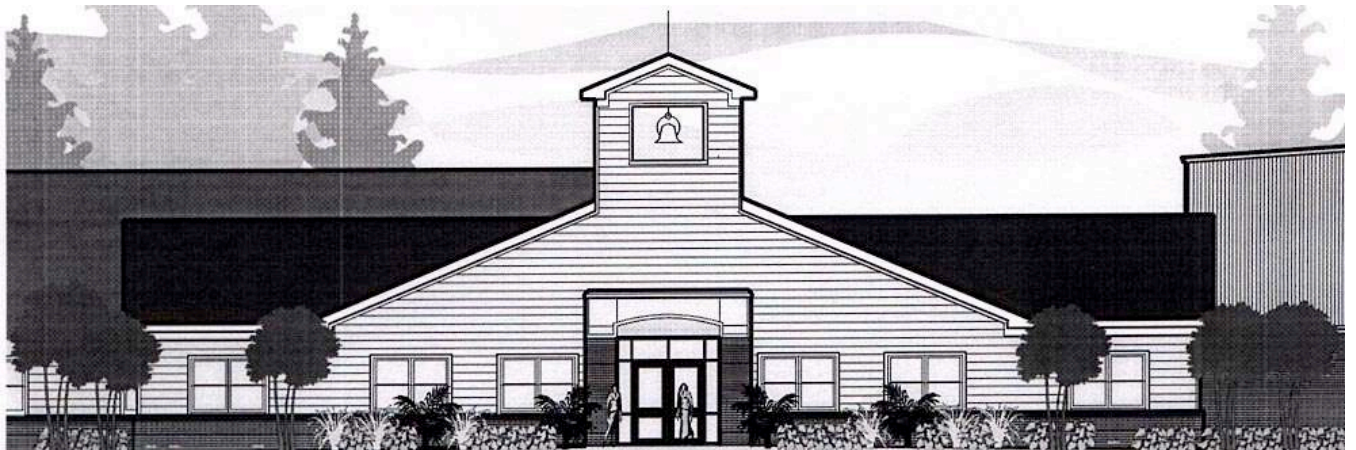


Sussex Academy of Arts & Sciences



Charter Renewal 2013-2018

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DELAWARE DEPARTMENT OF EDUCATION

CHARTER SCHOOL APPLICATION FORM

Sussex Academy of Arts & Sciences
Name of Proposed School

Patricia S. Oliphant/Allen Stafford
Name of Contact Person

Dean Swingle
Name of the Head of the Board of Directors

Mailing Address of Contact Person

21777 Sussex Pines Rd.
Georgetown, DE 19947

Renewal 2013-2018
Proposed Opening Date

(302) 856-3636
Telephone Number of Contact Person

6-12
Grades for School

(302) 856-3376
Fax Number of Contact Person

Patricia.Oliphant@saas.k12.de.us
E-mail Address of Contact Person

First Year Enrollment	<u>446</u>	<u>6-9</u>
	Total Number	First Year Grade Span
Second Year Enrollment	<u>556</u>	<u>6-10</u>
	Total Number	Second Year Grade Span
Third Year Enrollment	<u>666</u>	<u>6-11</u>
	Total Number	Third Year Grade Span
Fourth Year Enrollment	<u>776</u>	<u>6-12</u>
	Total Number	Fourth Year Grade Span

Note: If this application is approved by the Department of Education and State Board of Education, with or without amendment, the final approved application and any amendments and conditions will serve as the approved charter for the school. Once granted, a charter cannot be modified without the approval of the Secretary of Education (see **14 Delaware Code, Section 511**).

Enrollment Breakdown by Grades

List the enrollment per grade for each of the first four years of school operation for a new charter application or the proposed enrollment for a renewal or modification application beginning with the current year. Please indicate the school year (example 2011-2012) in each of the boxes below.

First Year Enrollment (2013 – 2014)

Grade	Number
6	116
7	110
8	110
9	110
Total 1st Year Enrollment	446

Second Year Enrollment (2014 – 2015)

Grade	Number
6	116
7	110
8	110
9	110
10	110
Total 2nd Year Enrollment	556

Third Year Enrollment (2015 – 2016)

Grade	Number
6	116
7	110
8	110
9	110
10	110
11	110
Total 3rd Year Enrollment	666

Fourth Year Enrollment (2016 - 2017)

Grade	Number
6	116
7	110
8	105
9	105
10	100
11	100
12	100
Total 4th Year Enrollment	776

Introduction

As an introduction, describe the proposed charter school in one page or less. Include the specific grades to be served, target population (if any), school size, location (i.e., name of city or county), founding group, school focus or special educational approach, and any other descriptive information (e.g., parental involvement) that will provide a context for the remaining narrative in this application. For renewals and modifications, please update this information if necessary.

Introduction

Opened in 2000, Sussex Academy of Arts & Sciences began as a 225-pupil middle school in Georgetown, Delaware. It opened in a new facility planned and built by its founders. The School's mission was to provide an accelerated middle school program in a small, safe school environment. Within three years of opening, through charter modifications, Sussex Academy expanded to 325 students. Its governing body is the Sussex Academy of Arts & Sciences Executive Board.

As the school has evolved, it is evident that it has met the mission of the original founders. Sussex Academy students consistently have met or exceeded the state standards as evidenced through the states' testing and accountability system. It continues to provide an accelerated curriculum that follows the tenets of Expeditionary Learning while addressing state standards and curricular programs endorsed by the state. Finally, it continues to be a safe school where children are valued and the expectation is that students, staff, and school will practice the "3R's": respect for others, respect for property, and responsibility for self and others.

So as to continue the school's mission, Sussex Academy submitted and received approval for a charter modification to expand the school to grades 9-12. This was approved in April 2012. The plan is to add a grade each year beginning in 2013-2014 so by school year 2016-2017, Sussex Academy would be a grades 6-12 school. Adding a high school to the existing middle school provides a small-school, alternative educational opportunity in Sussex County for those students who are interested in its program.

Sussex Academy of Arts & Sciences' program approach is Expeditionary Learning (EL). Sussex Academy of Arts & Sciences incorporates the five core practices of the Expeditionary Learning model (Learning Expeditions,¹ Active Pedagogy, Culture and Character, Leadership and School Improvement, and School Structures) and its ten principles (The Primacy of Self Discovery, The Having of Wonderful Ideas, Responsibility for Learning, Intimacy and Empathy, Success and Failure, Collaboration and Competition, Diversity and Inclusion, The Natural World, Solitude and Reflection, and Service and Compassion). Sussex Academy of Arts & Sciences plans to include the International Baccalaureate (IB) Diploma Programme curriculum and testing system for a capstone in grades 11-12 by 2015. Sussex Academy of Arts & Sciences' curriculum will follow and meet the Common Core Standards and Delaware Content Standards. Sussex Academy of Arts & Sciences expects that all students will meet or exceed the standards as measured by Delaware Comprehensive Assessment System or other state mandated accountability requirements. Further, as the curriculum is refined, Sussex Academy of Arts & Sciences expects that students in grades 11 and 12 will meet the performance requirements of the International Baccalaureate (IB) Diploma Programme. See the School Models Overview, Appendix A.

Sussex Academy of Arts & Sciences anticipates that many of the middle-school students will desire to remain in the school as it expands one grade per year. However, in accordance with Sussex Academy of Arts & Sciences' current practice with the middle school grades, students at other approved grade levels would be accepted to maintain the required enrollment for the charter. Thus, the anticipated student body

¹ In a learning expedition, teachers instruct reading, writing, science, math, and other subjects through a set of challenging, interconnected projects. <http://byerschool.org/expeditionary/learning.php>

in 2016-2017 is 776 students.* Sussex Academy of Arts & Sciences anticipates that the student population will come from the seven school districts in Sussex County, with occasional applicants from other districts in Delaware.

The school as a whole will be known as Sussex Academy of Arts & Sciences. In order to give the high school students their own identity within Sussex Academy of Arts & Sciences, the intention is to maintain the middle school (grades 6 – 8) as Sussex Academy of Arts & Sciences (SAAS), and add an upper school (grades 9 – 12) called Sussex Preparatory Academy (SPA). Sussex Academy of Arts & Sciences anticipates that the high school will either be on the present grounds of Sussex Academy or at another site to be determined. If the high school is located at a different site, it will be in close proximity to the current school so that there are opportunities for shared services and continuities for students and parents.

Sussex Academy of Arts & Sciences has enjoyed the continuing support of parents and community. Particularly noteworthy in the 2012 modification process was the creation of the Sussex Preparatory Academy (SPA) Executive Committee to oversee the modification application process, capital fundraising effort, and building design and construction that comprise the expansion. This Committee was composed of three Sussex Academy of Arts & Sciences' Executive Board members (two of whom are parents of current Sussex Academy of Arts & Sciences' students), the Director of Sussex Academy of Arts & Sciences, and two business leaders from the community (one of whom is a parent of a current Sussex Academy of Arts & Sciences student). They assembled a talented, diverse team of additional community volunteers and business leaders to form a Leadership Committee to populate the following working subcommittees: Athletics and Extracurricular Activities, Budget, Campaign Solicitation, Charter Application and School Data, Education Program/Curriculum, Public/Government Relations and Communications, and Research and School Construction/Site Selection. Having written an extensive charter modification document within the past nine months and having had it approved in April 2012, the Sussex Academy of Arts & Sciences Executive Board has assimilated many of the SPA group into the Executive Board and standing committees of the Board (Policy, Finance, Audit, Development, Outreach, Buildings & Grounds, Recognition, Curriculum & Program).

