



**Department of Education
Charter School Accountability Meeting
February 6, 2013
Charter School New Application
Preliminary Meeting
Pike Creek Charter Middle School**

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

Attending Voting Committee Members

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

Support to the Committee

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

Other

- Leighann Hinkle, OMB
- Amber Cooper, OMB

Representatives of Charter School

- Alfred Sowde, Board Member
- Robyn Sheehan, Board Member
- Melissa Whitehead, Board Member

Ms. McLaughlin explained this was the Preliminary Meeting and the second of three Accountability Committee meetings relative to the application for a new charter which includes the Initial Meeting, Preliminary Meeting and Final Meeting. She stated the purpose of today's meeting is for the Committee to review the application evaluation criteria and make a preliminary recommendation to approve or deny the application. Unlike the Initial Meeting representatives of the applicant group may attend this meeting as observers, but may not participate in the Committee's interaction. She stated that the Committee's recommendation will be reflected in the Preliminary Report which will be sent out to the applicant and the applicant will have 15 calendar days to respond to the Committee's report and address any concerns they may have.

Ms. McLaughlin said the Committee will review the applicant's response and convene for the Final Meeting and make a final recommendation that will be reflected in the Final Report that will be issued to the applicant, the Secretary of Education and State Board.

Ms. McLaughlin said the Committee's Report, Recommendations, and the Public Hearing Transcript are sent to the Secretary of Education and State Board, along with any other information which is submitted before the Public Hearing.

Ms. McLaughlin opened the floor for discussion on the Application Criteria:

FOUNDING GROUP AND SCHOOL LEADERSHIP

Mr. Carwell stated the Mission statement was clear and is clear conceptually. He said the applicant group derived their mission and vision from First Lady Michelle Obama's "Let's Move" campaign, which promotes a healthy lifestyle for children. He stated that they would discuss the education plan in more depth later in the meeting. He stated in his conclusion that the applicant did not establish a set of priorities that are meaningful, manageable, and measurable as it relates to the mission and vision. He said there was insufficient evidence provided in the application that substantiates the ethnicity of the proposed model. He said he would like the applicant to respond to this section in terms of leadership of the founding group and school leadership. He said the proposed school leadership has very limited administrative experience and in fact hasn't led a school. The organizational team seems to be diverse and committed to advancing the mission of the proposed school; however, the Board has limited Charter Board experience, particularly in school leadership and finance. He said the Red Clay Consolidated School District should be aware of this as well as the Applicant's plan, and expressed concern that the district may not have received the notification. He said in summary he is looking for a clear description of the educational approach or more compelling examples of how this approach has been effective as a school model or program within the existence of high performing schools as it relates to the mission statement.

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

Ms. McLaughlin asked if any Committee member had any more discussion on this section.

Mr. Harrell concurs with Mr. Carwell's analysis that often he has seen good schools fail because of the school leadership issues. His thoughts are without having the experience of being a principal or leader, but their current plan does leave him big concerns and doubts. He added that his comment was based on the proposed leader.

EDUCATION PLAN

- 1. Curriculum and Instructional Design.** Ms. Hansen stated that the school's mission is to promote pre-adolescent student achievement through rigorous academic instruction while incorporating wellness and fitness strategies. She said it was evident in the application the school plans are to use the Fitnessgram and have a close relationship with the Nemours Foundation and the Delaware Department of Education in developing the work as well as the measure of student achievement. She said the curriculum development timeline was very general and only identified Spanish, Technology, and Kinesthetic curriculum as areas to be focused on.

Ms. Hansen said the scope and sequence documents for English Language Arts, Social Studies, Physical and Health Education all were found to be in good order. She said there were concerns in the areas of Mathematics, Science, World Languages and Visual & Performing Arts. She added the following comments:

