ms. McCrae's recommendation is that this criterion is not met.

Mr. Carwell said he wanted to clarify that the school hasn't received technical assistance from the DDOE as of yet in regards to creating a performance framework. He said they would follow up with the school to give them a draft in relevance to the performance framework. He said to the school that DDOE hasn't had their meeting with them yet to show them the results.

Ms. Avery said from past experience with the Committee, if there was a timeline they had to respond once they receive the report. She asked how many days.

Mr. Carwell said that is correct and it is 15 calendar days once the school receives the report that they need to respond.

Ms. Avery asked if they were going to have the performance framework meeting prior to receiving the report.

Mr. Carwell said no they will attach a condition to their charter that will states when the performance framework would be done and it should happen after the modification is completed.

Ms. McCrae said for clarification most of the things that she was referring to have to do with the existing application as it was available for this modification purpose. She said basically it is talking about DCAS results as they exist right now and describing how the results you are learning from as you are going along with your process. She said what the school provided in their application are mostly things that say these are the things that we will do as we move forward without a discussion about DCAS of what they are learning from it as they are moving forward. She said these are the things that you are doing and you have, so it is not something that you are not used to. She said 15 calendar days is enough.

Mr. Carwell said he wanted to give clarification on the performance agreement. He said it would require an iterated process that cannot be rushed in a 15 calendar day process. He said DDOE wants the school to be able to have the guidance that they provide and they want to be able to craft the agreement and there might be some feedback back and forth so you don't want to truncate that within a 15 calendar day requirement on a performance agreement.

Criterion Five: Evaluating Student Performance. Ms. McCrae said Kuumba answered Sections A, B and C with adequate information and narrative to answer the questions posed in the application.

Ms. McCrae's recommendation is that this criterion is met.

Criterion Six: Educational Program. Ms. Hansen gave an overview of the curriculum sections of the application in Math, Health and Physical education, Science, Social Studies, English/Language Arts, World Languages, Visual & Performing Arts, and Technology.

Ms. Hansen said Math, Science, Social Studies, Health and Physical education, and Professional Development were all approved with minor clarifications needed. She said English Language Arts, World Languages, Visual & Performing Arts, and Technology were not approved. She said the comments will be listed in the Preliminary Report.

Ms. Hansen's recommendation is that this criterion is not met.

Ms. Johnson had a follow up question on the technology plan. She said there was a reference to middle school students completing online portfolios and wanted to learn a little bit more about this. She said if the school could emphasize more in utilizing the economy scale offered through DTI and if they were able to maximize their resources with them. She said her reasons were because of the breakdown of things mentioned in the application, it didn't specify if the funding was coming from.

Ms. Maldonado said in terms of the electronic portfolios, they have been using Three Rings, software that became available to them last year. She said there are pros and cons with the application and she

will look into other resources. She said she knows that Expeditionary Learning has electronic portfolios as well and they are looking to take advantage of what the network has available.

Ms. Johnson said Wendy Modzelewski would be a great resource as well in this area.

Criterion Seven: Students with Special Needs. Dr. Bigelow said the Reviewer's response to the criterion for Special Education and At-Risk students are appropriate and is considered met.

Dr. Bigelow's recommendation is that this criterion is met.

Criterion Eight: Economic Viability. Ms. Field Rogers said as mentioned previously, the financial information submitted was inconsistent with discrepancies in the number calculations they reviewed, it is considered not met at this time.

The Ms. Field Rogers' recommendation is that this criterion is not met.

Criterion Nine: Financial and Administrative Operations.

- (a) Plan for managing financial operations.** Ms. Field Rogers said Kuumba's current financial and administrative operations are functioning within the budget and accounting guidelines and no significant deficiencies have been presented. She said the information that was presented in the modification shows that they are positioned to continue functioning within compliance through their expansion and she considers this subsection met.

- (b) Roles and Responsibilities of Board of Directors.** Mr. Carwell said the school submits reports and responds to reasonable inquiries in a thorough, accurate and timely manner; formats for reporting complies with the stated requirements, and any variances are explained. He said the governing board meets regularly and its meetings are held in accordance with applicable provisions of law, appropriate recordings of all actions taken are ensured, and the Board records are maintained in a comprehensive and systematic manner, in both soft and hard copies. He said the board creates and adopts all necessary policies and ensures their consistent implementation. He said the Board establishes clear and well understood systems for decision making and communication that results in a common sense of purpose and understanding for all stakeholders. He said the Board creates and monitors immediate and long-range financial plans to effectively implement the school's educational program and ensure financial stability and sustainability. He said lastly, the school is audited by a certified public accountant (CPA) or public accountant (PA). The school's audit is performed in accordance with generally accepted auditing standards and he considers this subsection met.