Since its conception in 1997, the school operated through its original charter with two minor modifications, two renewals, and a major modification. The Sussex Academy of Arts & Sciences Executive Board is recapping salient information herein for this charter renewal (2013-2018). This renewal is a synthesis of Sussex Academy of Arts & Sciences' intent to provide a choice for middle school and high school students who desire a small-school environment with a focused accelerated program. This means that by grade 8 all students will be ready to attend the high school of their choice and by grade 12 all students will be ready to attend a four-year college. Students will be engaged in project-based learning where authentic learning, interdisciplinary studies, and intercultural understanding are the lynchpins of the curriculum. Teachers use best practices, work collaboratively, and facilitate student learning. Further, there is an expectation that parents will work collaboratively with the school to support intellectual pursuits, ethical character development, and service to the community. The decision to utilize both Expeditionary Learning and the International Baccalaureate (IB) Diploma Programme provides greater opportunity for public school choice and will produce well-educated middle school and high school students.

1. Applicant Qualifications

* See notation on page 57.

- a. Describe the involvement of each of the Delaware certified teachers, parents, and community members who have participated in the preparation of the application and the development of the proposed school. (Renewal/Modifications – provide original documentation and any changes)**

Sussex of Arts & Sciences began with a broad base of community leaders working together on a germinal idea of a small school that provided an accelerated curriculum and a safe environment. The Founders submitted the initial application and received approval to open the school in 2000. The Founding Board members are identified below in **1c**.

Since that time, the school has enjoyed two minor modifications, two charter renewals (2003-2008 and 2008-2013) and a major modification to expand to grades 9-12 (Approved, April 2012). The current Executive Board endorsed the establishment of numerous committees, comprised of teachers, parents, and community members, to complete the modification (April 2012) and this renewal application (September 1, 2012). The names and experiences of the current Executive Board who participated in the development of this Charter Renewal are identified below in **1c**.

- b. Describe how the group that participated in the development of the application came together and if there are any partnership arrangements with existing schools, educational programs, business, non-profit organizations, or any other entities or groups. If any consultants or contractors were enlisted to help prepare this application, identify them, describe their qualifications, and indicate the areas where they provided information and assistance. (Renewal/Modifications – provide original documentation and any changes)**

This renewal application was developed under the auspices of the Sussex Academy of Arts & Sciences Executive Board. This included components for the middle school as currently operational and the development of the modification to expand Sussex Academy of Arts & Sciences. The modification and expansion were largely prompted by parental interest in a small-school alternative to the larger comprehensive high schools that now exist in Sussex County. During that process the Sussex Preparatory Academy (SPA Committees) comprised of parents, teachers, educators, attorneys, doctors, financial management officials, business owners, and community members came together. The Sussex Academy of Arts & Sciences Executive Board, and the SPA Committees believed that a small, focused, middle school and high school will provide an academic and a social structure that will enable students to move at an accelerated academic pace while remaining in a safe school environment.

The following persons provided the leadership and facilitated the collaboration among the various committees with the Sussex Academy Executive Board so that the charter modification was prepared and approved.

Name	Title
Joseph Schell	SPA Executive Committee Co-Chair SAAS Executive Board 2012 – 2015 Development Chair, Finance Committee
Brian White	SPA Executive Committee Co-Chair
Dr. Patricia Oliphant	SPA Executive Committee Member SAAS Director
David Shapley	SPA Executive Committee Member President SAAS Executive Board 2011-2012
Anna Moshier	SPA Executive Committee Member SAAS Executive Board Member 2011-2014

	Outreach Committee, Building & Grounds Committee
Allen Stafford	SAAS Director

Also, for the modification submission, the Sussex Preparatory Academy Executive Committee engaged the support of Innovative Schools, a local, non-profit public school support organization, to assist in the planning and application preparation process. Innovative Schools has been dedicated to supporting the needs of Delaware public schools and investing in their success for over nine years. Originally designed to operate as a charter school Loan Guaranty Fund and leverage capital financing, Innovative Schools has built capacity and expanded its offerings through partnerships with a number of national and local educational experts. Today, the organization serves as a resource center, providing schools with both academic and administrative support programs. Innovative Schools' programs benefit twenty of Delaware's charter and district schools. The Innovative Schools' staff providing technical assistance included the following persons:

Name	Title
David Atherton	Technology Consultant
Bill Bentz	Budget and Reporting Specialist
Deborah Doordan, Ed.D.	Executive Director
Dawn Downes, Ed.D.	Director of School Models
Katherine Gallup	Director of Marketing and Development
Takashi Rhoulac, M.Ed.	School and Instructional Support Specialist

Sussex Preparatory Academy's Executive Committee had also engaged the support of Horizon Philanthropic Services. Horizon Philanthropic Services provides full-service support for non-profit organizations, including public charities and a variety of private, community, and corporate foundations, in the Mid-Atlantic region, with a focus on Southern Delaware and Maryland. Their services range from planning and communications to the design and management of various philanthropic programs and fundraising campaigns. Horizon has previously partnered with the Dover Public Library (raising \$4.2 million), Worcester County Developmental Center (\$4.5 million) and Delaware Technical and Community College, just to name a few. They are currently working with The Greater Lewes Foundation, Delmarva Christian High School, and the Lewes Canalfront Park (\$7.2 million) and the Sussex Preparatory Academy Foundation, Inc. Horizon Philanthropic, Inc. continues to serve the school by managing fund raising activities and conducting salient research on the educational landscape and needs of Sussex County.

Also, a Project Manager, Gina Derrickson, was retained. She works with Horizon Philanthropic to manage the communications and operations to move forward the Sussex Preparatory component and currently serves as Secretary to The Sussex Academy of Arts & Sciences Executive Board. As Project Manager her charge is to ensure that all aspects of the project are well coordinated between the Executive Board, any committees, Horizon Philanthropic, and any other past or potential service providers (i.e. Innovative Schools, SAAS and SPA committees, etc.). As Secretary, her charge is to complete secretarial tasks for the Sussex Academy of Arts & Sciences Executive Board.

The Sussex Academy of Arts & Sciences Executive Board and the school directors have worked closely to develop this Charter Renewal, submitted September 1, 2012.

- c. **List the names, the places of residence, and the phone numbers of the founding board of directors and indicate which members are teachers currently certified in Delaware, parents, and community members. Describe how the location of the founding group members is related to the**

proposed location of the charter school. (Renewal/Modifications – provide original documentation and any changes)

The founders are identified in the chart below:

Name	Address	Phone	Areas of Expertise
Linda Choy, MD	68 Glade Circle East Rehoboth, Delaware 19971	302-227-2735	Community Service Parent Physician
Maribeth Dockety	1004 7 th Street Rehoboth, Delaware 19971	302-227-5569	Community Service Parent Human Resources (DTCC)
Nancy Gideon, MD	27485 Hitching Post Road Harbeson, Delaware 19951	302-329-9097	Community Service Parent Pediatrician
Leslie Rhue Lesko	16693 Blue Marlin Ct. Lewes, Delaware 19958	302-645-2414	Educational Services Parent Psychologist
Gonzalo Martinez	P.O. Box 646 Lewes, Delaware 19958 <i>Current Address Unknown</i>	<i>Unknown</i>	Community Service
Maureen Miller	1 Green Valley Run Milton, Delaware 19968	302-645-5879	Community Service Parent Librarian
William Pfaff	23048 Lakeview Drive Millsboro, Delaware 19966	302-934-6864	Community Service Parent Director, Small Business Development (UD)
Norman Poole	11220 Hastings Farm Road Seaford, Delaware 19973	302-629-9322	Community Service DE Certified Teacher
Susan Selph	17 Cripple Creek Run Milton, Delaware 19968	302-644-9322	Community Service Parent Small Business Owner
Cynthia Small	127 Buttonwood Drive Lewes, De <i>Current Address Unknown</i>	<i>Unknown</i>	Community Service Sussex County Tourism
Nancy Targett, Ph.D.	35842 Spinnaker Circle Lewes, Delaware 19958	302-645-0201	Community Service College Professor (UD)
Nathalie Willard	4 Seahorse Lane Lewes, Delaware 19958	302-645-5470	Community Service Parent Teacher
Gary Wray, Ed. D.	120 E. Wild Rabbit Run Lewes, Delaware 19958	302-645-0753	Parent School District Administrator

The Founders first had sought to place the school closer to the east side of Sussex County. After discussion, consultation, and looking for a school site, they determined that a more central location – Georgetown - would provide better access for children residing in Sussex County. Thus, they had the

building constructed on the present site of Sussex Academy of Arts & Sciences, 21777 Sussex Pines Road, Georgetown, Delaware 19947.