- Mathematics - appeared that the scope and sequence was a checklist and it was expressed that the learning targets should be accompanied by plans for implementation. She said there was a lack of themes, big ideas, essential questions, and formative and summative assessment measures to describe student progress. She said this is concern because of the Common Core Content Area as the Delaware transitions from the Delaware Recommended Curriculum into the Common Core and it is imperative that the school has the Common Core Content area in order.
- Science - it was unclear in the application if the applicant was planning to become a coalition member. She said if they chose not to by choice to become a member of the coalition, the applicant will need to have a clear science curriculum developed. She said it appeared that there was a checklist of topics to be developed but there were no learning targets established.
- World Languages - while not required in middle school, she is offered comments that the cultural awareness has been included as a separate unit at the end of each level of curriculum. She said it shouldn't be taught separately but integrated and embedded throughout all world language curriculums. She added if the applicant chooses to pursue a World Language curriculum the applicant could use these comments as guidelines that they can use.
- Visual & Performing Arts was identified in the applicant's calendar to occur as an out of school setting. She said under Regulation 503 Visual and Performing Arts are intended by the Delaware State Board as an instructional program to be included in a school day. She stated she supplied the Applicant with a copy of Regulation 503 that would mandate instruction through 6th grade and in 7th and 8th grade it will transcend their grade levels and they would be asked to provide opportunities for students if they want to participate in the Performing Arts as a career pathway.
- Professional Development was not listed on the school calendar and there were some gaps as to how the Applicant was planning the day and year. She said the Applicant did capture the holidays and regular school days, but there were some concerns about the timeline of the calendar for the professional development. She said the professional development trainings were only listed in the month of August, and best practice by the National Staff Development Council would indicate that it will be ongoing over time and researched based in nature. She said the topics that the school intended to cover- School Culture, Positive Behavior Supports, Curriculum Development; Spanish, Technology, and Kinesthetic, Special Education and e-School were included.
- Technology plans were not included and it is a great concern in that so much of the work that Delaware Department of Education does is aligned with or done through technology. She said both as a tool for instruction in the classroom and as an opportunity for students to produce through technology. She said as an addition, the

entire accountability system is now based on and uses technology as a tool for the Delaware Department of Education assessment. She said in another area of technology is through the TLE unit which is critical for use in teacher evaluation.

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

Ms. Johnson added that it is critical that the Applicant makes the connection with the technology standards that are outlined in the Common Core Standards for the ELA and Math. In addition if a school would apply for E-rate Funding this area would be critical. She said the overall goal is to prepare students to have the 21st Century skills that they need which should be a goal for all schools. She said the technology piece is needed and should be fluent within the curriculum and throughout all of the grade levels, so it will not be a one stop shop for 6 or 8th grades.

Ms. Hansen said that the Delaware Center for Technology (DCET) reviewed the Applicant's entire curriculum and she is happy to forward their comments to them for guidance.

Ms. McLaughlin asked if it could be included in the Preliminary Report. Mr. Carwell replied yes. Ms. Johnson added that the State has adopted this as a framework for Instructional Technology Standards and is located on the website as well.

Ms. Hickey stated the preference listed in attachment 8 do not mirror the statute. She gave an example that it is listed in the Applicant's application five mile radius and it was not clear that the five mile radius is from the school as required. She said in the application it mentions the Founders Board children and grandchildren preference. She said the allowable preference needs to be defined by the Founders. She said the preference for siblings of students needs to be adjusted and the allowable preference is for students' enrolled in the school, not siblings of existing or former students.

Ms. Johnson asked if there has ever been a situation based on where a school was located that the five mile radius would extend outside of Delaware and would those students from other States be entitled to enroll.

Ms. Hickey stated that she believed the way the statute is written requires students to be within five miles of the school within the State.

- 2. Student Performance Standards.** Ms. McCrae said the applicant provided an acceptable explanation of Student Performance Standards and Exit requirements; however some questions are left after reading the section. She said according to the application, students must achieve a 75% or better by the end of their trimester in each of the four core content areas; is this number and distinction held fast for each separate course with equal intensity. As an example, if a student has 90% or better in Math, ELA and Science but a 69% in Social Studies, as of the end of the third trimester would school practice be to retain the child?

Ms. McCrae said when reviewing Attachment six, it should be noted that there is no reference to DCAS proficiency, which is not required as an exit requirement, but the reviewer wanted to be sure that this was purposefully excluded and not an oversight on the part of the applicant. She said if DCAS scores are not included as a requirement for

promotion or retention in the application, future additions of such requirements, if desired, may (or may not) require a charter modification.