- (c) Internal form of management at the school; including contracting with outside groups.** Mr. Carwell said the school leadership implements its academic program in alignment with its charter. The school runs smoothly. He said the processes and procedures are in place and followed. He said the leadership is seen as an effective and is well respected and has developed policies and specific training practices that clarify the responsibilities and relationships among key leaders, governing board members, staff, students and parents. He said the school leadership participates regularly in professional development opportunities which provide relevant insight into the trends, issues and potential changes in the environment in which charter schools operates

- (d) How teachers and parents will be involved in decision making at the school.** Ms. Janiszewski said that a comprehensive response has been provided and this subsection is considered met.
- (e) Criteria and timeline for hiring staff.** Ms. Janiszewski said Christopher Ruskowski was the Reviewer for this subsection and he said overall key elements were included yet limited to details. She said the timelines were general; “Early Spring” should be defined better with key milestone timelines for staff planning and recruitment. She said the process for determining staffing needs could be inclusive of additional elements and a final determination date for outgoing staff. She said further it is unclear what the “criteria” for staff selection is; there was no competency –based model articulated within this subsection which raises human capital concerns in terms of consistency and data collection around hiring decisions. She said in this subsection it is considered not met and Mr. Ruskowski said he is available for assistance and guidance if needed.
- (f) How the school will recruit DE certified teachers and plans for any non-certified teachers hired.** Ms. Janiszewski said Christopher Ruskowski was the Reviewer for this subsection also and he said there was plenty of details provided in this subsection and it is considered met.

Ms. Avery asked what was the titled of this subsection and if it was still under teacher leader effectiveness.

Mr. Carwell replied yes.

Ms. Avery asked about the criteria for staff selection.

Ms. Janiszewski said there are two different subsections.

- (g) Human resources policies.** Dr. Bigelow said Kuumba included a copy of their Human Resource Manual and Policy Manual with the application and the Reviewer considered this subsection met.
- (h) Incorporate DPAS into staff evaluations.** Ms. Janiszewski said the charter demonstrates a clear and high level of understanding of DPASS-II process and for this reason the subsection is considered met.
- (i) How school held accountable to parents.** Mr. Carwell said the Parents, families, and the community are given accessible and relevant information about their child’s progress through a variety of methods to communicate student achievement to parents, which include progress reports, report cards, parent/student meetings, etc. He said the students and parents are well-informed of the class/course learning objectives and of their child’s progress on those objectives throughout the school year. He said the results of individual student and school wide assessments are communicated to students and parents on a regular basis. He said lastly, the school provides regular school progress reports and school wide student achievement data to all members of the school community and solicits feedback and assessment of school progress through parent, student, and teacher (and other stakeholder) surveys.
- (j) Requirements if Board of Directors contracting some operations of the school with an outside group; including a copy of the management agreement.** Mr. Carwell said the school will not be contracting the operation of the school with an outside group.
- (k) Requirements for outside groups managing education, admin, and/or financial ops.** Mr. Carwell said Kuumba will continue to contract with Michelle Lambert , CPA, to manage the financial operations of the school.

(l) Plan to recruit students. Mr. Carwell said the school develops and creates policies that do not discriminate against students based on race, creed, color, religion, gender or orientation that are widely distributed. He said the recruitment strategies are consistent with the mission of the charter and focus on the targeted population which is inclusive of a diverse range of learners.

Mr. Carwell's recommendations for subsections (i) to (l) are all met.

(m) Admissions preferences. Ms. Hickey said the listed preference for kindergarten children who have been enrolled in the CCAC preschool program does not appear to be a statutorily permitted preference, unless it is intended to refer to or describe students who have a specific interest in the school's teaching methods, philosophy or education and is so clarified. She said additionally, clarification is needed that this interest preference is described in the school's charter.

Ms. Hickey's recommendation for this subsection is not met.