Previous Charter renewals and modifications have illustrated that as the school developed, many founders stayed connected to the school. The Executive Board was formed and charged with formulating and interpreting policy, making decisions related to educational programs, budget and financial operations, communicating with the public and the Delaware Department of Education (DDOE), employing faculty, staff, consultants, and other services as may be appropriate. The members of the Executive Board are the following:

Name	Address	Phone	Occupation/Professional	Expertise
Mariah Calagione	103 Shipcarpenter Street Lewes, Delaware 19958	302-381-4786	Co-Owner Dogfish Head Craft Brewery Dogfish Head Brewings & Eats	Parent Development and Outreach Committees
Marc Cooke	4206 Caitlin's Way Millsboro, Delaware 19966	302-934-9514	Teacher Sussex Academy of Arts & Sciences	DE Certified Teacher Policy and Program Committees
Nancy Gideon	27485 Hitching Post Court Harbeson, Delaware 19951	302-329-9097	Pediatrician Beacon Medical Group	Parent Founding Board Policy Committee
Delbert Kwan	36032 Tarpon Drive Lewes, Delaware 19958	302-645-9351	Urologist Mount Sinai School of Medicine	Parent Chairman of Finance Committee
Adam Marsh	700 Pilottown Rd. Lewes, Delaware 19958	302-644-8177	Tenured Professor University of Delaware	Parent Finance and Program Committees
Jill Menendez	4 Blue Heron Drive Georgetown, Delaware 19947	302-854-9747	Financial Manager Coastal Foot and Ankle	Parent Vice-President Audit, Finance, Building & Grounds Committees
Anna Moshier	31168 Edgewood Drive Lewes, Delaware 19958	302-644-9756	Program Coordinator Osher Lifelong Learning (UD)	Parent Outreach, Building & Grounds Committees

Joseph Schell	1604 Bay Avenue Lewes, Delaware 19958	302-645-8801	Retired Investment Banking Career NYC and San Francisco	Community Development, Finance, Outreach Committees
James Spellman	4 Cripple Creek Run Milton, Delaware 19968	302-644-7034	Attending Physician Beebe Medical Center	Parent Finance Committee
Dean Swingle	801 Park Avenue Seaford, Delaware 19973	302-628-1380	Finance Director Nanticoke Health Systems	Community Parent President Audit and Finance Committees
Lisa Zechiel	121 Jefferson Avenue Lewes, Delaware 19958	302-644-4380	Business Owner Washington's Green Grocer	Parent Outreach and Development Committee

d. Describe the plans for further recruitment of board members of the school, especially teachers to be employed at the school and parents of students to be enrolled at the school. (Renewal/Modifications – provide original documentation and any changes)

Under the current policy, Board members serve three-year terms. When a vacancy exists, that vacancy is announced and interested persons have an opportunity to apply for appointment to the Executive Board. Currently, most members of the Board are parents of students or former students, with the exception of one teacher member who was elected by the staff of the school. Currently, there is also a community member serving on the Board. Given the volume of parents interested in expanding the school to include a high school, it was anticipated that as vacancies occur on the present Executive Board, those openings would be filled by the parents and/or community members who had worked on committees to modify the charter. Further, from that interested group, it was hoped that they would continue to serve on various standing committees of the Executive Board thereby giving renewed energies to continuous school improvement. This expectation has been realized.

The Executive Board seeks to include a diverse population on the Board. This diversity includes geographical location, since students from all over the county attend the school; ethnic background, since the school seeks ethnic diversity; and occupational background, since the school wishes to ensure that there is a broad-based board that can address the needs of the school. The Executive Board is desirous of maintaining a membership that is knowledgeable in the following areas: research-based curriculum and instructional strategies; business management, including but not limited to accounting and finance; personnel management; diversity issues, including, but not limited to, outreach, student recruitment, and instruction; at-risk populations and children with disabilities, including, but not limited to, students eligible for special education and related services; and school operations, including, but not limited to, facilities management.

Fortunately, Sussex Academy of Arts & Sciences has had little difficulty in enlisting interested and supportive parents/community members to serve on the Executive Board. All board members bring professional backgrounds to the Executive Board, including accounting, banking, education, engineering, human resources, education, legal, medical, and business backgrounds.

Teacher recruitment has not been a problem for Sussex Academy of Arts & Sciences. Recently, the school had an opening and had approximately fifteen applicants for the position. Recruitment practices include advertizing the position, having the candidates visit and observe in the school, talking with staff and students, interviewing with the directors, team leaders, and content area teachers, and recommendation by the interview team.

Student recruitment occurs through the following mechanisms: advertisement in local media, advertisement on its web site, school tours, outreach with various community organizations, open meetings, visitations to the school, open lottery process, and orientation sessions. In the last several years, the school has enjoyed approximately 100% more students in the application pool than it can enroll. Thus, there is a lengthy waiting list at each of the three grade levels currently. As the high school evolves, the Executive Board expects similar interest.

- e. **Describe how the background of each member of the founding group makes him or her qualified to operate a charter school and implement the proposed educational program. Describe how the board of directors has and will maintain collective experience, or contractual access to such experience, in the following areas: (Renewal/Modifications – provide original documentation and any changes)**

Information about the Founders and their areas of expertise is provided in chart **1b** above. As the school has evolved other parents and community members have become involved. Information about the current Sussex Academy of Arts & Sciences Executive Board is provided in chart **1c** above. Additionally, below are summaries of how current Executive Board members provide expertise to the school. Further, resumes for the current Executive Board members are located in Appendix B. Background check results were completed for all members and are on file with the school.

- 1) **Research-based curriculum and instructional strategies, to particularly include the curriculum and instructional strategies of the proposed educational program.**

Marc Cooke: Mr. Cooke is a Delaware Certified Teacher. He is entering his eighth year of teaching at Sussex Academy, where he has spent his entire Delaware teaching career. He also served as a Fulbright teacher exchange participant for one year and taught high school in Baltimore, Maryland. Currently, he has been contracted by Smarter Balance to write test items for the next iteration of the state assessment. Further, he is pursuing a doctorate in education from the University of Delaware.

Adam Marsh: Prof. Marsh is a college tenured professor with the University of Delaware College of Marine Studies. He has developed college curriculum and is steeped in knowledge of mathematics and science. Having written numerous publications, he is a practionner and researcher, with deep knowledge in project-based studies and readiness for four-year college entry.

Anna Moshier: Mrs. Moshier is the Program Coordinator for Osher Lifelong Learning Institute at the University of Delaware, Lewes, DE. She was the owner/operator of Anna Moshier Child Care for ages infant to five years. She also held the position of Director of Christian Education and taught at Bethel Christian School in Lewes, Delaware.

James Spellman: Dr. Spellman is an Attending Physician at Beebe Medical Center. He is involved in medical research and has written several medical publications. Dr. Spellman taught Microbiology and Anatomy at West Chester State College and was an Assistant Professor of Surgery at the State University of New York at Buffalo. During these experiences he utilized best instructional practices.

Nancy Gideon: Dr. Gideon is a pediatrician at Beacon Medial Group. She co-authored the *Healthy Me* and *CHANGES* programs and also volunteers for the Homeless Clinic Project. Dr. Gideon is a founding board member of Sussex Academy of Arts & Sciences.

Dean Swingle: Mr. Swingle served as an Adjunct Faculty member at Delaware Technical and Community College for 8 years. He taught Accounting I so he is familiar with teaching and learning, particularly as it applies to the requisites for post-secondary education.

2) **Business management, including but not limited to accounting and finance.**

Adam Marsh: Prof. Marsh has served on the Sussex Academy's Finance Committee and was a board member prior (2004 -2008) to this term of service. He is a tenured faculty member at the University of Delaware. In 2009, he founded a biotechnology startup company in Delaware. As a college professor he deals with budgeting and finance; he serves on the Finance Committee of the Executive Board. He has deep knowledge of mathematics and sciences including statistical analyses of data.

Mariah Calagione: Mrs. Calagione served on the SPA Leadership Committee. She co-owns Dogfish Head Craft Brewery and Dogfish Head Brewings & Eats. She is actively involved in day-to-day company management and oversees marketing, philanthropic & community outreach activities of the companies. She serves on the Sussex Academy of Arts & Sciences Development Committee. As such, she is involved with the organization and fundraising for building Sussex Preparatory Academy.

Jill Menendez: Mrs. Menendez is the Financial Manager for Coastal Foot and Ankle. She has over 14 years of experience in banking, including commercial and real estate lending, commercial middle market underwriting, and auditing of asset-based lending clients. Mrs. Menendez serves on the Sussex Academy of Arts & Sciences Finance Committee. She is Vice-President of the Executive Board.

Joseph Schell: Mr. Schell is a retired financial executive. He was a managing partner in three investment firms over his 30 year career. He has been a trustee of the Tatnall School for 10 years. Mr. Schell serves on the Sussex Academy of Arts & Sciences Finance committee and chairs its Development committee.

Dean Swingle: Mr. Swingle is the Finance Director for Nanticoke Health Services and manages a \$300 million budget in a four-entity system. Each of the five companies within the Nanticoke System employs over 1000 employees. Mr. Swingle serves on the Sussex Academy of Arts & Sciences Finance Committee. He is President of the Executive Board.

Lisa Zechiel: Mrs. Zechiel is a self-employed owner of Washington's Green Grocer. She is on the founding board of the Historic Lewes Farmer's Market and currently serves on the Board of Trustees at the Lewes Historical Society.

3) **Personnel management.**

Mariah Calagione: As co-owner of Dogfish Head Craft Brewery and Dogfish Head Brewings & Eats, Mrs. Calagione is intricately involved with employment practices. Further, her memberships on numerous community, arts, business, and church boards have provided her with numerous experiences around laws, rules, and regulations as they relate to managing personnel.