Ms. McCrae said finally, the “Path to College Plan” does not reference the existing Student Success Plan requirement (part of Regulation 505) or the Career Cruising tool currently available to students and schools; a tool that does many of the things described in this paragraph. She said the Applicants would be well-served if they contact Dale Matusevich at the Department of Education for further information.

Ms. McCrae recommendation was that this section was not met.

Ms. Janiszewski said there was an assumption that was made that students who enrolled at the school will be at or near grade level proficiency. She said the assumption wasn’t accurate because students not performing at grade level may enroll at the school. She would like to see what the school data was to make that assumption. She said the replacement test that was referred to by the Applicant had no name and didn’t mention any name with an evidence research based placement test provided. She said they don’t have any idea if it is a detailed test or commercial test. She said there is a significant lack of detail within this section.

Ms. Johnson said there was a question raised at the initial meeting in this section that asked the applicant to describe and name any specific goals. She said the goals that they outlined were about DCAS assessment and looking at literature targets. She said the questions were how ELA and Math would be aligned with the charter school framework.

3. High School Graduation Requirements.

- a. **How the school will meet requirements.** Mr. Carwell said the school does not indicate how it will address the students in grade 8 that are required to have a Student Success Plan as outlined in 14 DE Admin Code 505, and transition planning for students with IEPs.

Mr. Carwell said the applicant would need to explain how the school plans to meet these criteria. It was marked as not applicable because they are a middle school. This may have been an oversight in the application’s heading of the section that said “high school only”. He said he would like the Applicant to address these concerns.

Ms. Hickey said that the transition plan for IDEA in Delaware has to be done before the student enters the 8th grade. She said it is because of the vocational schools in our state and if there is going to be attractions towards the vocational schools there is an expectation to reach children with IEPs for the transitional plan before they enter the 8th grade.

- b. **How school will meet CTE requirements.** N/A

- c. **College and Career Readiness Plan.** Mr. Carwell said that even as a middle school, college and career readiness is an expectation and this section must be addressed.
- d. **Student Success Plans.** Mr. Carwell said that student success plans are a part of the middle school experience and this wasn't addressed in the application.

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

- 4. **School Calendar and Schedule.** Ms. Hansen said the calendar only had the school days and holidays listed and for professional development it was only captured in August. She said the schedule information was minimal and the school needs to provide more information.
- 5. **School Culture.** Mr. Carwell said because of the recent legislative change in the model policy, the reviewer recommended editing the following sections of the sample bullying prevention policy.

Mr. Carwell stated he would only list the section titles and have the definition written in the Preliminary Report.

- **Section VI, 4**
- **Section VI, B**
- **Section IX, B**
- **Section XVII**

Mr. Carwell said the reviewer recommends that the Applicant look at the proposed regulation which would require additional language to address cyberbullying that will need to be added to the policy. He said the Regulation approval will be available in March or April 2013.

Mr. Carwell said a new Roman numeral section titled "School Ombudsman Information" needs to be added and the definition will be written in the Preliminary Report. He said it is unclear how a student/parent should report what they believe to be an incident of bullying to school administration. He mentioned that the code of conduct is incorrect and it will be listed in the Preliminary Report. He said that the anti-hazing policy wasn't addressed in the application and he gave the reference code of 14 Del Code §9301.

- 6. **Supplemental Programming.** Ms. Hansen said that the required students to participate in the afternoon activities of their choice 4 days a week; Monday to Thursday. She said the following activities were tutoring, coed sports, band, chorus and theatre, Odyssey of the Mind and Science Olympiad. She said there was no mention of how students might be transported home following these activities; also, there was no mention of summer school planned.
- 7. **Special Populations and At-Risk Students.** Mr. Carwell read the response by Ms. Kline that the initial diagnostic test to determine English language proficiency is not the same as the annual ACCESS test. The W-APT is the assessment that is given to students within the

first 25 days of enrollment; not the ACCESS. The test is not merely “re-administered,” these are two separate instruments; both required. She said the application does not demonstrate clear understanding of the requirements.

Mr. Carwell said the screening for migrant students is done by using the Migrant Agricultural Work Survey which should be included in the student registration packet. E-School only lists the students who are potential migrant students; it does not contact the list of identified migrant students. The school refers potential students to the SEA and DDOE conducts the migrant interviews and enrolls the student into the migrant program and the SEA notifies them of the migrant status.

