



**Department of Education
Charter School Accountability Meeting**

**March 14, 2013
Modification Application
Initial/Preliminary Meeting**

MOT Charter School

Ms. Field Rogers called the meeting to order. She said the Secretary of Education has authorized her to Chair today's meeting in the absence of Mary Kate McLaughlin, Chief of Staff, who is the Chair of this Committee. For the purpose of the record introductions were made:

Attending Committee Members

- Karen Field Rogers, Financial Reform & Resource Management, interim Chair
- Deb Hansen, Education Associate, Visual and Performing Arts, Charter Curriculum Review
- Paul Harrell, Director, Public & Private Partnerships
- April McCrae, Education Associate, Education Associate, Science Assessment and STEM
- Mary Ann Mieczkowski, Director, Exceptional Children Resources
- Kendall Massett, Executive Director, Delaware Charter School Network (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

- Linda Jennings, Head of School
- Brian Glancy, Esq, Board Chair
- Elaine Elston, Principal

Ms. Field Rogers stated the purpose of today's meeting is for the Accountability Committee to review the modification application submitted by MOT Charter School which has proposed to add grades 9-12 to its current K-8 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. Field Rogers 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 all of the 14 approval criteria will be discussed for 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. Field Rogers 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. Field Rogers asked what was the rationale that led to the decision and the timing of the proposed expansion.

Ms. Jennings said adding a high school has been a part of their long range plan. She said they were putting it off until they were at a great place with their K-8 program. She said the timing seemed right with them having ten years under their belt; with a great stable staff and leadership combined with this borrow money and they didn't make their decision based on that but by the parent group feedback.

Ms. Field Rogers asked what growing pains were they expecting with the expansion and how will they mitigate them?

Ms. Jennings said they had the experience of K-8 to start looking forward to being able to do the things they were not able to do the first time. She said some of the growing pains are the ideas that they are making all of the assumptions about building excessive and equal interest in the arts and the science, some of the things they are anticipating in, but what if that is not, what if that is not including an equal balance. She said their current grade level is 75 students; their 9th grade 188 students; there is a norm in the process that they are expecting. She said one of the goals that drive from their parents is the students are on a good projection in leaving MOT school with a lot of expectation; both in terms of a lot of work and quality of work in participating in the education in the school and they wanted that to continue and that is their goal. She said they are inviting students from other institutions so they need to see how that will feel like. She said they are talking to other schools that face similar problems of what do they do. She said about the science and arts side they will open up a pre-application process so they can start before the open enrollment so that they would get an idea if this is a real thing or not on the norm process side by taking kids from all over. She said one of the things in their application is a diagnostic assessment, and one of the reasons for that is for them to know going in before the school year start where they are at.

Ms. Elston said that in the arts they don't know if 52 trombone players are going to show up or a group of ballerinas so they are keeping it open because they don't know who will show up.

Mr. Harrell asked if they are planning to build on their current property or if they are looking to move to another location.

Ms. Jennings said it will be at another location because they do not have any more room. She said they begged their neighbor farmers to sell them 30 acres and they told them they would sell 80 acres to them. She said the property is on Cedar Lane Road which is about five miles down the road from their current school.

Mr. Glancy said it is next to the Cedar Lane Elementary School.

Mr. Harrell said to make sure he was correct, you currently have 75 students enrolled in each grade level from K-8; and then for the ninth grade you will add an additional 188 students. He said so half of the students will come from other areas to your school.

Ms. Jennings said yes.

Mr. Carwell said as a follow up has Appoquinimink determined where they might place their third high school.

Ms. Jennings said yes it has already been determined across the east side of town.

Mr. Carwell asked did they know they would be close to them.

Ms. Jennings said no they have talked with the school and their next school was a middle school which is going to be closer to where MOT is and their high school currently at and they feel content with that.

Criterion Four: Goals for Student Performance. Within their Goals and Expectation there is no discussion of college readiness just career readiness, what are their college and career goals and expectations?

Ms. Jennings said they were in the middle of the performance framework when they submitted their application and they worked with the DDOE to come up with specific goals. She said most of their outcome they go to college readiness, eighty percent participation; SAT outreach; and hundred percent graduation and they put ninety-eight percent in some sort of post-secondary education.

