

1.5 Staffing

14 *Del. C.* § 512(6)

Staff Structure [14 *Del. C.* § 512(6)]

1. Provide, as **Attachment 9**, organizational charts that show the school governance, management, and staffing structure in Year 1 and at full expansion. (**Note!** The organizational charts will be compared against the budget figures supplied elsewhere. The provided organizational charts and budget must align.) The organizational charts and accompanying descriptions should clearly delineate the roles and responsibilities of – and lines of authority and reporting among – the Board, staff, any related bodies (such as advisory bodies or parent/educator councils), and any external organizations that will play a role in managing the school. The organizational charts and accompanying notes or roster should identify the following:
 - a. Year 1 positions with position descriptions, including those for administrative, instructional, and non-instructional personnel;
 - b. The number of classroom educators, Paraprofessionals, any specialty educators, and contracted professional services, such as Speech Therapists, Physical Therapists, etc.;
 - c. Operational and support staff;
The reporting structure for the proposed school; and
 - d. The educator-student ratio, as well as the ratio of adults to students for the school.

(**Note!** The School Nurse must hold a valid standard certificate as a School Nurse, a bachelor's degree in Nursing, and a current Registered School Nurse license pursuant to 14 DE Admin Code § 1582.)

See: Attachment 9.

2. If the school is part of a network of schools and/or would contract with a Charter Management Company or other education management provider, clearly show the network/provider's role in the organizational structure of the school. Explain how the relationship between the Board and the school administration will be managed.

The educational service provider's role is outline in the Management Agreement.

Staffing Plans, Management, and Evaluation [14 *Del. C.* § 512(6)]

1. Explain the relationship that will exist between the proposed charter school and its employees, including whether the employees will be at-will and whether the school

will use employment contracts. If the school will use contracts, explain the nature and purpose of the contracts.

DELA employees are at-will employees, with at-will rights enhanced by contract. All employment contracts are performance based. Employment contract will have provisions which allow for workforce reductions after proper notice with penalties to the employer. The contracts purpose is to obtain a commitment from employees regarding expectations and to identify clear performance standards.

2. Outline the proposed school's salary ranges and employment benefits for all employees, as well as any incentives or reward structures that may be part of the compensation system. Explain the school's strategy for retaining high-performing educators.

On information from the DOCS, charter school teachers' are paid in the same manner and rate as traditional school teachers, and receive the same benefits. We built our budget on the state teachers' salary schedule. Employees will receive salary, retirement as part of the state retirement system, and health benefits. We will retain high-performing educators by provide training and helping teachers enhance their teaching craft. We will provide non-monetary incentives.

3. Describe the plan and timeline for recruiting and selecting the teaching staff and other educators/professional staff. Describe the school's plan for meeting the educator certification requirements of the Delaware Charter Law, 14 *Del. C.* § 507, which includes ensuring that non-certified educators are participating in a Delaware approved alternative certification program. Describe any pre-service training that prepares new educators while providing an additional staff screening period for the School Leadership Team.

DELA will contract teachers and administrative staff between March and May of 2021. As part of the process, we will address the issue of professional certifications to comply with Delaware Law. The school will provide mandatory pre-service training for all staff.

4. Outline the school's procedures for hiring and dismissing school personnel, including the school's process for conducting criminal background checks.

DELA board will adopt personnel policies and procedures which address criminal background check, hiring, and termination of employment. The board will adopt personal policies and procedures during the ready-to-open period. All employees will be required to have background checks consistent with state law.

5. Describe how the School Leadership Team will use the Delaware Performance Appraisal System (DPAS) as required by Delaware Code and regulations or propose an alternative system. Also, explain how the school will use educator evaluation processes to provide support for educators and ultimately make decisions about

retention, promotion, and advancement.

Explain how the school will handle unsatisfactory educator performance, as well as educator changes and turnover.

Employment at DELA is performance based. DELA board will propose an alternative performance appraisal system for use at the school which will be submitted to the state for approval. DELA will comply with state law regarding performance appraisal. We will provide an appraisal system which provide immediate feedback built upon the Success Academies model. We will consistently work to improve teacher quality and student performance. Our appraisal system will be consistent with this goal. We will attempt to remediate unsatisfactory educator performance but will maintain student performance as our top priority and purpose which will outweigh all other factors.

