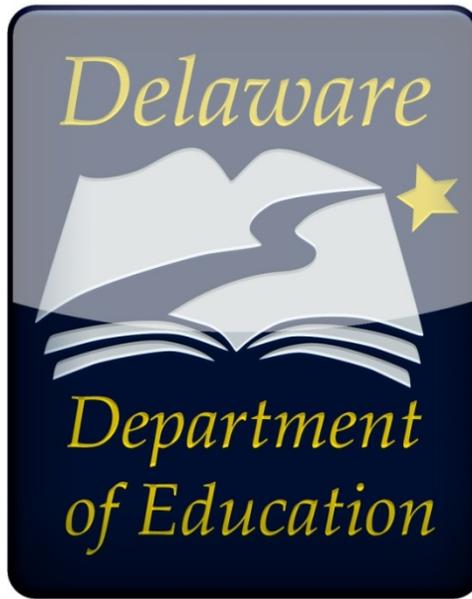


# CHARTER SCHOOL ACCOUNTABILITY COMMITTEE

DELAWARE DEPARTMENT OF EDUCATION



**PIKE CREEK CHARTER MIDDLE SCHOOL**

**PRELIMINARY REPORT AND RECOMMENDATIONS**

**APPLICATION TO OPEN A CHARTER SCHOOL**

Opening Date: August 2014

Grades: 6 - 8

Location: New Castle County

Date of Report: 22 March 2013

## Background

Name	Pike Creek Charter Middle School	
Projected Enrollment	2014 – 2015	245
	2015 – 2016	320
	2016 – 2017	380
	2017 – 2018	380
	2018 – 2019	380
	At capacity	380
Mission	Pike Creek Charter’s mission is to promote pre-adolescent student achievement through rigorous academic instruction while incorporating wellness and fitness strategies.	
Vision	To ensure that students are prepared to succeed in the most prestigious academic settings and to live a healthy and physically active lifestyle.	

Members of the Charter School Accountability Committee (Committee), met with representatives from Pike Creek Middle Charter School (Pike Creek) on 23 January 2014 for the Initial Meeting and on 6 February 2014 for the Preliminary Meeting. The Committee discussed each of the nine criteria of the application.

## Founding Group and School Leadership

The Committee discussed the response to the Founding Group and School Leadership section in the application and noted the following.

- The mission statement is clear and conceptually interesting. The applicant group derived its mission and vision from First Lady Michelle Obama’s “Let’s Move” campaign that promotes a healthy lifestyle for children.
- **Response Required:** The applicant did not establish a set of priorities that are meaningful, manageable, and measurable as they relate to the mission and vision. There was insufficient evidence provided in the application that substantiated the efficacy of this proposed model.
- **Response Required:** The proposed school leader has very limited administrative experience and has not led a school nor has she had experience in a charter school.
- **Response Required:** The organizational team appears to be diverse, supportive, and committed to advancing the mission of the proposed school. However, the Board has limited charter board experience, especially in the areas of school leadership and finance.
- **Response Required:** The Committee expressed concern about the impact on the charter school if the district in which it was proposing to locate decided to build a new middle school.

***The Accountability Committee concluded that the applicant’s response to the “Founding Group and School Leadership” section did not meet the standard.***

## Education Plan

The Committee discussed the response to the Education Plan section in the application and noted the following.

### *Curriculum and Instructional Design.*

#### **English / Language Arts** – Meets Approval

- The scope and sequence show alignment to the Common Core State Standards (CCSS).
- As the applicant continues to develop units of instruction, it will be important to include Common Core writing standards grades 7-9. These standards are the explicit teaching of short focused and sustained research as well as evidence and resource gathering needed during the research process.
- No description is provided of curriculum resources or adoption thereof. There is concern that the scope and sequence does not include texts to be utilized in instruction to make certain that the percentage of literary and literary non-fiction will allow for full implementation of the CCSS.