Mr. Carwell said the application does not indicate that services will be provided to all ELLs. All ELLs must be served with ELL services until they reach a Tier C Level 5.0 on the WIDA ACCESS test and can be exited from the ELL program.

Mr. Carwell said teachers and/or contracted staff that provides services to ELL students must be ESL certified and provide research-based instruction.

Ms. Hansen added the Gifted Education plans had small class sizes and the school will rely on teachers to individualized instruction of highly able students. She said acceleration will be utilized to meet the needs of the school’s students.

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

- 8. Student Recruitment and Enrollment.** Dr. Bigelow said for the first five years the school enrollment projection, the maximum student enrollment is 390; and 130 per grade. She said the response included various recruitment ideas; town hall meetings, social media, etc. but did not include a timeline for recruitment/marketing plan. She said majority of the students will come from a five mile radius and will include all races, financial classes, and performance levels. She said the response for the enrollment was incomplete even though the applicant did provide a one-page response which included the Attachment 8, Enrollment and Withdrawal policy; however, overall the response was incomplete.

Dr. Bigelow recommendation for this criterion is not met.

- 9. Student Discipline.** Mr. Carwell said under “Dismissible Offenses” in the code of conduct, change the reference to H.B. 322 to 14 Del Code §4112 because it is now the law in Delaware. He said also include a statement that will ensure compliance with 14 Del Admin Code 601 and 14 Del Code §4112 school administrators will attend required DDOE trainings. This statement will be included in the Preliminary Report. He recommends that the assurances section of the application to include the assurance that the school will follow the requirements of DOE Regulation 601 for certain acts of misconduct; this is an addition to the law §4112.

Mr. Carwell said under Safety and Security need a statement that the school will comply with the requirements of the Omnibus School Safety Act of the 146th Delaware General Assembly and 14 Del Admin Code 621.

Mr. Carwell's recommendation is that this criterion is partially met with clarifications.

PERFORMANCE MANAGEMENT

Ms. McCrae said in this section the applicant does provide an explanation for some performance management requirements but also leaves some questions unanswered for the readers.

1. **Mission-specific educational goals.** Ms. McCrae said the Applicant references DCAS goals in this section, but many of the additional goals that are listed do not include quantifiable measures. For instance, Science Target 3.2 states that all students will participate in creating a science project, but it should be noted that participation is not equal to mastery, nor does this target reference the rigor expected of the science projects referenced. Similar comments can be made with reference to the Social Studies Target 4.2. She said that the student performance goals #5 and #6 do not identify quantitative or qualitative measures.
2. **DCAS expectations for at-risk students.** N/A
3. **Mission-Specific organizational Goals.** Ms. Janiszewski said the application contains a chart that lists goals and key performance measures, such as rates for average daily attendance, parent satisfaction, and teacher retention. She said although these goals are important, they are not specifically relative to the mission of the school. She said the reviewer would have expected goals about student wellness and fitness.
4. **Student performance levels and academic needs.** Ms. Janiszewski said an assumption is made that students who enroll at Pike Creek will be at or near grade level proficiency. She said this is based on "surrounding schools' data". She stated that the specific data analyzed to make this assumption is unclear, and does not take into account that students who are performing below grade level may enroll. She said in the application it refers to a placement test, but it is not named. She said there is no evidence or research base provided for the placement test.
5. **Interim Assessments.** Ms. McCrae said though the paragraph provided, to describe the alignment and development of internal assessments, provides a very simplified description of a complex process that will require intensive management and interaction; it does describe an appropriate overview.
6. **Measuring and evaluating academic progress.** Ms. McCrae said this section presents multiple concerns. Multiple data collection and comparison terms and phrases were utilized to describe what might occur over time, but a coherent plan was difficult to identify. The narrative states that "student assessment data will be presented by cohort-to-cohort comparisons" but a clear definition of the cohorts was lacking. This same sentence alludes to a value-added comparison that indicates a teacher-to-teacher comparison based on growth models within the school, but the rest of the narrative does not support this sort of plan, nor does it illustrate an understanding of the value-added approach.