Ms. Elston said they were looking at their students to leave them and go to colleges with strong art background and not expect them to step out in the senior year and go off to Broadway.

Mr. Harrell asked about the proposed high school Arts program if it was distinguished between the other high schools.

Ms. Jennings said yes and there has been a lot of interest. She said they are a college preparatory high school and their goal is to have all core subjects. She said her responsibility was to do the art and science focuses; and they looked around to see what the families and the community wanted. She said when you look at the application enrollment for Cab Calloway and Charter School of Wilmington speaks

volume for what people would want. She said they are definitely committed to this and their goal is to work in partnership with Cab Calloway and with the Career Center of The Arts and try to build structures. She said the goal is to distinguish that program in its intensity and to build it together on an after school program.

Criterion Six: Educational Program. Ms. Field Rogers asked what plans they have for maintaining a common culture across two buildings with different grade configurations.

Ms. Jennings said the question is an important one that means a lot to all of them. She said one of the goals is to take some staff from the building they are in now and build the same culture in the high school the same as Charter School of Wilmington. She said the other goal is to build both interdisciplinary and inter-student opportunities. She said they work with St. Andrews High School right now on a mentoring program and they are expecting the high school to benefit from the school in a sense of being able to bring some of those resources back to the K-8. She said in terms of the culture to be clearer about what makes their culture work.

Mr. Carwell asked as a follow up question given in the earlier remarks about the norming and the new students; how does the school see that planning out in terms of helping the new students that are not used to the K-8 culture to get them up to speed.

Ms. Jennings said they will catch up with the early to devote some time with them in the beginning of the year to make sure that the process is devoted. She said that kids will experience the small class size finding opportunities to mimic that early on in the year. She said the first year the school will have 376 students half at each school. She said 188 students is a good group to start off with.

Ms. Elston said they want to send the message out early to make sure the students coming on board they need to be hear about what the school is like. She said they want to walk the balance between bringing them into the culture in what students and families enjoy about their school. They don't want the students that haven't been at MOT labeled as outsiders because of the school's different settings, but want everyone to be included. She said that earlier they talked about the lower school and high school as far as production. She said when the eighth grade graduates they always tell them they are the models because all of the lower grade students are looking up to them. She said the new students' opinions are valuable even though they didn't go K-8 they are just as valuable.

Mr. Carwell asked what was the rationale to start at ninth and tenth grades versus just ninth.

Ms. Jennings said they talked to other schools that have done the same thing in having a high school and kids' experience. She said the richness of a high school experience to have both grades and seeing the students' high school expectations.

Ms. Field Rogers asked if the school is requesting a modification to reduce the number of instructional days in order to accommodate more staff development. In what ways they will ensure that teacher learning is not accomplished at the expense of student learning.

Ms. Jennings said they talked about how the teachers don't have time to plan and be creative and they decided that they needed to have a lesson to reach all of the students. She said they have a highly motivated staff to make the classroom experience more interesting. She said they would have to wait and see what the result of the Odata will show them.

Ms. Field Rogers asked how would the professional develop look different at the proposed high school. The application says professional development will be provided by Charter School of Wilmington and Cab Calloway. Please describe how this will work?

Ms. Jennings said she doesn't remember saying that the professional development was provided by them but they will work in conjunction with them. She said in terms of what professional development they found that would be helpful and effective; what organizations they have found that were effective and helpful in terms of cross-disciplinary experiences. She said they are planning to learn a lot from the two schools. She said the professional development will depend on the staff that they will have; the culture and goal setting and the content they will have to wait and see what the needs will be.

Ms. Elston said they sketched out what their master schedule would look like. She said both content people could be together to share planning. She said there will be a lot of dialogue between the levels of the same subjects and making sure that the content is deep and rich and by having cross planning areas. She said different arts people and studio people could be together; the math and science could have time together and things like that.

Ms. Field Rogers asked if the school plans to utilize a block planning schedule. Is staff development planned to help teachers make the adjustment to teach in longer periods of time?

Ms. Jennings said they do that in Middle School right now and they never thought about not having it. She said they have to find teachers that are comfortable in teaching in longer periods of time.