#### **Mathematics** – Does Not Meet Approval (**Response Required**)

- The timeline for implementation of the mathematics curriculum is unclear. More detail is needed on the number of days and class periods being used in each unit of instruction.
- Content standards should not merely be used as a checklist to build curriculum. Learning targets should be accompanied by plans for implementation, including themes, big ideas, essential questions, and formative and summative assessment measures to describe student progress.

#### **Science** – Does Not Meet Approval (**Response Required**)

- The timeline for implementation of the Science curriculum is unclear. More detail is needed on the number of days and class periods being used in each unit of instruction.
- Content standards should not merely be used as a checklist to build curriculum. Learning targets should be accompanied by plans for implementation, including themes, big ideas, essential questions, and formative and summative assessment measures to describe student progress. For example, what will students know and be able to do following instruction in the unit “Atoms and Bonding”?
- It appears that the students will be engaged in Science Lab once each week. This may not be enough instructional time to meet curricular goals.

#### **Social Studies** – Meets Approval

- Attachment 4 outlines a scope and sequence that matches the intent of the Delaware Recommended Curriculum.

#### **Health Education** – Meets Approval

- The scope and sequence documents provide a comprehensive planning process.
- Future curriculum development should focus on Health for Personal Power. Curricular resources may be found at [http://www.doe.k12.de.us/infosuites/staff/ci/content\\_areas/health.shtml](http://www.doe.k12.de.us/infosuites/staff/ci/content_areas/health.shtml)

### **Physical Education – Meets Approval**

- The Scope and sequence shows alignment of instruction to standards.
- Future curriculum development and creation of units of instruction should focus on P.E: Fit for Life rather than on sports.
- Curricular resources may be found at [http://www.doe.k12.de.us/infosuites/staff/ci/content\\_areas/phys\\_ed.shtml](http://www.doe.k12.de.us/infosuites/staff/ci/content_areas/phys_ed.shtml)
- Assessment should include Fitnessgrams.

### **World Languages – Does Not Meet Approval (Response Required)**

- Cultural awareness has been included as a separate unit at the end of each level of curriculum. It should *not* be taught as a separate unit but rather embedded in each unit of instruction across all language courses.
- There is no evidence of planned assessment strategies.

### **Visual & Performing Arts – Does Not Meet Approval (Response Required)**

- The application makes no mention of curriculum in Visual and Performing Arts. Whereas World Language is optional in middle school, Visual and Performing Arts is not. Reference: 14 DE Admin Code 503.6.0 (Instructional Program Requirements – Visual and Performing Arts).
  - “6.1. Local school districts and each charter school shall provide instructional programs in the visual and performing arts for each grade K – 12 with the exception of the James H. Groves High School Program.
  - 6.2. All public school students in each grade 1 to 6 shall be enrolled in a visual and performing arts program.”

### **Professional Development – Does Not Meet Approval (Response Required)**

- The applicant provided plans for professional development; however, the timeline identified training dates only in the month of August. Best practice would mandate that professional development is researched-based and on-going over time. Topics include but are not limited to: School Culture, Positive Behavior Supports, Curriculum, Special Education and e-school. This is a list of topics that cannot and should not be addressed in one month before school begins.

### **Technology Plan – Does Not Meet Approval (Response Required)**

- There was no evidence of a plan to use technology as a tool for instruction, curriculum development, or assessment.

## *Student Performance Standards*

### **Response Required (see below):**

- The applicant provides an acceptable explanation of student performance standards and exit requirements. However, according to the application, students must achieve a 75% or better by the end of the trimester in each of the four core content areas. It is unclear if this requirement is to be applied consistently for each separate course and with equal rigor. For example, if a student has 90% or better in mathematics, English language arts and science but a 69% in social studies at the end of the third trimester, will the child be retained?

- Attachment Six included no reference to DCAS proficiency and, while not required as an exit requirement, it was unclear if this was purposefully excluded or an oversight. If Delaware Comprehensive Assessment System (DCAS) scores are not included as a requirement for promotion or retention, future additions of such requirements, if desired, may (or may not) require a charter modification.
- The “Path to College Plan” does not reference the existing Student Success Plan requirement (part of 14 DE Admin Code 505) or the Career Cruising tool currently available to students and schools. This tool performs many of the functions described in this section.