She said to improve this section, the applicant should consider approaching the question in stages; fully describing the methodology for monitoring data sources and trends for individual students over time, then describing the methodology for monitoring data sources and trends for student cohorts (classes or grade levels), then describing the methodology for monitoring data sources and trends for school-wide data.

7. **Information system to manage student performance.** Ms. McCrae said this section is partially met. The question of what information system will be used is answered adequately, but the question of who will be responsible for warehousing the data and who is ultimately in charge of the data management system at the school, was not answered.
8. **Training and support for teachers in data use.** Ms. McCrae said the applicant explains how they will support teachers in training, but does not describe or provide details regarding the training itself. Who will be in charge of the initial training program? Will this be completed via contract or will it be done internally? If the program will be completed internally, who will be the primary manager and program facilitator, especially in the initial phases of implementation?
9. **Corrective actions if school falls short of student goals.** Ms. McCrae said this section meets the expectations of the application. Note, however, that there is a heavy emphasis on the principal for data review, guidance, assessment review, and improvement planning. It is important to ensure that there is a distributed leadership approach in place in case something prohibits the principal from performing his/her duties as expected.

Ms. McCrae's recommendation is that this criterion is partially met with clarifications.

Ms. McLaughlin asked if any Committee member had any more discussion in this section.

STAFFING

1. **Staff Structure.** Mr. Carwell said the reviewer said the school identifies a prospective/potential school leader and provides resume, profile, etc. of that individual. He said the individual has some track record of human capital management and some track record of building external partnerships to hire/build staff capacity in a charter school setting. He said the application rests heavily on the hire, and it is recommended that the authorizing committee interview the prospective candidate (who currently serves as a DDOE Data Coach). He said it was stated in the application that the proposed leader is aligned with the physical activity theme of the school's application; he found there was evidence of alignment here.
2. **Staffing Plans, Management, and Evaluation.** Mr. Carwell said the reviewer talked about the staffing section beginning on page 49 that outlines a staff of 18 teachers; 10 core content, in the first year of operation, with five additional being added each year. He said the staffing structure is personnel-heavy, which may limit the school's ability to incentivize performance; he said at-will hiring is acknowledged. He said the school outlines compensation plan that is aligned with Red Clay; with competitive salaries by

year 3 or 4 of operation. He said the application notes that “we anticipate employees being attracted to the PCC mission and small class sizes”.

- 3. Professional Development.** Ms. Janiszewski said a professional development schedule for the summer prior to school opening is provided; however, the scope and sequence of delivery needs to be streamlined. She said there were 10 professional development sessions offering during the month of August and measurable outcomes for each of these sessions are missing. She said the applicant indicates that these professional development opportunities are to take place in one week. She said the individuals with expertise in each of these areas that are expected to deliver the professional development have not been identified.

Ms. Janiszewski said the PLC time has been allocated for data analysis and professional development during the year and will be offered every other Friday. She said the applicant did not address how the staffing plan, schedule, and calendar will be structured to accommodate this plan. She said the response does not include a structure for how student assessment data will be used to inform professional development needs of the staff.

Ms. Janiszewski said the method of evaluating the effectiveness of their professional development is vague. She said the four-tier model needs to be accompanied by the sources for evidence that will be used at each tier. She said there should be more detail needs to be provided around ongoing supports throughout the school year.

Ms. Janiszewski said the school showed evidence of evaluation for professional development, identify potential vendors to deliver it, and provide a master schedule and school calendar that illustrates how the professional development plan will be supported.

Ms. Janiszewski recommendation is that this criterion is partially met with clarifications.

Ms. McLaughlin asked if any Committee member had any more discussion in this section.

GOVERNANCE AND MANAGEMENT

Mr. Carwell said the Board is comprised of mostly educators and appears to lack administrative and school influence experience. He said on page 54-7 it states that the Governing Board will have 12 individuals but on page 53 it says not more than 10 voting members. He said are the extra two members non-voting? He said on page 55-7 under “Procedure by which board members have been and will be selected”, the response did not answer the question. He said on page 56-7 under “Board Improvement”, there is no mention of best practices related to board training and board evaluation. He said the training provided by DDOE is insufficient.

Mr. Carwell said the advisory bodies listed on page 56-7 the Applicant do not include statutorily required Citizen Budget Oversight Committee as an advisory body. There is no evidence of partnerships with a network of similar schools and higher education.