Delbert Kwan: Dr. Kwan is the owner and operator of a medical practice in Lewes, Delaware. He employs 15 people. As one of the primary physicians in the practice, he has knowledge of the laws, rules and regulations governing employment practices.

4) **Diversity issues, including but not limited to outreach, student recruitment, and instruction.**

Marc Cooke: Mr. Cooke is a Delaware Certified Teacher who has experience delivering effective instruction and continues to utilize best practices to ensure that the needs of his students are met. His participation in yearly professional development activities have provided additional training. Mr. Cooke also taught high school in Baltimore, Maryland, which afforded him many opportunities to work with diverse student populations.

Nancy Gideon: In her experience with the Homeless Clinic Project, Dr. Gideon works with diverse populations. As a physician, she provides care to diverse and at-risk populations through her work at the Cape Henlopen Wellness Center, the local hospital, and her private practice. She has hired a Spanish-speaking physician who is starting to care for many members of the Hispanic community and she is involved with outreach in this community as well.

Delbert Kwan: Dr. Kwan espouses that learning institutions need to be cognizant of diversity. His commitment to diversity is demonstrated by the fact that 25% of his medical practice employees are minorities. He takes an active role in outreach.

Jill Menendez: Mrs. Menendez brings a range of knowledge relative to diversity. Her family is ethnically diverse. Additionally, within her husband's medical practice, Mrs. Menendez routinely interacts with the Hispanic community. Further, her family has connections to a non-profit humanitarian effort to provide medical services to the non-insured. Mrs. Menendez brings a metropolitan sensibility to outreach in Sussex County.

5) **At-risk populations and children with disabilities, including but not limited to students eligible for special education and related services.**

Marc Cooke: As a certified Teacher, Mr. Cooke has experience working with at-risk populations and students receiving special education services. He is well versed in differentiated instructional strategies and uses them to ensure that at-risk students and those receiving special education services are supported.

Delbert Kwan: Dr. Kwan brings a physician's knowledge about at-risk populations and disabled students to the Executive Board. This includes a keen interest in maintaining and supporting academically challenging programs for students.

Nancy Gideon: Dr. Gideon, a pediatrician, brings her medical knowledge about at-risk populations and disabled students to the Executive Board. Dr. Gideon has had many experiences with educating elementary, middle, and high school students that are high risk. She worked with Boys' and Girls' Clubs throughout Philadelphia to educate at-risk children about tobacco, alcohol, and drugs. She was involved with a program called CHANGES that brought at-risk, high-school-aged students who had dropped out of school to her medical school for math and science education.

James Spellman: As a physician, Dr. Spellman is concerned with at-risk populations and is currently a member of the Executive Board of Directors of the Cancer Consortium, which works to erase disparities for these populations. As a member of the SAAS Finance Committee, Dr. Spellman is cognizant of financial expenditures for at-risk populations.

6) **School operations, including but not limited to facilities management.**

Mariah Calagione: Mrs. Calagione’s business and community experiences have been varied ranging from owning and operating a business, to television and media production, to non-profit community service. These experiences add to her understanding of school operations and facilities.

Joseph Schell: Mr. Schell was a managing partner of three financial institutions over his 30-year career and has served/is serving on numerous corporate and non-profit boards.

Dean Swingle: Mr. Swingle is the Chief Financial Operating Officer for a four-entity system within the Nanticoke Health Services. He has numerous experiences with systems operations, enabling him to address school operations. He is a member of the Nanticoke Rotary Club and a former board member for the Nanticoke Little League.

2. Form of Organization

Identify the name of the organizing corporation, date of incorporation, and names of the corporation’s officers and the office held by each. Attach a copy of the Certificate of Incorporation and a copy of the bylaws of the corporation. The bylaws must be consistent with the provisions of the Freedom of Information Act, 29 Delaware Code, Chapter 100 (related to public bodies, public records, and open meetings) and provide for representation of the school’s teachers and parents of students on the board of directors. The by-laws must demonstrate that the applicant’s business is restricted to the opening and operation of charter schools, before school programs, after school programs and educationally related programs offered outside the traditional school year. (Renewal/Modifications – provide original documentation and any changes)

The name of the organizing corporation is Sussex Academy of Arts & Sciences, Inc. The officers are Sharon Louth, Bill Pfaff, and Walton Johnson. Certificate of Incorporation is on file at the school. In addition, in November 2011 the Sussex Preparatory Foundation, Inc. was formed. This non-profit was formed to raise funds for building the Sussex Preparatory Academy and to continue as a fund raising foundation to benefit the school (6-12). The officers for this foundation are Joseph Schell (Chair), Mike Rawl (Vice Chair), Mariah Calagione (Secretary), Preston Schell (Treasurer), Stephanie Boright, and Chase Brockstedt.

The Sussex Academy of Arts & Sciences Executive Board is the operating board and is responsible for the oversight of policies, procedures, finances, curriculum/instruction, and employment for Sussex Academy of Arts & Sciences. The officers for the Executive Board are Dean Swingle (President), Jill Menedez (Vice-President), and Delbert Kwan (Chair of Finance). The Executive Board has several standing committees with each board member chairing at least one committee.

3. Mission, Goals and Educational Objectives

- a. **Describe the purpose, mission, goals, and core philosophy of the proposed school. Indicate how the mission, goals, and educational objectives are consistent with the legislative intent of 14 Delaware Code, Section 501, and the restrictions on charter schools set forth in 14 Delaware Code, Section 506. (Renewal/Modifications – provide original documentation and any changes)**

Purpose of the School:

Sussex Academy of Arts & Sciences, the first charter school in Sussex County, was founded to meet the needs of middle school students (grades six through eight). The program was designed to set in place the

principles of a “true” middle school, unfettered by residual organizational practices of existing schools, using an accelerated academic model and focused on the attainment of the standards set forth by the state of Delaware.

The practices of “true” middle schools are many. First and foremost, a middle school should be a place where close, trusting relationships with peers and adults create a climate for personal growth and development. The size designated by the existing charter, not to exceed 325 (approximately 100 per grade), is an excellent framework for fostering and maintaining relationships. Sussex Academy of Arts & Sciences has placed students on teams in which students have the same teachers for grades 6 and 7, staying with the same set of classmates for two years. The school provides multiple opportunities for multi-age academics and socialization through school-wide learning experiences, clubs, intramurals, interscholastic athletics, etc. Students are grouped and regrouped within the classroom and within the teams. Sussex Academy of Arts & Sciences intends to operate heterogeneous classes within a small-school setting, maximizing the individual attention that each student receives.

Second, middle school students, more than others, need an accelerated learning model. Thus, when Sussex Academy of Arts & Sciences was founded, the Sussex Academy of Arts & Sciences, Inc. Board chose the Expeditionary Learning model as the framework for the school. This model is built upon five core practices and ten design principles. The core practices are (1) Learning Expeditions, (2) Pedagogy, (3) Culture and Character, (4) Leadership and School Improvement, and (5) Structures. The principles are (1) The Primacy of Self Discovery, (2) The Having of Wonderful Ideas, (3) Responsibility for Learning, (4) Intimacy and Empathy, (5) Success and Failure, (6) Collaboration and Competition, (7) Diversity and Inclusion, (8) The Natural World, (9) Solitude and Reflection, and (10) Service and Compassion. As the school has evolved over the last twelve years, the staff has remained current with these practices and principles and has deftly woven the Delaware Content Standards through the curriculum and instructional program.

Third, every young adolescent needs to have the opportunity to develop a positive image of his/her own future. Sussex Academy of Arts & Sciences’ program creates an environment in which the student is truly known and matters. The journey of self-discovery begins in the first semester and is documented over the years through an academic/personal portfolio, an essential element of Sussex Academy of Arts & Sciences’ program. Much of the work is demonstrative of self discovery and reflection. Students’ portfolios in grades 6 and 7 showcase both their best work in every content area and work that is in progress. Students must write reflective pieces about their learning as part of the portfolio process. Students in grade 8 maintain a portfolio of personal growth through which they discover their aptitudes, career goals, and interests and focus on themselves as learners. This process culminates with a portfolio that includes work from all three years. Part of the portfolio system at the eighth grade level is the inclusion of the *Student Success Plan*. Each year, the student must present his/her portfolio to either a parent or another involved adult.

Now that Sussex Academy of Arts & Sciences is expanding to include a high school, the desire is still to maintain a small-school environment where students are safe and where respect and responsibility are the benchmarks for student and staff conduct.

Sussex Preparatory Academy, the high school, will provide an opportunity for students to build close personal relationships. Students in grades 9 – 12 will serve as mentors to students in grades 6 – 8. This will allow the high school students to act as role models who will help the middle school students become acclimated to the school; they will also display respectful and responsible behavior while developing personal skills and confidence. Students will be placed on grade-level teams and will collaborate with their teammates in the grade-level expeditions and with other teams during school-wide expeditions. This

configuration for the high school is similar to the middle school model. It fosters community and expands the mentoring capacity for teachers and students.