### *High School Graduation Requirements*

**Response Required:** The response does not indicate how the school will address those students in grade eight who are required to have a Student Success Plan as outlined in 14 DE Admin Code 505, Section 5.0 and how the school will develop transition planning for students with IEPs.

### *School Calendar and Schedule*

**Response Required (see below):**

- The school calendar made no indication of planned professional development days for staff members.
- Technology and Spanish courses were noted as electives. There is no mention of arts offerings within the regular school day.

### *College and Career Readiness Plans and Student Success Plans*

**Response Required:** The application did not include a response about the success plans.

### *School Culture*

**Response Required (see below):**

- The culture of the school highlighted the nature of middle school students. Five characteristics of commitment will describe Pike Creek Middle Charter School students: perseverance, citizenship, courage, motivated, and self-disciplined. Students will meet daily in Crewroom with an adult mentor. Once a month, the entire school will participate in Community Meetings to celebrate and share pertinent school-wide information. These meetings were not noted on the school calendar.
- Due to recent legislative and model policy changes, sections of the sample bullying prevention policy need to be revised. See Appendix B for more information.
- It is unclear how a student/parent should report what they believe to be an incident of bullying to school administration.
- This statement from the code of conduct is incorrect: *“According to state law and Department of Education regulations, when a situation rises to bullying, defined above, it must be treated as a criminal offense and must be reported to the appropriate authorities.”* Bullying, per se, is not a crime in Delaware. Certain types or elements of bullying may be considered a crime, such as terroristic threatening or offensive touching. Although these offenses are no longer required to be reported to police, they can be at the school administration’s discretion. Most instances of bullying are handled at the school level with no police involvement.

An anti-hazing policy is not addressed. Reference: [14 Del C. §§9301-9304](#).

### *Supplemental Programming*

**Response Required:** Students will be required to participate in after-school activities of their choice on Monday through Thursday. Examples cited include academic tutoring, co-ed sports, band, Odyssey of the Mind, and Science Olympiad. There was no mention of how students will be transported to their homes after these activities. No summer school was planned.

### *Special Populations at At-Risk Students*

#### **English language learners (ELL)**

**Response Required:** The applicant response included significant errors related to English language learners (see below):

- The response confused the annual ACCESS test (Assessing Comprehension and Communication in English State-to-State) with the W-APT (WIDA [World-Class Instructional Design and Assessment]-Access Placement Test). Both assessments are required.
- Misunderstandings occurred in the use and purpose of the Migrant Agricultural Work Survey as well as the roles of the schools and the DDOE.
- The application does not indicate that services will be provided to all English language learners (ELLs).
- Teachers and/or contracted staff who provide services to ELL students must be ESL certified and provide research-based instruction.

#### **Exceptional Children**

The responses to the section for exceptional children are appropriate.

#### **Gifted Students**

With planned small class size, the school will rely on teachers to individualize instruction of highly able learners.

### *Student Recruitment and Enrollment*

- In the School Enrollment Projection, the maximum student enrollment is 390; 130 per grade. Information is provided for years 1 – 5.
- **Response Required:** The response included various recruitment ideas (Public Town Hall meetings, social media, advertisements in stores); however, the applicants did not provide a recruitment/ marketing plan and timeline. The response also indicated that the majority of student will come from a five-mile radius and that these students will include all races, financial classes, and performance levels. No data were provided about the diversity within the five mile radius.
- **Response Required:** The preferences in Attachment 8 do not mirror the Delaware statute. It was not clear if the five mile radius is based on the location of the school as required. The span of the five mile radius is not clear. The application includes a preference for children of the schools Founders that needs to be defined. The

preference for Founding Board's grandchildren is not permissible under the Delaware charter statute nor is the preference for siblings of former students.