6. Explain how and when the Board will evaluate the Principal/School Leader. What evaluation tool will be used? What key performance criteria will be examined? How will student academic growth be factored into the Principal/School Leader's evaluation?

DELA board will evaluate the school leader in parts, with an annual summary. The board will develop or adopt an evaluation tool which include the primary criteria of the school making progress toward the school's performance agreement items. Student academic group will be a major factor in the evaluation of the leader.

7. What mechanisms or options will the Board leverage to address unsatisfactory leadership performance, should it occur, as well as turnover? What cut points within established metrics might trigger different courses of action in regards to the oversight of the Principal/School Leader?

DELA was provide a termination clause in the employment contract for lack of student performance. The board will develop a secession plan for school leaders and maintain a list of qualified applicants.

Professional Development [14 Del. C. § 512(6)]

1. Describe the professional development plan, including standards and opportunities that will be offered to the staff. Identify who will be responsible for developing, leading, and evaluating professional development at the school. This description should explain how professional development for the faculty will support the educational program and build capacity to improve student achievement. The plan must include the following:
 - a. A schedule and explanation of professional development that will take place prior to school opening. Explain what the focus will be during this induction period and

- how educators will be prepared to deliver any unique or particularly challenging aspects of the curriculum and instructional methods;
- b. The expected number of days/hours for professional development throughout the school year, and an explanation of how the school's calendar, daily schedule, and staffing plan will be structured to accommodate this plan. Specify when educators will have time for common planning or collaboration and how such time will typically be used;
 - c. An explanation of how professional development will be aligned with the interim (e.g. classroom, diagnostic, formative) assessments and staff evaluation processes, and how it will be adjusted during the year to address areas of need that are identified;
 - d. An explanation of how the professional development program will be evaluated to assess its effectiveness and success.
 - e. An explanation of the school's system for providing coaching and professional development for the School Leader. Explain how the school will know what coaching and professional development the School Leader needs.

DELA's professional development plan will include a minimum of 15 day of pre-service professional development and plan. There will be an additional 10 day of professional development included in mandatory teacher workdays during the school year. Professional Development will be provided by the educational services provider H.A.R.K. Educational Services, Inc. The professional development plan is aligned to the school's mission, vision, and the school's educational plan.

Pre-Service Professional Development

During the months of July and August 2021 H.A.R.K. will provide mandatory pre-service professional development for the school's founding staff. The pre-service professional development will consist of approximately 105 hours of training and planning. A sample agenda is as follows:

Day1:

- Introduction and Orientation
- DELA's School Design Plan
- Developing DELA's School Culture
- Introduction of "Intelligent Academic Rigor"
- Introduction of Data Driven Instruction

Day 2:

- Introduction of MAP Assessments
- MAP Test Administration
- Reading MAP Data Reports
- Use other MAP Resources
- RIT and Lexile Scales

- Use of Data to Drive Instruction

Day 3:

- PLC and Data Driven Instruction
- RTI/MTSS Implementation and Management
- Educational Standards
- Data Use Practice
- Data Use Practice Part II
- Data Use Practice Part III

Day 4:

- Academic Performance Framework
- Reading/ELA Progress Data Issues
- Math Progress Data Issues
- Science Progress Data Issues
- Introduction of TQM in Education

Day 5:

- Moving Test Score with one Stable Datum at a time
- Active-Based Learning I
- Active-Based Learn II
- Practical Application of Active-Based Learning

Day 6:

- Scaffolding: Level the Playing Field
- Brain-Based Learning Theories
- Practical Experience with MAP
- Practical Experience with MAP II

Day 7:

- Understanding the Standards
- Creating Pacing Guides Practice
- Creating Pacing Guides

Day 8:

- Pacing and Test Question Weights
- Pacing Guide Work I
- Pacing Guide Work II
- Pacing Guide Work III

Day 9:

- Culturally Responsive Teaching
- School Etiquette
- Student Discipline
- Students with Disabilities
- English Language Learners
- Other At-Risk Students

Day 10:

- Use of Technology in the Classroom
- Chrome Management Console
- Internet Safety
- Digital Repository
- Student Accounts

Day 11-15: These Professional Development Day Agenda TBA.