Academic rigor for students will continue to be paramount at Sussex Academy of Arts & Sciences. Students in grades 6-10 will continue with the Expeditionary practices and principles. Students will be prepared to enter the high school of their choice. Students will be prepared to learn and thrive at four-year colleges across the nation upon graduation. Students will be equipped with the necessary college- and career-readiness skills so no matter what their post-high school plans are, they will be prepared. For consistency, the upper school will follow the Expeditionary Learning model that the middle school implements. Each year, students will participate in one school-wide expedition as well as two grade-level expeditions. Through the expeditions, students will be instilled with a desire to serve their local communities. In 11th and 12th grade, the Expeditionary Learning model will be layered with the International Baccalaureate (IB) Diploma Programme. The IB Programme provides students with an opportunity to study three subjects on a deeper level over the course of two years.

The benchmark for the senior year will be a Senior Project. The Senior Project will help to demonstrate student proficiency in reading, writing and presentation skills. The purpose of the Senior Project is to allow students to explore individual knowledge, potential career paths and to promote life-long learning. Students have the option of completing a service learning project or an academic research project. The Senior Project will include an essay, an artifact/ product, a presentation, and a portfolio. The process will begin in August of the senior year with the selection and approval of the project. Each senior will be assigned a mentor to assist with this process; in addition, students will work to assemble an advisory group made up of faculty, staff, and community experts to provide assistance and expertise throughout the process.

Mission:

The mission of the **Sussex Academy**, the middle school of the Sussex Academy of Arts & Sciences, is to prepare middle school students for future academic success by providing an accelerated, supportive academic environment within a small-school setting.

The mission of **Sussex Preparatory Academy**, the high school of the Sussex Academy of Arts & Sciences, is to foster academic achievement and social responsibility in a small-school environment where students participate in a college preparatory and dual enrollment education that prepares them for the technological and global awareness demands and challenges of the 21st century and fosters and instills ethical conduct and service to others in their day-to-day lives.

Goals:

Sussex Academy

- Maintain and exceed adequate yearly progress and the state testing component
- Foster critical, independent thinking and reflection
- Ensure a safe, respectful school environment
- Advocate personal growth and responsibility
- Provide opportunities for individual and group success
- Model and encourage collaborative decision making
- Facilitate ongoing professional development
- Encourage parental involvement and partnerships
- Promote service and community partnerships
- Instill environmental awareness and social consciousness
- Develop technological competence

Sussex Preparatory Academy

- Enable students to become competent, culturally literate, self-confident learners through both project-based and interactive learning.
- Provide students with a solid grounding in language arts, mathematics, science, social studies, foreign language, and technological tools.
- Prepare students early for college so that they can be admitted with a strong foundation for completing a four-year degree.
- Promote health, fitness, and service habits that foster both personal development and imbue each student with a sense of social responsibility.
- Build a culture of high expectations through rigor, relevance and relationships.

Educational Objectives:

In both the middle school and high school, Sussex Academy of Arts & Sciences will provide opportunities for students to:

- Increase literacy in language, mathematics, science and social sciences.
- Demonstrate critical thinking skills across all content areas.
- Utilize 21st century skills, including digital use to ensure preparation to compete in a global economy.
- Understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

Core Philosophy:

Sussex Academy of Arts & Sciences has decided to continue with the Expeditionary Learning model that it has used since the school opened. However, in an attempt to give Sussex Preparatory students an academic advantage, the curriculum in the 11th and 12th grades will be layered with the International Baccalaureate (IB) Diploma Programme. Below you will find an overview and the philosophy for both Expeditionary Learning and the IB Diploma Programme.

Expeditionary Learning instructional practices emphasize student inquiry, critical thinking, and craftsmanship. Students engage in original research and create high-quality academic products to share with outside audiences. Learning expeditions – deep interdisciplinary investigations of rich academic topics rooted in real-life connections and experiences – bring together teachers from different disciplines and enrich the work of individual teachers in discipline-specific classrooms.

The Expeditionary Learning (EL) model is built around five core practices:

- *Leadership and School Improvement*: Strengthening leadership across the school in instruction, culture, and curriculum;
- *Culture and Character*: Building a school-wide culture of trust, respect, responsibility, and joy in achievement;
- *Active Pedagogy*: Infusing dynamic instructional practices that build skills and critical thinking;
- *Learning Expeditions*: Addressing standards through project-based curriculum connecting to real-world contexts that are based in the local community; and,
- *Structures*: Creating time for student and adult learning, collaboration, and focus on excellence.

The International Baccalaureate (IB) philosophy is to foster tolerance and inter-cultural understanding among young people through a specific method of teaching. This method of teaching, also known as “curricular framework,” incorporates critical thinking, problem solving, and exposure to a variety of viewpoints. The IB philosophy emphasizes:

- Awareness of the similarities and differences between many cultures, understanding issues on an international scale and responsible citizenship

- The inter-relatedness of various disciplines and issues
- A “Socratic” (question-and-answer) form of achieving in the classroom
- Student-centered inquiry and communication²

Mission, Goals and Educational Objectives - Consistent with Legislative Intent:

The mission, goals and educational philosophy of Sussex Academy of Arts & Sciences are consistent with the charter school legislative intent in that they incorporate the proven methodologies of the Expeditionary Learning model and the International Baccalaureate (IB) Diploma Programme.

- b. Describe the methods of internal evaluation that will be used by the board of directors to ensure that the school is meeting its stated educational mission and objectives. (Renewal/Modifications – provide original documentation and any changes)**

The Executive Board is comprehensive in its use of both formal and informal evaluative measures to ensure that the school is meeting its mission and objectives. The Board meets regularly in scheduled open board meetings and workshops for which the agenda is established and posted.

The Board routinely receives reports on school operations, performance, and finances. The Board has a committee structure comprised of board members, staff, and parents for the following: Finance, Audit, Policy, Outreach, Building & Grounds, Recognition, Development, and Program & Curriculum. Particularly noteworthy are the Finance and Audit Committees, which work to provide oversight of the school’s fiscal viability and sustainability. The Development Committee is charged with responding to the develop needs of the school, particularly the construction of a new building for the high school. The Policy Committee weighs policy needs and writes those policies for the Board’s consideration. Outreach is responsible for public relations and reaching underserved populations for application to the school. Building & Grounds work to ensure that building standards and compliance are met, while the Program/Curriculum advises regarding new programs and practices. The Executive Board routinely examines financial data, student performance data, school improvement plans, professional development plans, annual report, and school profile.

In addition, the Executive Board maintains a linkage with the Parent Teacher Organization (PTO). The PTO has a parent liaison representative attend and report at the monthly Board meetings. Additionally, the PTO has an advocacy liaison that works with members of the Executive Board with public relations and government relations. The PTO is an integral part of parent advocacy for the students and school.

In accordance with the Charter Performance Agreement, an Annual Report shall be provided to the Delaware Department of Education (DDOE) in accordance with required procedures and timeframes. The Executive Board has put in place mechanisms to keep abreast of and guide the direction of Sussex Academy of Arts & Sciences.

- c. Describe the procedures the school will use to ensure compliance with the requirements of 14 Delaware Code, Section 506, related to enrollment. (Renewal/Modifications – provide original documentation and any changes)**

Sussex Academy of Arts & Sciences will clearly communicate with prospective students and their families about the application process, the selection and preference criteria, and the registration and admissions processes.

² Scotts Valley Unified School District: <http://www.svhs.svgsd.org>

In accordance with the requirements of 14 Del.C., §506, Sussex Academy of Arts & Sciences will ensure that it has enrolled at least 80% of its authorized enrollment by April 1 of each year by conducting an application process within the timeframes, as established in Section 9: Administrative and Financial Operations of this charter application. The following activities will be conducted:

- Annually, during open enrollment, which begins the Monday before Thanksgiving and ends the first Friday in January, the school will advertise and establish the application period, accept applications, and define the admissions requirements and criteria.
- If necessary, a lottery will be held the second Wednesday in January. An objective community member having no ties to Sussex Academy of Arts & Sciences or a representative from DDOE, along with attending members of the school's Board, shall conduct a public drawing.
- Parents of all applicants will be sent letters of acceptance or wait-list status in a timely manner following the date of the lottery. Guidelines for registration and enrollment will be included with the acceptance letter.
- Students who apply after the open enrollment period will be placed at the end of the lottery list in accordance with the date of application.
- Students remain on the waiting list for each grade level during the entire period that they would be eligible to attend; for example, a student placed on the waiting list for grade six could remain on the list for a maximum of seven years, until he/she enters grade 12. When vacancies occur, students are eligible to enroll in the order that they are on the waiting list.
- On or before April 1, in accordance with 14 Del. C., §506(c), a roster of those students enrolled at Sussex Academy of Arts & Sciences, including each student's home address and district of residence, will be provided to DDOE through ESchoolPlus. The Director will ensure that all students are actively listed in ESchoolPlus, at which time DDOE officials will organize students by district and will generate a report using the Identity Management System (IMS) that will detail the students attending from each district.
- On or before May 1, Sussex Academy of Arts & Sciences' officials as well as district officials will verify data from the April 1 report and make corrections as necessary using ESchoolPlus. The school districts use this report to identify the students attending from their district.
- Using the ESchoolPlus ensures that whenever a student is "dual enrolled" (in more than one school) that an email is generated and sent to each school thereby ensuring that enrollment is electronically monitored and provides a safeguard for monitoring student enrollment.