### *Student Discipline*

#### **Response Required (see below):**

- Under "Dismissible Offenses" in the code of conduct, the reference is no longer to H.B. 322 but rather to 14 Del Code §4112. It's now law in Delaware.
- A statement must be included to ensure compliance with 14 DE Admin Code 601 and 14 Del Code §4112, that school administrators will attend required DOE trainings about the mandatory school crime reporting law as required by 14 DE Admin Code 601, and staff will receive training on their duty to report certain incidents of misconduct to school administration under this regulation and statute. In addition, administrators must use the DOE School Climate and Discipline program manager and DOJ Ombudsperson for technical assistance in regard to the Mandatory School Crime Reporting Law.

***The Accountability Committee concluded that the "Education Plan" section did not meet the standard.***

### **Performance Management**

#### *Mission-Specific Educational Goals*

**Response Required:** 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 participation is not equal to mastery, nor does this target reference the rigor expected of the science projects. Similar comments can be made with reference to the Social Studies Target 4.2. Student performance goals #5 and #6 do not identify quantitative OR qualitative measures.

#### *DCAS Expectations for At-Risk Students (If proposing to serve students at risk of academic failure)*

In the application, this section was cited as "not applicable" because Pike Creek Charter Middle School is not proposing to serve at-risk students.

#### *Mission-Specific Organizational Goals*

**Response Required:** The application contains a chart that lists goals and key performance measures, such as rates for average daily attendance, parent satisfaction, and teacher retention. These goals do not reflect the stated mission of the school: to promote pre-adolescent student achievement through rigorous academic instruction while incorporating wellness and fitness strategies.

#### *Student Performance Levels and Academic Needs*

**Response Required:** An assumption is made that students who enroll at Pike Creek will be at or near grade level proficiency. This is based on "surrounding schools' data." What specific data have been analyzed to make this assumption is unclear, and does not take into account

that students who are performing below grade level may enroll. A placement test is referenced in the application, but it is not named and no evidence or research base is provided for this placement test.

#### *Interim Assessments*

The paragraph provided to describe the alignment and the response about the development of internal assessments is a very simplified description of a complex process that will require intensive management and interaction; however, it does describe an appropriate overview.

#### *Measuring and Evaluating Academic Progress*

##### **Response Required (see below):**

- This section presents multiple concerns. Multiple data collection and comparison terms and phrases were used 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 value-added, a comparison that indicates a teacher-to-teacher comparison based on growth models within the school; however, the narrative provided does not support this sort of plan, nor does it illustrate an understanding of the value-added approach.
- 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); and finally describing the methodology for monitoring data sources and trends for school-wide data.

#### *Information System to Manage Student Performance*

**Response Required:** The question of what information system will be used is answered adequately; however, the question of who will be responsible for warehousing the data and who is ultimately in charge of the data management system at Pike Creek Charter was not answered.

#### *Training and Support for Teachers in Data Use*

**Response Required:** 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 through a 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?

#### *Corrective Actions if the School Falls Short of Student Goals*

This section meets the expectations of the application. However, there is a heavy emphasis on the school principal for data review, guidance, assessment review, and improvement planning. It is important to ensure that there is a distributed leadership approach in the event that a situation arises that prevents the principal from performing his/her duties as expected.

