

Staffing Plans, Management, and Evaluation

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.

Upon hire, all employees will sign an employment agreement. The purpose of the agreement is to outline the employee/employer relationship and identify compensation for performing the mutually agreed-upon duties which are outlined in the agreement. New employee orientation will include an explanation of the school's core values, vision, and mission. In addition, each new employee will be given an overview of benefits and will complete all necessary paperwork prior to employment.

All employment at Vine's Prep will be considered "at will." This means that both employees and the school have the right to terminate employment at any time, with or without advance notice (though all parties may request and should try to give thirty days' notice), and with or without cause. However, Vine's Prep will not discharge employees for exercising their right to vote or their political affiliation; for answering the call for military or jury duty; for exercising their right of association; for filing a workers' compensation claim; or for receiving an order for wage garnishment.

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.

For an outline of proposed salary ranges and employment benefits for Vine's Preparatory staff, see attachment 14. Salaries are based on comparable salaries for these positions at other Delaware Charter Schools. All full-time employees will be able to participate in the state's benefits program. No additional benefits will be provided.

In order to help the school leader understand how to retain high-performing teachers as well as all staff, Vine's Preparatory will seek feedback from the school's teachers twice per year utilizing the Instructional Culture Insight Survey. Evaluative feedback will be obtained utilizing this survey. The data will contain information reflecting the school leader's performance and their intent to stay or leave the school. The information will be used by the school leader to improve his or her approach to leadership and to help address issues that may prevent staff from being successful.

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.

The Board will be responsible to recruit and hire the school leader, teachers and non-teaching administrators, and other personnel, as well as to define responsibilities, determine compensation for

all school employees within the constraints of the budget adopted by the Board. The Board shall have the final authority to hire teachers and other school personnel, determine compensation, and terminate employees. As part of the two-year planning cycle, recruitment for teaching and support staff will begin in January 2016 with the intent to hire no later than July 1, 2016 so that the teachers can be involved in the final preparation for school's opening, including curriculum planning and school move-in & set-up.

Recruitment for the school leader will take place through postings on online job forums, as well as outreach through professional associations, school-leadership graduate programs, and relevant nonprofit associations. The publicized job description will list the required and preferred candidate qualifications, which will include administrator or school leader certification; a master's degree in a relevant field; at least five years of school-based instructional experience; and school leadership experience.

The tasks and timelines associated with staff recruitment may be found in Attachment 15.

Any teachers hired on emergency certification will be required to complete the requirements within the DDOE timeframe. Vine's Prep will not exceed the state maximum for uncertified teachers. All teachers will be required to maintain compliance with state and federal certification guidelines.

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

The process for hiring the school leader, teachers, and other school staff will include: recruitment and screening; review of credentials, background, experience, and references; sample lesson (if applicable); writing sample; interviews with the school leader and/or Board; sample lessons; and recommendations and contract approvals by the Board. As part of the pre-employment process, all employees will be required to complete a criminal background check (CBC).

In cases where termination is necessary to ensure a safe and/or productive learning environment for the students, the following will guide the termination process:

- The school leader makes the decision to terminate an employee.
- The employee may appeal this decision to the Board by initially informing the Board Chair of the intent to appeal in writing.
- The employee will meet with the Board and a final decision will be rendered.
- Employees may also be dismissed through the DPAS II process explained in #5 below.

The complete procedures for hiring and dismissal will be in the Employee Handbook developed at a later time see Attachment 15.

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.

The school leader will complete the online DPAS II Evaluator Training accessible via the Professional Development Management System (PDMS) during the school's planning year, as required for all new

administrators in Delaware public schools, as well as attend the recommended three-day, in-person DPAS II Training for New Administrators offered in the fall of the planning year. In addition, the teachers who need to will complete the online DPAS II Teacher Training or DPAS II Specialist Training blackboard course available through PDMS prior to their first evaluations in the first year of the school's operation.

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

The school leader will ensure that all observations and related materials are entered into the Evaluation Reporting System (ERS) as required by the state. To ensure fidelity to the DPAS II evaluation system the Board will monitor the progress of the school leader toward teacher evaluation timelines. The Board will request feedback from the State to ensure that reports are accurate and complete. Periodically, the Board will request that external "experts" in the DPAS II evaluation system review or audit the evaluation reports and provide feedback on their accuracy and thoroughness.

The DPAS II process will provide the backbone for feedback on teacher practice and related responsibilities in the building. Teachers who have Summative Ratings of 'Effective' or 'Highly Effective' can be considered for advancements, promotions, and extra responsibilities within the building. Teachers who have Summative Ratings of 'Needs Improvement' or 'Ineffective' will be given written expectations and/or improvement plans targeted at improving their performance. Ultimately, teachers who do not improve and continue to exhibit patterns of ineffective teaching may be subject to dismissal.

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?

Employees with unacceptable job performance will typically be notified of the need for improved performance in written and verbal communication and will be provided with any needed professional development and support to make improvements which may be but is not limited to the DPAS II process. In the most extreme cases (e.g., employee actions or words that harm or threaten to endanger students' well-being and behavior that creates an irrevocable breach of trust), employees may be terminated immediately. Should a teaching vacancy arise in the middle of the year, it will be filled utilizing various social media sites and local listings. If the school leader does not meet performance expectations, he or she will be notified of the need for improved performance in written and verbal communication by the Board president. The preference will be for the school leader to finish the current academic year (though in the most extreme cases as described above, the school leader may be terminated immediately by the Board, and the assistant principal shall resume the role of the principal. Should the school leader's performance not come to meet expectations within a reasonable length of time, even within the same school year, the Board, will begin recruiting and interviewing for a replacement school 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?

The Board and the School Developer will follow protocol for personnel appraisal and remain transparent and timely in their communication. The Board will develop policies to guide the Principal's evaluation process. The formative nature of the DE Performance Appraisal System (DPASII) builds in supports for teachers and administrators even as it holds them accountable for producing results. Both management and rank-and-file are made aware of their performance at every step along the way. Additionally, early in the school year, personnel are given time to adjust their actions, in order to produce improved results. The School Developer will be transparent with the Board, keeping them informed at least monthly on personnel matters, through the principal's Report. All certified/licensed personnel at Vine's Preparatory School will be on yearly employment contracts. In the event that a Principal or teacher is rated unsatisfactory by April 15th of the calendar year, a recommendation for non-renewal would be made to the Board. The Board of Directors would determine employment matters at the regular April meeting of the Board.

During the start-up year the School Developer will develop a database of certified teachers and School Leaders to replace any mid-year resignations, with a goal of having minimal disruption to students, to the academic program and the school community. In the event of Principal turnover, the School Developer and Founding Board will review their educational leadership network to ensure school stability while a suitable replacement is found.