Mr. Carwell's recommendation is that this criterion is no met.

Ms. McLaughlin asked if any Committee member had any more discussion in this section.

Ms. Hickey said the Delaware open meeting laws permits participation in meetings by video conferencing: Article II, Section 7 of the applicant's bylaws, at attachment 13, adds telephone conference, which is not addressed by the statute. The Department of Justice position has been that given the specified mechanism of video conferencing, telephone conference call is not a permitted method of participation.

Ms. Hickey said the Delaware Public Integrity Commission issued an opinion in 7-63 concluding that charter schools are "state agencies" under the State Code of Conduct, and that the Code of Conduct applies to charter schools, their board members, and their employees. Any code of conduct or conflict provisions (e.g., Article V, Section 6 of the Applicant's bylaws) should conform to the State Code of Conduct.

PARENT AND COMMUNITY INVOLVEMENT

Mr. Carwell said the partnership with PTA for pre-opening parent engagement plan is positive; although the post-opening parent engagement plan is not clear and lacks measurable goals and objectives. He said his follow up would be for the Applicant to provide measurable goals and objectives for post-opening parent engagement plan.

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

Ms. McLaughlin asked if any Committee member had any more discussion in this section.

START UP AND OPERATIONS

1. **Start-up Plan.** Dr. Bigelow said the start up plan is a very simple chart outlining the tasks that need to be completed. She said there is no narrative provided to show that the applicants truly understands the task required and have concrete steps to ensure completion and compliance.

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

2. **Transportation.** Dr. Bigelow said the Reviewer said the application states "PCC will provide bus transportation for students that live more than one mile from the school and are located in the 5 mile radius." She said this does not meet the criteria for eligibility specified by DDOE Regulation 1105 and in the Charter School Technical Assistance Manual. She said the application needs to address how transportation will be provided for students outside of the school district where the school is located. She said additionally, the application needs to identify who will be responsible for oversight of transportation operations. She said some of the duties are specified, but is not clear who's managing the day-to-day operations.

Dr. Bigelow said the application states that the school will keep record(s) of drug and alcohol testing. She said if the school contracts for transportation then the school will not be involved in the drug and alcohol testing for school bus drivers and aides.

Dr. Bigelow said lastly, in Attachment 9, Bus transportation, bullet 2 states that students will “wait for the driver’s signal to cross”; but in DDOE Regulation 1105, Para 8.1.11, it states they will cross “only upon an audible clear signal from the driver/aide.”

Dr. Bigelow’s recommendation is that this criterion is not met.

3. **Safety and Security.** Mr. Carwell said the reviewer stated it should be a statement of compliance that the school will comply with the requirements under the Omnibus School Safety Act of the 146th Delaware General and 14 Del Admin Code 621.
4. **Lunch/Breakfast.** Mr. Carwell said the Reviewer said if the Applicant is planning on participating in the National School Lunch/School Breakfast Programs (NSLP/SBP). He said the Applicant would have to obtain a vendor contract with the current vendor that has a bid to the State; if the school plans to participate in the NSLP program. Also, the school if the school participates with NSLP they would have to obtain a current Food Establishment Permit from Public Health. He said student eligibility for free or reduced price meals is not determined by Title 1; rather by USDA criteria, meal benefit forms and direct certification. He said homeless students qualify for free meals and NSLP will reimburse for those meals.

Mr. Carwell said it was noted that students will plan the menus, but all menus must be compliant with USDA regulations for meals.

Mr. Carwell said the Reviewer would like statements that they will follow the NSLP procurement process for securing a vendor for meals and an acknowledgement of the proper way to determine student eligibility for free or reduced price meals. Also, the reviewer would like to know if there is a plan for obtaining a Food Establishment Permit from Public Health.

Mr. Carwell’s recommendation for this criterion is partially met with conditions.

5. **Insurance Coverage.** Dr. Bigelow said the Reviewer stated that the Applicant submitted a quote relative to insurance coverage and it meets the standard.
6. **Student Records.** Dr. Bigelow said the Reviewer stated that the Applicant will use the eSchoolPLUS (eSP) pupil accounting system. She said also the application includes a statement about the staff being fully trained in eSP which meets the standards.