(n) Admissions preferences to children of the school's founders. Ms. Hickey said clarification is needed that the preference for children of staff members of the school is described in the school's charter.

Ms. Hickey's recommendation is that this subsection is not applicable.

(o) Plan for selecting students if too many applicants for available seats. Ms. Hickey said the plan that was provided in the application was well thought out and will work well and she considered this subsection met.

(p) Timetable for school's application and admissions process. Mr. Carwell said the school has a clear open enrollment procedure and an adopted and applied public lottery policy for enrollment. He considers this subsection is met.

(q) List administrative tasks to be done between approval and school opening. Mr. Carwell said this subsection is more applicable for a new charter and this is not applicable.

Mr. Harrell asked if there would be a preference for students in grade 5. Ms. Maldonado said yes.

Criterion Ten: Insurance. Dr. Bigelow said the information submitted is adequate and considered met.

Criterion Eleven: School Discipline and Attendance. Dr. Bigelow said John Sadowski was the reviewer for this criterion; she said in subsection (a) it was acceptable; (b) there was a recommendation to change the wording and she said this will be listed in the preliminary report; (c) she said was acceptable; (d) had several comments about school climate and discipline trainings and will be listed in the preliminary report as well; and (e) had a recommendation describing actions school will take to ensure students meet required level of attendance and there will be more information about this in the preliminary report.

Dr. Bigelow's recommendation is this criterion is not met.

Criterion Twelve: Health and Safety. Dr. Bigelow said subsections (a) Procedures to ensure the health and safety of student, staff; list staff; and (c) Processes to ensure physical exams before enrollment, immunizations, etc. it is noted that the school intends to have two full-time nurses on staff; and the school will be partnering with Affinity Health who will provide additional services. She said these two subsections are considered met.

(b) Plan to ensure criminal background checks prior to hire; who has responsibility. Dr. Bigelow said the response was adequate and this subsection is met.

(d) Location of school; how it will be suitable re health and safety; bldg access issues; (e) Compliance with building codes, accessibility for those w/ disabilities; (f) Maintenance practices to assure a safe environment. (g) Location and facilities for physical education; safety concerns.

Dr. Bigelow said the above subsections (d), (e), (f), and (g) had detailed questions and recommendations that will be provided in the preliminary report. She said overall the subsections are all considered met.

(i) How students will be transported to school; give a contract language for methods chosen. Dr. Bigelow said this subsection is considered met.

(j) How students outside district will be transported to school. Dr. Bigelow said the reviewer commented that schools are to provide transportation for the students that meet the eligibility criteria under DDOE Regulation 1105 and that the students who reside in the same district as the school will receive the same level of transportation service that would be provided by that school district. She said hub points may be established for those outside of the district where the school is located. She said the reviewer is asking the school to clarify and this subsection is considered not met.

(k) How special needs students transported if specialized means are needed per IEP. Dr. Bigelow said this subsection is considered met.

(l) Oversight plan for school transportation. Dr. Bigelow said this subsection is considered met.

(m) Plan for providing meals to students. Dr. Bigelow said the Reviewer commented that the response was inaccurate. She said Kuumba has not contracted meals from a qualified food service vendor as stated. She said they are a self-preparation facility and they purchase their food components from food service vendors, but not the entire meals. She said the school mentions they participate in the Fresh Fruit and Vegetable Program (FFVP), but she said this is also incorrect. Dr. Bigelow said this subsection is not met pending clarification.

(n) How school will comply with requirements of Free/Reduced lunch program. Dr. Bigelow said the Reviewer commented that aside from these errors, Kuumba does participate in the National School Lunch Program and School Breakfast Program which operates in compliance with USDA. Dr. Bigelow said this subsection is considered met.

Criterion Thirteen: Student and School Data. Dr. Bigelow said this criterion is considered met.

Criterion Fourteen: Management Companies. Mr. Carwell said this criterion is not applicable.

*Ms. McLaughlin's recommendation by the Committee to the Secretary of Education will be that Kuumba Charter School Modification application, for purposes of the Preliminary Report, will be considered **Not Approved** with conditions. A vote was taken. All ayes; none opposed or abstained.*

Ms. McLaughlin asked Mr. Carwell to share next steps. Mr. Carwell provided the date for the Public Hearing as scheduled.

- Final Meeting – TBD
- Public Hearing – TBD

Meeting adjourned.