Ms. Field Rogers asked how will the use of technology be different at the high school versus the K-8 building.

Ms. Jennings said they are in the old world of restricting technology and they have been pushed at by all sides in not to do that. She said for technology plan for the high school would be a part of life. She said they talked to Wilmington Charter about this and they have the same concerns that they do which are safety and security issues. She said they asked parents if they would provide a laptop, netbook, or iPad for their students; 98% responded yes. She said it will be different than their K-8, but it would still be very controlled.

Mr. Harrell asked if their school has a contract with Cab Calloway for their help, advice or services or if they are volunteering their services.

Ms. Jennings said it was volunteering.

Criterion Eight: Economic Viability.

Ms. Field Rogers asked what evidence do you have that there is a demand for STEM and Arts and is not duplicative of services already offered by Appoquinimink School District?

Ms. Jennings said they have a survey that the people did respond to. She said also the kids that were on the wait list from Cab Calloway and Wilmington Charter students the schools shared their application and wait list with them. She said there are hundreds of students that are still applying for both schools and we are looking to take students from them.

Mr. Carwell asked what is their current wait list.

Ms. Jennings said they have six hundred applications minus seventy-five or eighty.

Ms. Field Rogers asked about the proposed partnerships Project Lead the Way has a cost. Which partners have you prioritized and have potential costs been factored into the budget?

Ms. Jennings said Project Lead the Way is one of their favorite and they use that software now and it doesn't cost them much. She said they are in the process now looking at other designs and if they could create a comfortable valuable program. She said they looked at the cost and expenses and they would have to weigh that between professional development and the cost of building it themselves.

Mr. Carwell asked about an offering of dual credit and the distance learning lab that was provided in the application and he asked if they could provide a little more information about the course offerings they will be offering. He asked if that level of detail would be similar to Charter School of Wilmington.

Ms. Jennings said this was one of the advices that came from Charter School of Wilmington, the dual credit and distance learning lab. She said the work that Red Clay is doing in offering courses of universal distance learning. She said one goal would be to work with one of those schools by taking advantage of the courses they are offering and then go to the next level of college courses. She said it will be a couple of more years for that to try and figure that out before they have students eligible for that. She said it was more from learning from their experience and seeing what they were doing and they started from some basic courses. She said the more successful that Red Clay and Charter School of Wilmington gets that area is going to over wow them.

Mr. Carwell said to go back to the Technology piece, you have a continuous area of concern about the safety piece. He said he would like to hear a little bit more about the philosophy because he hears both sides. He said there are some that say the more traditional approach and then you have the high tech experts that want their kids in a non technology environment. They feel the non traditional approach is strong and then you have the high tech high. He said he would like to know where the school is at and what do they envision for the school.

Ms. Jennings said student engagement with them is an important factor to have a successful high school. She said students don't know what it means not to have the technology and it feels a little artificial. She said there will be reasons and times that technology will not be present but it should be more organic and natural. She said they would use technology when it is natural to do so and don't use it if they don't need to.

Ms. Elson said that they just want to make sure they are on top of technology because it changes every day.

Ms. Hansen asked where are you with technology in Arts because her colleagues in CTE are doing surveys on future jobs in these areas. She asked if they could talk about this for a little bit.

Ms. Jennings said in the Arts no matter what your major or career path is there is a component of technology that you will need to be successful in that area. She said the goal is to have every student take it and apply what they learn in their field. She said after speaking with the CTE people that wasn't as easy to make that happen. She said the way it stands now is everyone takes CTE in ninth grade the technology and you can apply it to their field; but that is not their pathway that goes along with them to tenth and eleventh graders and it doesn't count as a CTE, they have to pathway or it would look like they dropped the pathway after the introductory course.

Ms. Elston said they are looking at digital media straight forward in developing. She said that could be a straightforward path but that is not what their music people are using. She said they don't want them to have a pathway in digital media, they want them to have a pathway in music.

Ms. Hansen said just for your information Arts is now Media Arts they are developing new standards now.

Ms. Jennings said they were reaching out to New Jersey and their superintendent gave them some encouragement to look into Delaware Labor Market.