Post-Service Professional Development

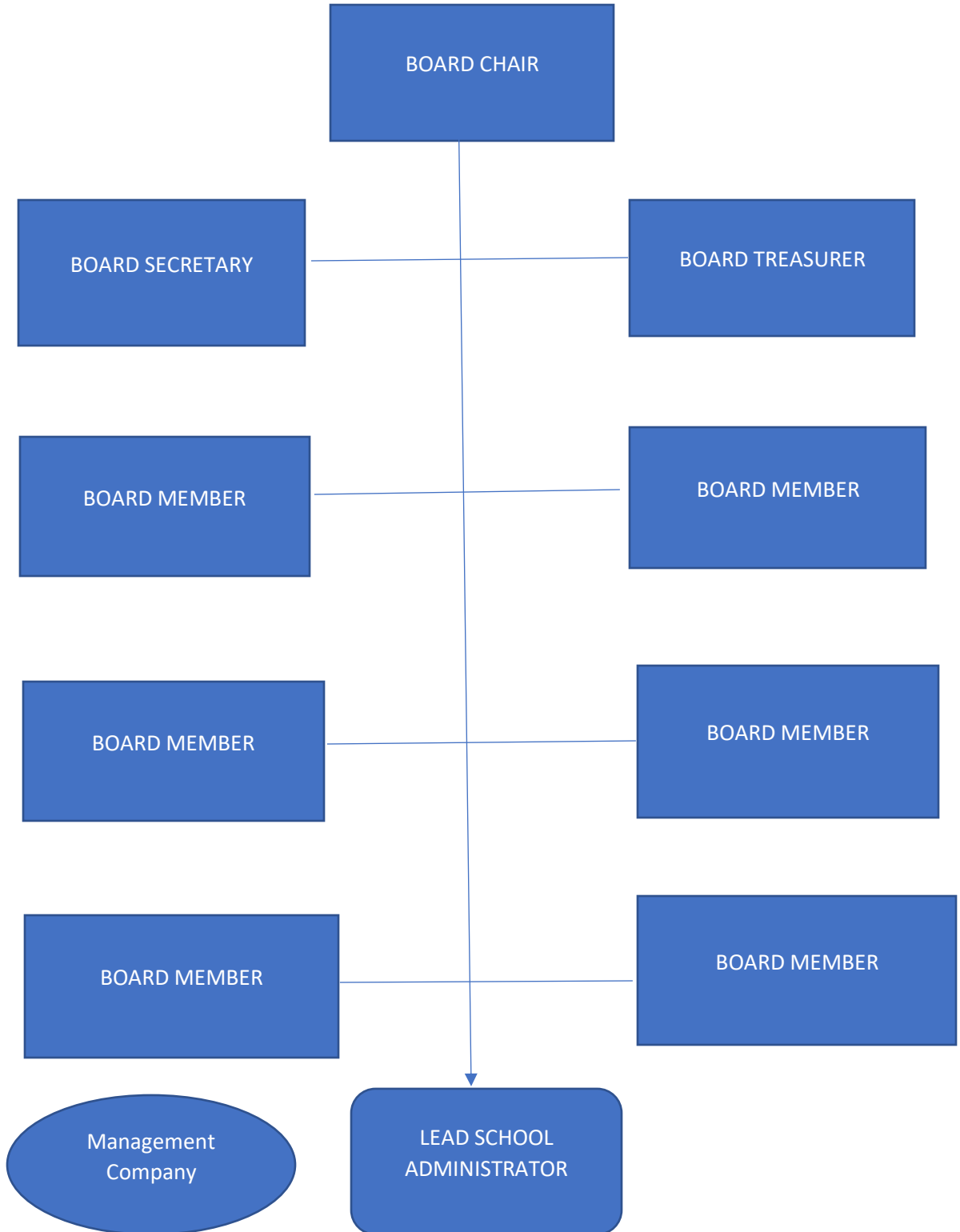
Ten (10) days of professional development will be scheduled during the school year. The agenda's TBA. Approximately 70 hours will be dedicated to professional development during the school year.

DELA will establish common planning times for teachers by grade level to allow teachers to work together. There will be a weekly staff meeting or Professional Learning Community Meeting. All professional development is directly aligned to carrying out the DELA school design plan. The Instructional Leader is full-time committed to coaching and providing guidance and support to the teachers. H.A.R.K. will provide professional development to the school's leadership team, including the Instructional Leader. H.A.R.K. will conduct an inventory of relevant skills during the hiring process and work with the leadership team to develop individual professional development plans. At teachers and instructors will be required to develop personal professional development plan. Our professional development will address continuing education needed for licensure renewals. Professional development with teachers will be aligned to provide support to teachers after each benchmark test to assist the teachers in effectively using the data.