4. Goals for Student Performance

- a. List the specific student performance goals in math and reading by grade for students disaggregated by grade and ethnicity for the initial four years of operation and describe the assessment instruments that will be used to measure whether students meet or exceed those goals. (Renewals/Modifications – show and discuss the results during the current period as necessary)**

The faculty and administration review individual student, grade level and school-wide data quarterly. Based upon this review they establish SMART-E Goals (specific, measurable, attainable, relevant, time-frame, every student) for the school. The specific performance goals were designed to ensure that Sussex Academy of Arts & Sciences' students meet or exceed the state standards for student achievement while improving their reading, writing, and oral presentation skills in all classes throughout the school year. Sussex Academy of Arts & Sciences disaggregates data for populations whenever it has 40 or more students in specific cells.

General goals are found immediately below in this section. SMART-E Goals are found in section **5a**. Performance Goals and outcomes are found in section **5d**.

Performance Goals:

Sussex Academy

Students will be able to meet or exceed the state standards for student achievement on the Delaware Comprehensive Assessment System (DCAS) or the state selected external assessment in the following areas:

- Reading
- Mathematics
- Science
- Social Studies

Sussex Preparatory Academy

Students will be able to meet or exceed the state standards for student achievement on the end-of-course tests in the following areas:

- Algebra I
- Algebra II
- English II
- Biology
- U.S. History

- b. List the specific measurable performance targets for each student performance goal for each year of the Delaware Student Testing Program (DSTP) for the initial four years of the charter. (Renewals/Modifications – Update this section to make it current)**

See targets outlined above in section 4a.

- c. List the assessment tools that will be used including the DSTP, standardized, formative, benchmarks, or performance assessments. Describe why these particular assessment instruments have been selected and provide the timetable indicating when those instruments will be used. (Renewals/Modifications – Provide original documentation, the results of these assessment tools and discuss the results)**

This is the assessment calendar mandated by DDOE:

Month	Assessment(s)	Rationale
August/ September	Fall Administration (Formative): DCAS Reading and Mathematics; grades 6 - 10	DDOE Requirement Data used for RTI
	Approved DDOE content area created pre-tests	Provides baseline data to guide instruction Data used for classroom instruction and RTI
	School-wide writing prompt	Provides baseline data to assess writing needs and to set benchmark goals.
October/ December	Ongoing, teacher-created formative and summative assessments	To measure student achievement in the core content area to inform instruction and goal setting
	PSAT, grade 10	To assess students' readiness to take

		SATs.
January	Winter Administration (First Window): DCAS Reading and Mathematics; grades 6 – 10	DDOE Requirement Data used for RTI
February – April	Ongoing, teacher-created formative and summative assessments Approved DDOE content area post tests	To measure student achievement in the content area to inform instruction and goal setting To measure student performance in content areas
	SAT/ACT, grade 11	To assess students’ readiness for college.
April/May/ June	Spring Administration (Summative) (2 nd Window) DCAS Reading and Mathematics; grades 6 – 10 Science grades 8, 10 Social Studies grade 7 End of Course Test(s) Algebra I and II English II Biology US History	DDOE Requirement Data used for RTI
	IB Assessments	To meet IB requirements
	AP Examinations	To assess effectiveness of AP instruction and so the students may gain college credit
	Teacher-created post- tests	Provides end-of-year data to assess benchmarks set in the fall.
	School-wide writing prompt	Provides end-of-year data to guide writing instruction to assess student work toward writing benchmarks.

- d. Renewals/Modifications Only - Include a copy of the current signed Performance Agreement between the school and the Secretary of Education. Describe in detail the performance of the school on each of the objectives in the Performance Agreement. Place particular focus on the school’s academic performance, including evaluation results from the DSTP and other measures. Discuss highlights and concerns.**

See Performance Agreement, Appendix U.

During the term of the most recent charter agreement (2008-2013), Sussex Academy of Arts & Sciences committed to demonstrating that students in grade 8 would increase academic achievement as measured by the Delaware Student Testing Program (DSTP) and Delaware Comprehensive Assessment System (DCAS); students would exhibit positive behaviors as members of the Sussex Academy of Arts & Sciences community; and the school would maintain strong market accountability as indicated in the achievement goals listed in their Performance Agreement. The performance goals and results listed below outline the progress that has been made in these areas:

2008 - 2013 Performance Results

I. Student Achievement Accountability

During the terms of this agreement, the school will demonstrate that its students are increasing in academic achievement as measured by the state assessment (DSTP). The school will participate in the DSTP in each subject at each grade required by the Department of Education.

In the benchmark year (grade 8) at least:

A. 95% of the students will meet or exceed the standards in reading for the Delaware Student Testing Program (DSTP) as required by the Department of Education.

Result:

As demonstrated by the data below, Sussex Academy of Arts & Sciences students exceeded their DSTP reading target of 95% during the 2007-2008 and 2008-2009 school years. Despite the transition to the DCAS in the 2010-2011 school year, Sussex Academy of Arts & Sciences students still performed very well, with 95% of students meeting or exceeding the standards in 2010-2011 and 100% in 2011-2012. Therefore, the target was met.

B. 93% of the students will meet or exceed the standards in mathematics for the Delaware Student Testing Program (DSTP) as required by the Department of Education.

Result:

As demonstrated by the data below, Sussex Academy of Arts & Sciences students exceeded their DSTP mathematics target of 93% during the 2007-2008 and 2008-2009 school years. With the transition to the DCAS in the 2010-2011 school year, Sussex Academy of Arts & Sciences students still performed very well, with 97% of students meeting or exceeding the standards in 2010-2011 and 100% in 2011-2012. Therefore, the target was met.

C. 95% of the students will meet or exceed the standards in writing for the Delaware Student Testing Program (DSTP) as required by the Department of Education.

Result:

As demonstrated by the data below, Sussex Academy of Arts & Sciences students exceeded their DSTP writing target of 95% during the 2007-2008 and 2008-2009 school years. Therefore, the target was met. With the transition to the DCAS in the 2010-2011 school year, there was no longer a writing assessment. Sussex Academy of Art & Sciences administered a school-wide writing assessment. The writing assessments were scored by the University of Delaware (UD) and the scores are reflected below for the 2010-2011 and 2011-2012 school year. The writing target was met by grade 8 in 2011-2012.

D. 90% of the students will meet or exceed the standards in social studies for the Delaware Student Testing Program (DSTP) as required by the Department of Education.

Result:

As demonstrated by the data below, Sussex Academy of Arts & Sciences students exceeded their DSTP and DCAS social studies target of 90% during the 2007-2008 and 2008-2009 school years. Therefore, the target was met. With the transition to the DCAS in the 2010-2011 school year, students in 8th grade did not take a social studies assessment.

E. 90% of the students will meet or exceed the standards in science for the Delaware Student Testing Program (DSTP) as required by the Department of Education.

Result:

As demonstrated by the data below, Sussex Academy of Arts & Sciences students exceeded their DSTP science target of 90% each year. With the transition of the DCAS in the 2010-2011 school year, Sussex Academy of Arts & Sciences students still performed very well, with 85% of the students meeting or exceeding the standards in 2010-2011 and 95% in 2011-2012. Therefore, the target was met.

Percentage of SAAS Students Meeting or Exceeding the Standard Delaware Student Testing Program (DSTP) Data³ - Grade 8										
Year	Reading State	Reading SAAS	Math State	Math SAAS	Writing State	Writing SAAS	Science State	Science SAAS	Social Studies State	Social Studies SAAS
2009 -2010	78	100	68	100	n/a	96*	60	96	57	98
2008- 2009	81	100	66	99	76	100	59	93	55	94
2007- 2008	81	100	65	98	81	100	55	89	52	93

* SAAS Self-Administered/Scored by UD

Percentage of SAAS Students Meeting or Exceeding the Standard Delaware Comprehensive Assessment (DCAS) Data³ – Grade 8										
Year	Reading State	Reading SAAS	Math State	Math SAAS	Writing State	Writing SAAS	Science State	Science SAAS	Social Studies State	Social Studies SAAS
2011-2012	74	100	74	100	n/a	98*	51	95	n/a	n/a
2010 -2011	61	95	62	97	n/a	94*	48	85	n/a	n/a

* SAAS Self-Administered/Scored by UD

Below you will find the DSTP data (2007-2010) and DCAS data (2010-2012) for students in 6th and 7th grades, despite those grade configurations not being a part of the Performance Agreement. Students in 6th and 7th grades also performed very well. In each of the testing areas, reading, math, writing, science and social studies, students at Sussex Academy of Arts & Sciences performed significantly higher than the State's result in those areas.

Percentage of SAAS Students Meeting or Exceeding the Standard DSTP and DCAS Data – Grade 7									
Year	Reading State Results	Reading SAAS	Math State Results	Math SAAS	Writing State	Writing SAAS	Social Studies State	Social Studies SAAS	
2011-2012	71	99	70	97	n/a	90*	58	95	
2010-2011	59	95	60	93	n/a	94*	56	96	
2009-2010	83	99	70	94	n/a	96*	n/a	n/a	
2008-2009	87	99	71	97	n/a	96*	n/a	n/a	
2007-2008	85	100	68	94	58	96	n/a	n/a	

* SAAS Self-Administered/Scored by UD

³ Sussex Academy of Arts & Sciences only disaggregates for populations where it has more than 40 students in specific cells.