Ms. McCrae said she would like to persuade them to reach out to CTE and continue the conversation in this area because there are opportunities coming into this area. She said she heard them talk about Charter School of Wilmington, Cab Calloway, Red Clay, but she hasn't heard them talk about Brandywine. She said Judd Wagner from Brandywine has some very intriguing things going on in terms of CTE and advance placement courses in high levels of CTE STEM pathways. She said they are coming down the pipe in terms of projects that would be interesting to you in the high school levels.

Ms. Hansen said also add Tom Dean to this list because Arts CTE would be able to connect that level of dual certify CTE and that might be something that you might want to explore.

Dr. Bigelow said this is a clarifying question; you are interested in career pathways or career and technical education pathways for Perkins funding.

Ms. Jennings said yes to both and they would like to explore both to see what is a better fit for them.

Dr. Bigelow said you are in the planning stage then.

Mr. Harrell asked what are the plans for foreign language for the high school.

Ms. Jennings said they put a survey out to find out what the preferences were and Spanish is what they currently offer now and it is easy for them and their plan is to include another doable language later.

Ms. Elston said they are a very diverse group of students and parents. She said last year they had the 8th grade do Chinese online; and they felt that it was very challenging so it didn't pan out. She said they offered French because of a request for it. They had parents teach Arabic, India, Africa and a variety of languages that were being taught in an after school setting.

Mr. Carwell asked Mr. Glancy as a follow up question from a governance perspective as the board looks at the potential expansion; how will it grow, and how it has to change to manage it.

Mr. Glancy said they have been very active as a Board during the planning process. He said to a large degree his silence is because they rely a great deal on the school staff from their day to day operations because they are the experts and there is no doubt about it they have done a fantastic job. He said he can speak about ends from the Chair of the Board and as a formal parent. He said both of his children went to MOT Charter when the school was first built and his daughter was in the first graduating class and they have made out wonderful. He said the first question was growing pains and he observed this from when the school first opened and the staff they had back then and are now experts in resolving the growing pains. He said the high school expansion would be more like it was when the first school was built and it will be done professionally and with the best interest of the students.

Mr. Carwell asked that since they will have two locations under one charter do they plan to have parent and teacher representatives from each school; K-8 and 9-12.

Mr. Glancy said he would assume because that would make sense. He said they are not that far ahead of it yet. He said they have parent board members currently on the board and when it comes times to filling the two vacancies now or when the time comes expand the board because of the high school.

Ms. Field Rogers asked if there were any further questions. Hearing none they moved into the preliminary section.

Criterion One: Applicant Qualifications. Mr. Carwell said the board has the capacity to oversee the successful development and implementation of the education program presented in the modification application. He said the board has the capacity to oversee the effective and responsible management of public funds. Also, the Board has the capacity to oversee and be responsible for the school's compliance with its legal obligations. He said other relevant supports; established a high school development committee; Bill Manning, who helped develop Charter School of Wilmington and Cab Calloway, is on the Board; and Dr. Robert Andrzejewski, prior Superintendent of Red Clay Consolidated School District.

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

Criterion Two: Form of Organization. Ms. Hickey said the copy of the modification application that she had did not address this criteria directly and does not have copies of the original documentation and any changes, and she was unable to locate a copy of the certificate of incorporation and by-laws in the online modification application or the 2010 renewal application on the DDOE charter school website. She said Mr. Carwell told her this morning that he has a copy of them from the Renewal and they were in compliance and she will accept his assessment of the documents.

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

Criterion Three: Mission, Goals and Educational Objectives. Mr. Carwell said the mission has not changed and it is concise, compelling and defines the purpose of the school. He said the school's goals emphasize development of the whole child, character, rigor and high expectations.

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

Criterion Four: Goals for Student Performance. Ms. McCrae said the application notes that the school didn't have access to the performance framework results so they did not provide information for Section A. She said in this section it is considered not met. She said information for that area was available even though it wasn't available for the actual performance framework. She said the data regarding student and achievement for the school was available and could have been shown in terms of school achievement, achievement gaps, or disaggregated data. She said something could have been provided either through the performance framework or the traditional approach, but something could have been shown in order for us to see that this area was met.

Ms. McCrae said section C and D were both fine and considered met.