DESTINY EDUCATION LEADERSHIP ACADEMY

ORGANIZATIONAL CHART(S)

BOARD OF DIRECTORS



Board of Director(s)

Organizational Chart Discussion

The duties and responsibilities of Board Members are outlined in the organizational By-Laws. In general, the Lead School Administrator workers directly for the Board at their pleasure. The Board provides for policies and procedures, budgets, provides oversight, hires the Lead School Administrator. The Management Company acts as an advisor and coach to both the Board and the Lead School Administrator. The Management Company's duties and responsibilities are outlined in the Management Agreement.

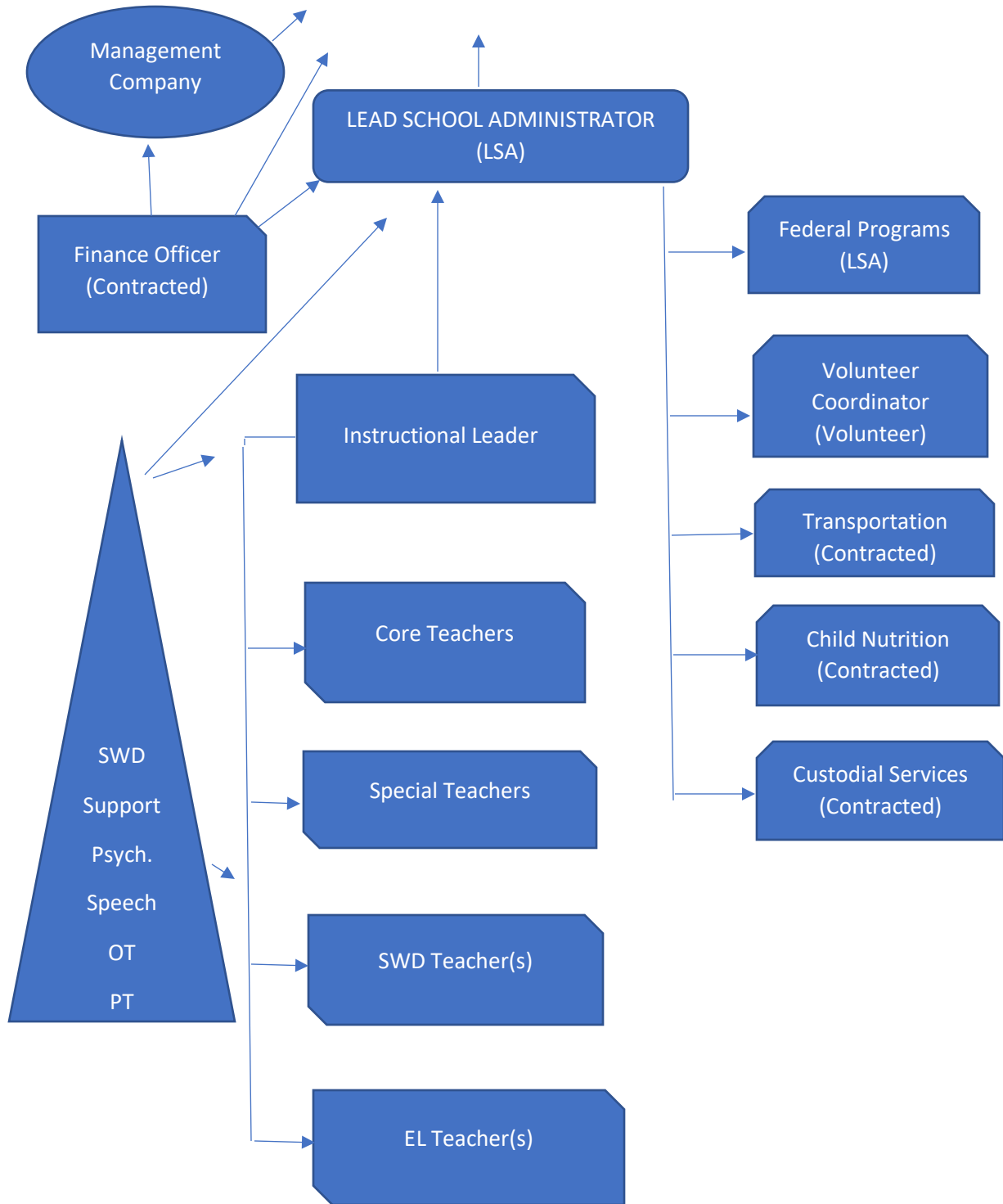
The Management Company's primary role is to provide technical support, facilitate, and act as a guide to help the Board, Lead School Administrator, Instructional Leader, and the Financial Officer carryout the School Design Plan. The Management Company acts as a Compliance Monitor for the Board. The Lead School Administrator hires all other staff authorized in the School Budget.