**The Accountability Committee concluded that the “Performance Management” section did not meet the standard.**

## Staffing

### Staff Structure

- The school identifies a prospective/potential school leader and provides a résumé, profile, etc. of that individual. The individual has some track record of human capital management and of building external partnerships to hire/build staff capacity in a charter school setting. The application rests heavily on this hire, and it is recommended that the authorizing committee interview the prospective candidate (who currently serves as a DDOE Data Coach). It is stated that the proposed leader is aligned with the physical activity theme of the school's application, so there is evidence of alignment there.
- The Staffing section outlines a staff of 18 teachers (10 core content) in the first year of operation, with five additional being added each year. The staffing structure is personnel-heavy, which may limit the school's ability to incentivize performance. At-will hiring is acknowledged. The applicant outlines a compensation plan that is aligned with Red Clay, with competitive salaries by year 3 or 4 of operation. The application notes that “We anticipate employees being attracted to the PCC mission and small class sizes.”
- The charter strategy for retention of high-performers is outlined succinctly, if not simplistically, within the Staffing section. However, the guiding principles articulated are consistent with the state's RTTT efforts, etc.
- The recruitment strategies/plan is thin. There is no clear plan to attract educators (in the literal sense; not the principles outlined above) evident and the timeline does not account for the complexities of human capital management. The “Stages” outlined on page. 48-49 are broad-based categories.
- Dual certification is noted as a priority, as is certification for all teachers prior to the proposed charter opening in September 2014. The application does not articulate a realistic sense of the hiring/talent pool available.
- Basic DPAS-II requirements are acknowledged and some additional “shadowing” for novice evaluators is included. The plan essentially re-states the Delaware Code and regulation, but also indicates that experienced educators will be evaluated on an annual cycle (summatives annually). This demonstrates a commitment to annual educator evaluation at all levels, and the charter also demonstrates a commitment to fully advising and informing teachers as to the components and expectations of DPAS-II.
- No additional educator evaluation tools are outlined within the application.

### Professional Development

- A professional development schedule for the summer prior to school opening is provided; however, the scope and sequence of delivery needs to be streamlined. There are 10 professional development sessions offered during the month of August, and measurable outcomes for each of these sessions are missing. Moreover, the applicant indicates that these professional development opportunities are to take place in one week. The individuals with expertise in each of these areas are expected to deliver the professional development have not been identified.
- PLC (Professional Learning Community) time has been allocated for data analysis and professional development during the year will be offered every other Friday. The

applicant did not address how the staffing plan, schedule, and calendar will be structured to accommodate this plan.

- The response does not include a structure for how student assessment data will be used to inform professional development needs of the staff.
- The method of evaluating the effectiveness of the professional development is vague. The four-tier model needs to be accompanied by the sources for evidence that will be used at each tier. In addition, more detail needs to be provided around on-going supports throughout the school year.

***The Accountability Committee concluded that the “Staffing” section did not meet the standard.***

## **Governance and Management**

### **Response Required (see below):**

- The Board is comprised of mostly educators and appears to lack administrative and school finance experience.
- The application indicates that the Governing Board will have twelve individuals but page 53 indicates no more than ten voting members. It is unclear if the additional two members or non-voting.
- The response to subsection 4 did not explain the procedure by which Board members will be selected.
- There is no mention of best practices relative to board training and board evaluation. The training provided by DOE is not designed to provide all the necessary training.
- The response to the advisory bodies does not include a reference to the statutorily required Citizen Budget Oversight Committee. There is no evidence of partnership with the Charter School Network, similar schools, or higher education.
- The Delaware Open Meetings law (29 Del. C., Chapter 100) permits participation in meetings by video conferencing; Article II, Section 7 of the applicant’s by-laws, adds telephone conference, which is not included in the statute.
- The Delaware Public Integrity Commission has issued an opinion (07-63) concluding that charter schools are “state agencies” under the State Code of Conduct (29 Del. C., Chapter 58) and that the State Code of Conduct applies to charter schools, their board members and their employees. Any code of conduct or conflicts provisions (e.g., Article V, Section 6 of the applicant’s by-laws) should conform to the State Code of Conduct.

***The Accountability Committee concluded that the “Governance and Management” section did not meet the standard.***

## **Parent and Community Involvement**

### **Response Required (see below):**

- The Applicant plans to partner with the PTA (Parent Teacher Association) for a pre-opening engagement plan.
- The post-opening parent engagement plan is not clear and lacks measurable goals and objectives.

**The Accountability Committee concluded that the “Parent and Community Involvement” section did not meet the standard.**

## Start-up and Operations

### Start-up Plan

**Response Required:** The start-up plan is a very simple chart outlining the tasks that need to be completed. There is no narrative provided to show that the applicants truly understand the tasks required and have concrete steps to be taken to ensure completion and compliance.