Ms. McCrae said section E requires the school to provide a list of proposed measurable performance objectives and that was not included in the application. She said also citing a meeting with DDOE on January 7 where the school was to learn about the new Performance Frameworks and how to develop performance objectives appropriate to the new format. She said this area is not met.

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

Criterion Five: Evaluating Student Performance. Ms. McCrae said MOT Charter 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 English Language Arts, Math, Science, Social Studies, Health and Physical education, World Languages, Visual & Performing Arts, and Technology. She said English Language Arts, Math, Science, Social Studies, Physical Education, World Languages and Visual & Performing Arts were considered not met. However, Health was the only one that was met. She said the comments will be listed in the Preliminary Report.

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

Ms. Janiszewski said the teacher student ratio for grades 9-12 will be 1:32 during the first two years with a goal to reduce the ratio to 1:28-30. She cautioned the school to recognize that Regulation 885 states that any instructional area that uses hazardous chemicals requires fifty square feet minimum per student.

Ms. Hansen said the school calendar and the master instructional schedule information were provided and the subsection is considered met.

Ms. Hansen said the high quality professional development was very comprehensive and was considered met.

Dr. Bigelow said the application provides a scope and sequence to meet the application requirements in 14 DE Admin Code 505. She said while there is not a specific mention of the Student Success Plan, because this is a K-8 school now, the modification would not necessarily address this element.

Ms. Janiszewski said the response states that there will be no changes to the K-8 program; however, for students in grades 9-12 there will be two pathway options – Science and Technology or the Arts. She said the intent is to establish a dual enrollment program with UD and Del Tech as well as incorporating a Distance Learning Lab to allow distance learning with other high schools and higher ed institutions, however, a timeline including processes to make these aspirations a reality have not been provided. She considered this subsection not met pending further clarification.

Mr. Carwell’s recommendation for this criterion is not met.

Criterion Seven: Students with Special Needs. Ms. Mieczkowski said the applicant’s response to the criterion for Special Education and At Risk Students are appropriate.

Ms. Mieczkowski’s recommendation is that this criterion is met.

Criterion Eight: Economic Viability. Ms. Field s Rogers said the plan that MOT has presented for their expansion to a K-12 campus appears economically viable based on the information presented. She said their assumptions about increased funding for their expanded population were conservative but reasonable. She said they also detailed their plan to manage the budget if enrollment targets are not met.

Ms. Field Rogers’ recommendation is that this criterion is met.

Criterion Nine: Financial and Administrative Operations.

- (a) **Plan for managing financial operations.** Ms. Field Rogers said MOT currently operates within all state financial and operational guidelines. She said the information presented in the modification shows that they are positioned to continue functioning within compliance through their expansion.

Ms. Field Roger’s Recommendation is that this criterion is met.

- (b) **Roles and Responsibilities of Board of Directors.** Mr. Carwell said this section was satisfactory.
- (c) **Internal form of management at the school; including contracting with outside groups.** Mr. Carwell said he is requesting that an organization chart be provided as part of the school’s response to the preliminary report.

- (d) **How teachers and parents will be involved in decision making at the school.** Ms. Janiszewski said the response indicates that parents and teachers have several avenues for participating in decision –making at the school. She said it is considered met.
- (e) **Criteria and timeline for hiring staff.** Ms. Janiszewski said Christopher Ruskowski was the Reviewer for this subsection and he considered this subsection not met pending the charter response in providing a summary statement of how they address employee hiring. He said the charter lists two basic criteria for hire (communication, relationship-building), but does not list the technical elements of skills or competencies required. He said there is a basic timeline outlined, but no strategy presented for building a continual pool of quality educators or for mid-year hires. He offers any technical support 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 were plenty of details provided in this subsection and it is considered met.
- (g) **Human resources policies.** Dr. Bigelow said the school provided 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 outlines full participation in the DPAS-II system, including the use of the Expert Evaluator and student achievement data to inform the evaluation. She said the charter sets a clear path forward in this area and the subsection is considered met.
- (i) **How school held accountable to parents.** Mr. Carwell said in addition to Board representation, parents and teachers are provided opportunities to participate in decision making and the parent surveys are conducted. He considers this subsection met.
- (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 and it is considered not applicable.
- (k) **Requirements for outside groups managing education, admin, and/or financial ops.** Mr. Carwell said it is not applicable.
- (l) **Plan to recruit students.** Mr. Carwell said he found this section to be considered met.