Lead School Administrator Job Description

Duties include general management of the day-to-day operations of the corporation, including facilities, curriculum and instruction, finances, federal programs, transportation, child nutrition, parent/community relations, marketing, compliance, human resources management, and every other aspect of the school operations.

The Lead School Administrator preferably possess a Master Degree in Education or related subject and have sufficient experience to enable him/her understand day-to-day education management of a public charter school. The Lead School Administrator will receive training and professional development from the Management Company.

STAFF ORGANIZATIONAL CHART



Staff Organizational Chart Discussion

The Lead School Administrator (LSA) provides management and oversight of the total operation of the school and its' functions. The LSA reports directly to the Board and is advised by the Management Company. The School Finance Officer reports to both the Board and the LSA. The School Finance Officer is provided guidance and is monitored by the Management Company and the Board (Treasurer and Finance Committee). The Instructional Leader reports to the Lead Administrator and the Board, is advised and provided guidance by the Management Company.

Instructional Leader Job Description

The Instructional Leader focus on data-drive instruction, providing guidance and coaching teachers. The Instructional Leader acts as the school's Official Testing Coordinator. The Instructional Leader must have a sufficient education and experience to qualify for state licensure as an educator. The Instructional Leader is the lead organizer of the Professional Learning Community.

Core Teacher(s) Job Description

The Core Teachers are licensed teachers which provide regular classroom instruction to students based upon the schedule. Core Teachers must be highly qualified and completed training and professional development provided by the Management Company.

SWD Teacher(s) Job Description

The SWD Teacher(s) carry out the instructional components of the IEP. They provide instruction in reading, math, science and other subjects based upon the IEP. SWD Teacher(s) have regular recordkeeping and reporting duties. One SWD Teacher is designated as the SWD Director/Coordinator. Said individual has the general administrative and coordination duties which include coordinating student evaluations, scheduling related services contractors, conducting the IEP Meetings, and other duties required to keep the school in compliance with state law and the federal IEP.

EL Teacher (s) Job Description

The EL Teacher(s) provide EL services to student identified as eligible for EL services. Duties include push-in and pull-out services. An EL Teacher may also have program administration duties. The EL Teacher(s) must possess an EL Teacher license.

Special Teachers Job Description

The Special Teachers teach specialty subject subjects which may include, Art, PE, Health, Technology, Computer Coding, Foreign Language, Honors Courses, 8th Grade AP World Culture, or other subjects. Special Teacher(s) should be licensed and highly qualified in the field they teach.

School Nurse Job Description

The School Nurse will provide special workshops and training to students and staff on Health and Wellness. The School Nurse must be licensed in accordance with Delaware Law.

Clerical/Receptionist Job Description

The Clerical/Receptionist manages the front desk, greets the public, and completes assigned task from the Lead School Administrator. The Clerical/Receptionist may also input certain student data into eSchool. The Clerical/Receptionist will supervise the Volunteer Coordinator. Must have and Associates Degree or higher and possess the skills needed to carry out the previously dated duties.

Volunteer Coordinator Job Description

The Volunteer Coordinator is a parent/community volunteer position supervised by the Clerical/Receptionist. The job consists of scheduling volunteer services, coordinating events, and so forth. Qualifications include completing Volunteer Training provided by H.A.R.K.

SWD Support Services Job Description

These positions are contract services from licensed professionals in School Psychology, Speech Pathology, Occupational Therapy, and Physical Therapy.

Miscellaneous

Other possible positions which are contract may include custodial services, maintenance services, cafeteria workers, transportation workers. The traditional job duties, licensure requirement, and professional standards apply. All these personnel will be required to complete training in school culture from the Management Company. All personal are required to complete background checks in accordance with state law and board policy.