### Transportation

#### **Response Required (see below):**

- The application states, “PCC will provide bus transportation for students that live more than one mile from the school and are located within the 5 mile radius.” This does not meet the criteria for eligibility specified in 14 DE Admin Code 1105 and in the Charter School Technical Assistance Manual.
- The application needs to address how transportation will be provided for students outside of the school district in which the school is located.
- The application needs to identify who will be responsible for oversight of transportation operations. Some duties are specified; however, it is not clear who will manage the day-to-day operations.
- The application states that the school will keep records of drug and alcohol testing. If the school contracts for transportation, it will not be involved in drug and alcohol testing for school bus drivers and aides.
- Attachment 9, Bus Transportation, bullet 2, states that students will “wait for the driver’s signal to cross.” 14 DE Admin Code 1105.8.1.11, states that they will cross “only upon an audible clearance signal from the driver/aide.”

### Safety and Security

**Response Required:** This section needs to include a statement that Pike Creek will comply with the requirements of The Omnibus School Safety Act of the 146<sup>th</sup> Delaware General Assembly and 14 DE Admin Code 621.

### Lunch/Breakfast

- The Applicant plans to participate in the National School Lunch/School Breakfast Programs (NSLP/SBP).
- **Response Required:** NSLP/SBP participants must follow NSLP procurement process for obtaining a vendor for meals, which includes going to bid prior to start-up. The current plan is to enter a contract with Revolution Foods, but this could only be done if Revolution Foods wins the bid or if the school chooses not to participate in NSLP/SBP.
- Schools participating in NSLP/SBP must have a current Food Establishment Permit. The charter will need to contact Public Health to ensure that the facility has one and, if not, must obtain one.
- Student eligibility for free or reduced price meals is *not* determined by Title 1. Rather, eligibility is established using USDA criteria, Meal Benefit Forms, and direct certification.

- **Response Required:** Homeless students qualify for free meals and NSLP will reimburse these meals. Meals for homeless students do not need to be paid out of the LEA grant.
- **Response Required:** The plan indicates that students will plan the menus, but all menus must be compliant with USDA regulations for meals. In addition, when schools procure meals from a vendor, it is often not possible to have students plan the menus, unless the vendor is willing to provide a list of possible entrées, etc.
- **Response Required:** The Applicant needs to provide a statement that it will follow the NSLP procurement process for securing a vendor for meals; provide an acknowledgement of the proper way to determine student eligibility for free or reduced price meals; provide a plan for obtaining a Food Establishment Permit from Public Health (if there is not a current one).

### *Insurance*

The applicant submitted a quote for insurance coverage.

### *Student Records*

The Applicant will use the eSchoolPlus (eSP) pupil accounting system. The Applicant included a statement about the staff being fully trained in eSP.

***The Accountability Committee concluded that the “Start-Up Operations” section did not meet the standard.***

### *Facilities*

- A proposed location has been identified at 405 Mermaid Blvd, in Wilmington DE. This location is currently a Swim and Fitness facility
- The building will be leased for five years with an option to buy in the second five-year term.
- The space will be renovated to include 15 classrooms, 18' X 34'.
- Classrooms will be located on the first and second floors, as well as a cafeteria, gym, locker rooms, offices, and common areas.
- The Charter School will keep and maintain the pool.
- PCC will install an elevator to ensure access for students with disabilities.
- Upon approval of the Charter application, renovations are due to start in June 2013.
- The land behind the proposed site is intended to be made available to New Castle County for its use in exchange for taking over all maintenance costs.
- The proposed address of the charter school appears to also be the address for other organizations co-located in the same building, such as: Achieving Physiques; Aquatic Management Systems, Inc.; Aquatic Management Systems Inc.; Page Christina; Precision Dance Center; Ramone's Landscaping, LLC ; and Wellness Today Personal Training Studio.
- **Response Required:** The presence of these other organizations/businesses raises several concerns (see below).
  - **School and student safety:** The school is exposed to outsider intrusion and direct contact of students with the public.
  - It is recommended to refer to the State of DE Homeland Security's Comprehensive Emergency Management Planning for Schools (CEMPS).