**Percentage of SAAS Students Meeting or Exceeding the Standard
DSTP and DCAS Data – Grade 6**

Year	Reading State	Reading SAAS	Math State	Math SAAS	Writing State	Writing SAAS	Science State	Science SAAS	Social Studies State	Social Studies SAAS
2011-2012	74	96	67	90	n/a	86*	n/a	n/a	n/a	n/a
2010-2011	62	91	57	85	n/a	95*	n/a	n/a	n/a	n/a
2009-2010	74	98	73	94	n/a	92*	77	97	64	93
2008-2009	83	98	75	97	n/a	96*	78	97	65	94
2007-2008	81	97	75	92	70	99	80	97	66	91

* SAAS Self-Administered/Scored by UD

II. Positive Student Behavior Accountability

During the term of this agreement, the school will demonstrate that its students exhibit positive behavior related to academic success through the following:

A. Each year average daily attendance will be at least 95% of the average daily enrollment.

Result:

The target was met. Sussex Academy of Arts & Sciences exceeded their target of 95% average daily enrollment.

Average Daily Attendance					
Grade	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
6	97%	97%	97%	97%	97%
7	97%	96%	96%	96%	96%
8	96%	96%	96%	96%	97%

B. Each year the school will have less than 10 incidents of student misconduct that are required to be reported under DE code.

Result:

Sussex Academy of Arts & Sciences had fewer reportable incidents than their target of 10 incidents. Therefore, the target was met.

Reportable Student Misconduct Incidents					
Grade	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
6	3	1	1	1	2
7	1	0	0	0	2
8	0	2	2	0	1
Total	4	3	3	1	5

III. Parent Satisfaction and Market Accountability

During the term of this agreement, the school will demonstrate that it has strong market accountability through the following:

A. Each year the school will have at least enough students seek admission to the school to enroll at +/- 5% of the students authorized by its charter.

Result:

Sussex Academy of Arts & Sciences' charter is authorized for 325 students each year. The data below shows the enrollment target for each year and the number of students who made formal application.

Percentage of Students Enrolled Based Upon Charter Authorization										
Grade	2011-2012		2010-2011		2009-2010		2008-2009		2007-2008	
	Target	#Applied	Target	#Applied	Target	#Applied	Target	#Applied	Target	#Applied
6	110	215	110	201	110	201	110	211	110	198
7	0	14	0	1	0	1	0	8	0	15
8	0	9	0	0	0	0	0	4	0	2

B. Each year at least 80% of the non-graduating student body will return to the school the following school year.

Result:

The data below shows, Sussex Academy of Arts & Sciences consistently re-enrolled on average at least 94% of the students each school year of the charter agreement. The target was met.

Percent of Students Returning From Previous Year		
Year	6 → 7	7 → 8
2010-2011 ⇒ 2011-2012	94%	99%
2009-2010 → 2010-2011	91%	98%
2008-2009 → 2009-2010	103%	92%
2007-2008 → 2008-2009	96%	98%

C. Each year the school will maintain an enrollment of at least 90% of the approved enrollment throughout the school year.

Result:

Sussex Academy of Arts & Sciences maintained the number of students enrolled as of the September 30th count to the last week of school for indicated years of the Performance Agreement with an average of 98% based upon the data below. Therefore, the target was met.

Year	Number of Students Who Were Enrolled the Entire Year By Grade			Percent of Approved Enrollment
	6	7	8	
2011-2012	114	111	104	101%
2010-2011	119	102	102	99%
2009-2010	114	105	99	98%
2008-2009	114	104	99	98%
2007-2008	109	103	99	96%

D. Of all students entering the school at any grade, at least 70% will continue at the school through the end of the educational program of the school.

Result:

Sussex Academy of Arts & Sciences maintains an average percentage of 81% for students completing the educational program regardless of the grade they entered the school.

Percent of Students Who Continue Through SAAS Regardless as to the Grade Entered			
Year	6	7	8
2011-2012	n/a	n/a	81%
2010-2011	n/a	n/a	85%
2009-2010	n/a	n/a	86%
2008-2009	n/a	n/a	86%
2007-2008	n/a	n/a	84%

- e. Renewals/Modifications Only - Provide the charter Performance Agreement for the renewal period. Include a list of proposed measurable performance objectives with specific measurable targets for each year of the charter renewal period.**

See Performance Agreement, Appendix U.

5. Evaluating Student Performance

- a. Describe the process how student evaluation information will be used to improve student performance. (Renewal/Modifications – provide original documentation and any changes)**

Sussex Academy of Arts & Sciences' faculty uses numerous data streams to make decisions relative to school performance and individual student performance. These data sources are the Delaware Comprehensive Assessment System (DCAS) results in Mathematics, Science, Social Studies, and English, beginning- and end-of-year writing assessments, report card grades, attendance statistics, and behavior incidents. With the internal assessments now required by Component V of the Delaware Performance Appraisal System (DPAS) II R, Sussex Academy of Arts & Sciences anticipates using that data to make instructional decisions as well. Both at the school level and at the team level, faculty review the data, consider the questions raised by the data, and then establish a course of action based on an assessment of needs. This occurs weekly at the team level and quarterly at the school level. Further, each teacher identifies his/her goals for the year; each department identifies its goals; each team identifies its goals; and the school identifies its goals. All goal-setting is based on student data. Sussex Academy of Arts & Sciences prepares an annual Student Achievement Plan based on that data.

As DCAS Component V information is rolled out, it is anticipated that the DDOE approved pre and post test content area tests will be factored into the Student Achievement Plan. At this time the administration and faculty are preparing to understand the system and participate in the required elements.

An example of goal setting for school year 2011-2012 is identified below:

Sussex Academy (middle school) will demonstrate its students are increasing in academic achievement as measured by the Delaware Comprehensive Assessment System (DCAS) with regard to their Reading Accountability scores.

Reading Targets:

100% of 6th grade students will increase Reading Accountability scores 40 points from the fall to spring test administration.

100% of 7th grade students will increase Reading Accountability scores 45 points from the fall to spring test administration.

100% of 8th grade students will increase Reading Accountability scores 50 points from the fall to spring test administration.

85% of 8th grade students will score at “advanced” on the Spring Reading 2012 DCAS

Sussex Academy (middle school) will demonstrate its students are increasing in academic achievement as measured by the Delaware Comprehensive Assessment System (DCAS) and the End-of-Course Assessment with regard to Mathematics.

Mathematics Targets:

100% of 6th grade students will increase their Mathematics Accountability scores 40 points from the fall to spring test administration.

100% of 7th grade students will increase their Mathematics Accountability scores 45 points from the fall to spring test administration.

100% of 8th grade students will increase their Mathematics Accountability scores 50 points from the fall to spring test administration.

85% of 8th grade students will score at “advanced” on the Spring Mathematics 2012 DCAS

To monitor progress related to these objectives, relevant student achievement data is screened regularly and support is provided to identify students demonstrating weaknesses in reading, writing, mathematics, social studies, and science compared to their peers at the school.

Sussex Preparatory Academy faculty will use numerous data streams to determine school and individual student performance. These data streams will be DCAS results in Mathematics, Science, Social Studies and English, beginning- and end-of-year writing assessments, report card grades, attendance statistics, and behavior incidents. Further, it is anticipated that DPAS II internal assessments will be used. It is anticipated that Sussex Preparatory Academy will use a similar goal-setting protocol to the one identified above.

- b. Describe the corrective action that will be taken when students do not meet performance expectations. (Renewals/Modifications Only - Describe how analysis of student evaluation information on the DSTP and other measures is used to guide instruction and improve student performance. Give examples from the current charter period of instructional change which has led to improved student performance.)**

Sussex Academy of Arts & Sciences has several mechanisms in place to take corrective action when students do not meet performance expectations. Below is a description of the ongoing methods used to assist students who do not meet performance expectations:

- Student Support Team - When a teacher notices a student is struggling, he/she confers with the other teachers for that grade-level team, provides interventions, and determines the effect of those interventions. If those interventions fail after a sequence of trials, the teacher may refer that child to the Student Support Team. The teacher provides documentation of the interventions that have been tried, along with a sample of the student’s work, to the Student Support Team. The Student Support Team meets to review the student’s work and the teacher’s evidence to verify the problem and develop classroom/family interventions and documents these on the team-parent collaboration form. The teacher engages in another series of interventions and documents the results. If there is no

improvement, he/she consults with the special education coordinator and may request further evaluation.

- Tutorials – Students’ state tests scores, other standardized measures, and low classroom performance are screened to look for indicators of academic difficulty. Where indicated, small-group tutorials are established to address academic difficulties.
- Summer Enrichment – Summer Enrichment may be required of all students in all grades that do not meet the standards on the external assessments in reading and mathematics and writing. Summer school may be offered to students who fail the coursework in reading, writing, and mathematics.
- Home/School Communications - Sussex Academy of Arts & Sciences provides a setting that expects students to be actively engaged in their own learning and parents to be involved in their children’s school program. The school routinely holds parent conferences and open houses. Parents receive interim reports mid-way through the nine-week marking period, and report cards at the end of the marking period. These formal communications are augmented with Student Planners (agenda books), a homework and message center on the school’s website, phone calls, email, a Home Access Center, etc.
- Each student maintains a portfolio that is both a showcase and a reflection of his/her ongoing academic work across all content areas. This ongoing documentation will better allow the school to monitor areas of concern.