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

- (m) **Admissions preferences.** Ms. Hickey said Clarification is needed to confirm that the preferences for children of full time teachers, students residing in the Appoquinimink School District, and students who have a specific interest in the school's teaching methods.
- (n) **Admissions preferences to children of the school’s founders.** Ms. Hickey said clarification was needed as to when the MOT charter students advancing to the next grade as a "right"

to admission (page 2 of attachment C) is applied and how it will be applied to the interest preference.

- (o) **Plan for selecting students if too many applicants for available seats.** Ms. Hickey said clarification was needed as to when the preferences are applied to the application narrative, at pages 28-29 seems to indicate that preferences will be applied after the names are drawn from the lottery, while the admission selection principles in Attachment C seem to indicate that preferences will be applied before the lottery.
- (p) **Timetable for school's application and admissions process.** Mr. Carwell said he found this subsection satisfactory.
- (q) **List administrative tasks to be done between approval and school opening.** Mr. Carwell said launching a new high school is a major undertaking and he is requesting that the school's response to the preliminary report include a list of administrative tasks to be completed before high school opens.

Mr. Carwell's recommendation is that this criterion is not met.

Criterion Ten: Insurance. Dr. Bigelow said the Applicant provided a copy of a current Certificate of Insurance in Attachment T and indicated that the insurance coverage will be adjusted as needed upon opening the 9-12 Campus. She said the Reviewer said the requirement is for modification applicants to provide original documentation and any changes. She said as you move forward in the process please provide an updated Certificate that will reflect grades 9-12.

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

Criterion Eleven: School Discipline and Attendance. Dr. Bigelow said the reviewer stated the student rights manual was fine; students with disabilities had some concerns and he provided a statement that will be provided in the preliminary report. It was noted that the wording students must follow should be changed to staff must follow. She said for (c) assuring compliance with Delaware Code we report school crimes and the reviewer recommended adding a statement that will be provided in the preliminary report. She said attendance policy was deemed acceptable and they mention the use of visiting teachers to be used.

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

Criterion Twelve: Health and Safety. Dr. Bigelow said subsections (a) and (c) the Reviewer said It is noted that the school has a full-time nurse and will hire an additional nurse. She said the current nurse is a licensed, registered nurse (RN). She said the modification application does not speak to the criteria of the school nurse. If it is the intent of the school to hire a less qualified (less than RN) nurse, then a new plan will need to be submitted.

Dr. Bigelow said it is also noted that the school has both a school psychologist and school counselor on staff to support the emotional health of students.

- (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.

(h) How students will be transported to school; give a contract language for methods chosen. Dr. Bigelow said the Reviewer commented that for efficiency, the school could consider splitting school time schedules to allow some buses to make double runs. She said this also can permit younger students to be separated from older students. She said this subsection is considered met.

(i) How students outside district will be transported to school. Dr. Bigelow said the Reviewer commented that school contracts with a bus transportation company to provide bus transportation to and from hub stops for students residing outside of the Appoquinimink School District. She said this subsection is considered met.

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

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

(l) 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.

(m) How school will comply with requirements of Free/Reduced lunch program. Dr. Bigelow said the Reviewer commented that the response was adequate and the school follows the USDA process for determining individual eligibility of children for free/reduced price meals. She said Historically, MOT has been in compliance with USDA requirements for reporting, recordkeeping, etc. Dr. Bigelow said this subsection is considered met.

Dr. Bigelow said the entire criterion is considered met.

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

Criterion Fourteen: Management Companies. Ms. Field Rogers said this criterion is not applicable.

Ms. Field Rogers's recommendation to the Committee for purposes of the preliminary report is that MOT Charter School Modification application will be considered not approved. A vote was taken. All ayes; none opposed or abstained.

Ms. Field Rogers asked Mr. Carwell to share next steps.

➤ Final Meeting – TBD

- Public Hearing – TBD

Meeting adjourned.