- **Transportation:** School bus and parent drop off and pick up. If the limited parking lot is for use by all co-located organizations, it will severely impact the transportation of students to and from the school.
- Being that the proposed facility is currently a swimming facility, proper inspections and precautions must be taken as per any local regulations to ensure proper air ventilation and mold eradication, if any.
- Prior to the construction of a new charter school or the renovation of an existing building as a charter school, it is recommended that the charter school review Delaware laws and regulations regarding asbestos in school construction.
- Information about relevant specific websites is in Appendix C.

***The Accountability Committee concluded that “Facilities” section did not meet the standard.***

## **Budget and Finance**

### **Response Required (see below):**

- There is no budget narrative other than a list of assumptions about some of the budget figures.
- There is no contingency plan outlining how the school will operate financially at 80% of enrollment.
- There is an operating deficit shown in the first two years of operation unless significant private funds are secured. Additionally, there is no plan outlining how the school will be financially viable if those funds aren't secured.
- The staffing plan presented in the budget attachments does not seem consistent with the staffing section of the application. That section references 18 positions in year one whereas the budget reflects only 17. It isn't clear which position isn't included in the budget.
- The staffing plan indicates that the school will have a Director of Finance *and* a business manager position. This staffing plan seems redundant for a small school.
- The estimated cost of special education services seems low. The Applicant has assumed only 200 hours of related service therapies (speech, occupational therapy, physical therapy, etc.) annually for over 30 special education students.
- The technology plan in the narrative mentions iPads, netbooks, and responders for classrooms but budgets only \$5,000 annually. This amount seems low; however, there are not any additional details about the total number of devices that would be needed.
- The building costs seem reasonable, but increases in costs over time will cause financial stress if enrollment targets are not met.
- The 80% budget is not balanced. There is a Year 0 deficit of \$479,000+ and Year 1 deficit of over \$137,000.
- There is no narrative about how the assumptions changed in the reduced budget. The staffing has been cut; however, without any explanation, it is hard to determine if the plan for the cuts is realistic.

***The Accountability Committee concluded that the “Budget and Finance” section did not meet the standard.***

## Summary and Recommendations

Application Sections	Charter School Accountability Committee' s Recommendations
(1) Founding Group and School	<b>Not Met</b>
(2) Education Plan	<b>Not Met</b>
(3) Performance Management	<b>Not Met</b>
(4) Staffing	<b>Not Met</b>
(5) Governance and Management	<b>Not Met</b>
(6) Parent and Community Involvement	<b>Not Met</b>
(7) Start-up and Operations	<b>Not Met</b>
(8) Facilities	<b>Not Met</b>
(9) Budget and Finance	<b>Not Met</b>

The Charter School Accountability Committee recommends to the Secretary of Education that the application for Pike Creek Charter Middle School **not** be approved.

## **Appendix A**

### **List of Attendees**

#### **Preliminary Meeting of the Charter School Accountability Committee**

**6 February 2013**

#### **Pike Creek Charter Middle School**

##### **Members of the Committee**

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

##### **Staff to 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

##### **Representatives from Pike Creek Middle Charter School**

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

##### **Additional Attendees**

- Amber Cooper, Office of Management and Budget
- Leighann Hinkle, Office of Management and Budget

## Appendix B

### Information for the School Culture Section (Education Plan)

Due to recent legislative and model policy changes, recommend editing the following sections of the sample bullying prevention policy as follows.