Ms. McLaughlin asked if any Committee member had any more discussion in this section.

FACILITIES

Mr. Carwell said the Reviewer said the Applicant proposed location has been identified at 405 Mermaid Blvd., Wilmington, Delaware. He said the location is currently a Swim and Fitness facility and the building will be leased for five years with an option to buy in the second five-year term. He said the space will be renovated to include 15 classrooms that are 18’ x 34’; and all of the classrooms will be located on the first and second floors along with the cafeteria, gym, locker rooms, offices, and common areas. He said the charter school will keep and maintain the pool; and the school will be installing an elevator to ensure access for students with disabilities. He said that upon approval of the charter application, renovations are due to start in June 2013,

and the land behind proposed site is intended to be made available to New Castle County for its use in exchange for taking over all maintenance costs.

Mr. Carwell said the Reviewer recommendations were upon looking up the proposed address of the Charter School it seems that there are numerous other organizations co-located in the same building, to include:

- Achieving Physiques
- Aquatic Management Systems Inc
- Page Christina
- Precision Dance Center
- Ramone's Landscaping, LLC
- Wellness Today Personal Training Studio

Mr. Carwell said this raises several concerns for the Interviewer and she listed several websites that will be provided in the Preliminary Report. He said the Reviewer said DOE may need to perform a site visit to review and assess. He said Delaware law requires the Certificate of Occupancy requires that new charter applicants obtain a Certificate of Occupancy by June 15th prior to the opening of the school; and once a charter school has opened, a copy of the final floor plan shall be sent to the Department of Education.

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

Ms. McLaughlin asked if any Committee member had any more discussion in this section.

Mr. Harrell asked how many square feet are in the total building. Mr. Carwell said he didn't have the exact figure in front of him right now. Mr. Harrell said he could get that information from him later.

Mr. Harrell asked what the number of occupancies in the building was. Mr. Carwell said it appears to be about six.

Ms. Hansen added a footnote from Science that they are concerned about safety and chemicals that will be in the school. There is a new Regulation 8805 and the school needs to keep in mind how they store and dispose their chemicals.

BUDGET AND FINANCE

Ms. Field Rogers said there is no budget narrative other than a list of assumptions about some of the budget figures; and there is no contingency plan outlining how the school will operate financially at 80% of enrollment. She said there is an operating deficit shown in the first two years of operation unless significant private funds are secured and there is no plan outlining how the school will be financially viable if those funds aren't secured. She said their staffing plan presented in the budget attachments doesn't seem consistent with the staffing section of the application; that section references 18 positions in year one; but the budget reflects 17.

Ms. Field Rogers said it is not clear which position is not included in the budget. She said in year one the school should note with their enrollment that they will not be eligible for a Principal. She said their staffing plan indicates that they will have a Director of Finance and a business manager position, which seems redundant for a small school. She said the estimated cost of

special education services seems low- they have assumed only 200 hours of related service therapies (speech, OT, PT) annually for over 30 special education students. She said the technology plan in the narrative mentions iPads, notebooks and responders for classrooms, but only budgets \$5,000 annually; that seems low but there aren't any additional details on how many devices in total would be needed. She said the building costs seem reasonable but increase over time which will cause financial stress if enrollment targets aren't met. She said the 80% budget isn't balanced either; year 0 deficit of \$479K+ and year 1 deficit of over \$137K. She said there is no narrative about how the assumptions would change in the reduced budget; the staffing has been cut, but without any explanation, it's hard to tell if there are any realistic cuts.

Ms. Field Rogers's recommendation for this criterion is not met.

Ms. McLaughlin asked if any Committee member had any more discussion in this section.

RECOMMENDATION

Ms. McLaughlin said for the purposes of the Preliminary Report her recommendation to the Committee is that the charter application for Pike Creek Charter Middle School is **Not Met**. All in favor say, Aye. Opposed? Abstentions?

Ms. McLaughlin asked John Carwell to share next steps for upcoming meetings and dates.

Mr. Carwell stated the following next steps.

- Final Meeting is scheduled for March 11, 2013 at 1:00 PM
- Public Hearing will be announced at a later date

Meeting adjourned.