- Under section VI, 4 – *“Part of the procedure of the investigation of such instances shall include a determination of whether the target of the bullying was targeted or reported being targeted wholly or in part due to the target's race, age, marital status, creed, religion, color, sex, disability, sexual orientation, gender identity or expression, physical appearance or national origin. This subsection does not preclude the school from identifying other reasons or criteria why a person is a target of bullying.”*
- Under section VI, B – *“All alleged and substantiated incidents of bullying must be reported to the DOE within 5 working days. The report of substantiated incidents shall include the determination of whether the target of the bullying was targeted or reported being targeted wholly or in part due to the target's race, age, marital status, creed, religion, color, sex, disability, sexual orientation, gender identity or expression, physical appearance, national origin or other reason.”*
- Under section IX, B – *“All school employees must either attend the provided training session live or participate via the on-line training module provided by the DDOE through its Professional Development Management System (PDMS). Regardless of training content delivery used, staff with Identify Management System (IMS) accounts shall verify training by checking the assurance statement for the bullying/gang identification course in the Blackboard course delivery system. School administration will finalize verification through the PDMS.”*
- Under section XVII – Make section B its own roman numeral titled “Immunity”. Delete the words “Criteria to be considered are as follows:” prior to the immunity statement. Section XVII should then read: *“In any year when the Delaware Department of Education provides an awards system for exemplary bullying prevention programs, the school shall submit a nomination if it believes its program is exemplary and the reasons why it believes that school should receive an award for its Bully Prevention Program, with supporting documentation.”*
- See recently approved regulation which requires additional language to address cyber bullying that will need to be added to policy.  
<http://regulations.delaware.gov/register/january2013/proposed/16%20DE%20Reg%20694%2001-01-13.pdf>
- Add new Roman numeral section titled “School Ombudsman Information.” Include following statement: *“The telephone number of the Department of Justice School Ombudsman shall be provided in writing to parents, students, faculty, and staff; and shall be on the website of the school district and each school. The contact information shall also be prominently displayed in each school.”*

## Appendix C

### Facilities: Additional Information

**School and student safety: School exposed to outsider intrusion; and direct contact of students with the public**

- It is recommended to refer to the State of DE Homeland Security's Comprehensive Emergency Management Planning for Schools (CEMPS)
- [http://dema.delaware.gov/information/school\\_safe.shtml](http://dema.delaware.gov/information/school_safe.shtml)

**Transportation: School bus and parent drop off and pick up. If limited parking lot is for use by all co-located organizations, it will severely impact the transportation of students to and from the school.**

- Title 14, Chapter 5 (Charter Schools) of Delaware code.
- Department of Education School Construction Manual Section 14-  
<http://facilitynet.doe.k12.de.us/schooldata/default.shtml>

**Being that the proposed facility is currently a swimming facility, proper inspections and precautions must be taken as per any local regulations to ensure proper air ventilation and mold eradication, if any.**

- For additional information see the following reference documents:
  - Title 14, Chapter 5 (Charter Schools) of Delaware code.
  - Department of Education School Construction Manual Section 11-  
<http://facilitynet.doe.k12.de.us/schooldata/default.shtml>

**Prior to the construction of a new charter school or the renovation of an existing building as a charter school, it is recommended that the charter school review the following websites for laws and regulations regarding asbestos in school construction.**

For State of Delaware laws pertaining to asbestos, Title 16, Chapter 78 of Delaware Code that can be accessed at the following link:  
<http://delcode.delaware.gov/title16/c078/index.shtml>

Federal EPA laws and additional information pertaining to asbestos can be obtained at the following links:  
[www.epa.gov/schools](http://www.epa.gov/schools) or [www.epa.gov/asbestos](http://www.epa.gov/asbestos)

Further, contact the regional EPA office in Philadelphia at:  
Asbestos Program Coordinator  
USEPA Region 3  
1650 Arch Street  
Philadelphia, PA. 19103-2029  
(215)814-2103

- DOE may need to perform a site visit to review and assess.

- Certificate of Occupancy. Delaware law requires that new charter applicants obtain a Certificate of Occupancy by June 15th prior to the opening of the school. It is critical that the applicant allow sufficient time for the permit processing to ensure the facility is approved within a timely manner. Contact should be made early in the process with various agencies to determine when requests must be submitted for approval. Many agency approval processes require significant lead-time and multiple steps. If the Board of Directors of a charter school is unable to obtain the Certificate of Occupancy by this schedule, they should consider requesting a one-year delay for the school opening. See Delaware Code, Title 14, § 511 Approval procedure:  
<http://delcode.delaware.gov/title14/c005/index.shtml>
- Once a charter school has opened, a copy of the final floor plan shall be sent to the Department of Education.