- c. If the proposed school requests and receives a waiver for an enrollment preference for students at risk of academic failure, then describe the expected performance of each student on the Delaware Student Testing Program in each grade during the initial four year charter period. (Renewal/Modifications – provide original documentation and any changes)**

NOTE: The applicant must agree and certify in the application that it will comply with the requirements of the State Public Education and Accountability System pursuant to 14 Delaware Code, Sections 151, 152, 153, 154, and 157 and Department rules and regulations implementing Accountability, to specifically include the Delaware Student Testing Program (Regulation 275, Subsection 4.2.1.1).

Further, the application must include certification that the proposed school’s mean student performance on the Delaware Student Testing Program assessments in each content area will meet or exceed the statewide average student performance of students in the same grades for each year of test administration. Applicants with enrollment preferences for students at risk of academic failure may request a waiver of this requirement in the application (Regulation 275, Subsection 4.2.2).

Sussex Academy of Arts & Sciences will not use an enrollment preference for students at risk of academic failure.

Sussex Academy of Arts & Sciences will comply with the requirements of the State Public Education and Accountability System pursuant to 14 Delaware Code, Sections 151,152,153, 157 and Department rules and regulations implementing Accountability to specifically include the state testing program required.

Sussex Academy of Arts & Sciences students will meet or exceed the statewide average student performance on the DSTP/DCAS/or other required state assessment system in the same grades for each year of test administration.

6. Educational Program

- a. **Provide a scope and sequence document for required content areas for proposed grades to be served over the first four years of the school charter.**

See the following appendices:

English/ Language Arts Curriculum Map and Units of Instruction	Appendix E
Mathematics Curriculum Map and Units of Instruction	Appendix F
Physical Education and Health Curriculum Maps and Units of Instruction	Appendix G
World Language Curriculum Map and Units of Instruction	Appendix H
Visual Arts Curriculum Map and Units of Instruction	Appendix I
Performing Arts Curriculum Map and Units of Instruction	Appendix J

- b. **Provide a statement defining likely curriculum basis in each of the following areas (for new applicants this is a Phase I requirement, renewal and modification applicants must complete all sections):**

English/ Language Arts	Holt/ McDougall Literature
Mathematics	Connected Mathematics
	Holt/ McDougall
Science	Science Coalition
Social Studies	Social Studies Coalition

Sussex Academy of Arts & Sciences is currently modifying its curriculum maps to conform to the Common Core State Standards in reading, writing, and mathematics. Teachers and administrators are participating in DDOE sponsored professional development. In addition, our professional development plan calls for training with Expeditionary Learning and International Baccalaureate during the upcoming period of the charter renewal. The professional development plan and curriculum alignment is facilitated by the Instructional Leadership Team (ILT).

- c. **Provide a signed memorandum of understanding with the Science coalition the Mathematics coalition and the Social Studies coalition if chosen. For new applicants this is a Phase I requirement. Renewal and modification applicants attach the updated information as it has changed from your last renewal or original application.**

Science Coalition and Social Studies Coalition Memoranda of Understanding Appendix C

- d. **Provide a statement of plans for additional academic support for at risk students, including a description of how progress will be monitored for students' responses to intervention. For new applicants, this is a Phase I requirement. For renewal and modification applicants, please provide updated information as it may vary from your last renewal or original application.**

Sussex Academy of Arts & Sciences remains committed to successful academic achievement for all students, including those who may need additional support. To that end, providing additional academic support for at-risk students will include, but is not limited to:

- Co-teaching by regular education and special education teachers
- Tutorial services (before and after school)
- Summer Enrichment for students not meeting the standards in reading, writing, or mathematics
- Response to Intervention
- High parental involvement

- e. **Provide a list of courses at grades 9-12 with sufficient detail to meet the state requirements for graduation and any and all Career and Technical Education (CTE) pathways courses. (secondary only) For new applicants this is a Phase I requirement. For renewal and modification applicants, please provide updated information as it may vary from your last renewal or original application.**

See the High School Course Description Handbook, Appendix K for a complete listing of high school courses. There is no Course Description Handbook for the middle school in that all students take the same courses.

- f. **Provide the Teacher to student ratio for the school. For new applicants this is a Phase I requirement. For renewal and modification applicants, please provide updated information as it may vary from your last renewal or original application.**

The teacher-to-student ratio for the school will be approximately 1 to 22 - 24.

- g. **Provide a description of the unique features of the school's educational plan including differentiated instruction, special materials and use of technology to serve the intended population of the school. For new applicants this is a Phase I requirement. For renewal and modification applicants, please provide updated information as it may vary from your last renewal or original application.**

Academics:

Sussex Academy of Arts & Sciences uses the Expeditionary Learning model, which was created in 1991. It emphasizes high achievement through active learning, character growth, and teamwork. Expeditionary Learning emphasizes five core practices, which are:

- o *Learning Expeditions:* Challenging, interdisciplinary, real-world projects and in-depth studies that support critical literacy and address central academic standards of content, while promoting character development and fostering a service ethic.
- o *Active Pedagogy:* Teachers use active pedagogy to help students become active and collaborative learners, to make connections, to find patterns, to see events from different perspectives, to experiment, to go beyond the information given, and to develop empathy and compassion for events, people, and subjects.
- o *School Culture and Character:* Build shared beliefs, traditions, and rituals in order to create a school culture that is characterized by a climate of physical and emotional safety, a sense of adventure, an ethic of service and responsibility, and a commitment to high-quality work.
- o *Leadership and School Improvement:* Create a professional community that focuses on curriculum and instruction as the primary vehicles for improving student achievement and school culture.
- o *School Structures:* Utilize longer and more flexible schedule blocks, common planning time, heterogeneous groupings, and/or looping to ensure student success.

Expeditionary Learning energizes student motivation and engagement through high-level tasks and active roles in the classroom. Case studies and projects are used to connect students to real-world audiences and compel them to care about and contribute to their local communities. Setting clear expectations and tight follow-through are of paramount importance to the building of respect and responsibility, teamwork and contribution, and commitment to high-quality work. The model trusts students with deep cognitive

challenges and important responsibilities and prepares them to be leaders, and also enables them to develop the critical thinking and problem-solving skills needed for students to succeed in college and beyond.

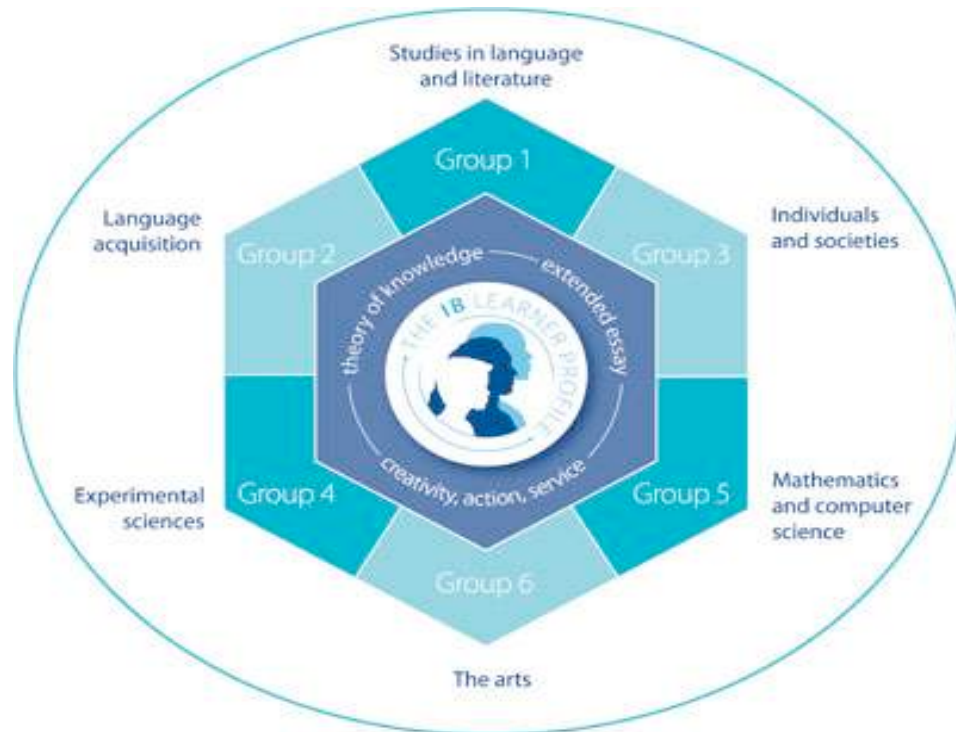
Schools that implement the Expeditionary Learning model have test scores that exceed district averages, often by substantial margins. In the exemplary high schools using the EL model, 100% college acceptance is the standard. Not only do students achieve at higher levels than their peers on state tests, but they also gain skills critical to college readiness and success — problem solving, critical thinking, persistence toward excellence, and active citizenship.⁴

Sussex Preparatory Academy also intends to layer the Expeditionary Learning model with the International Baccalaureate (IB) Diploma Programme in 11th and 12th grades. The IB Diploma Programme, a demanding two-year curriculum that leads up to final examinations, is a qualification that is welcomed by leading universities around the world and will offer Sussex Preparatory Academy students an opportunity to excel.

The International Baccalaureate was founded in 1968 as a non-profit educational foundation, and it prides itself on its high-quality contributions to education. Its program currently serves 972,000 students studying at 3,294 schools in 141 countries. IB encourages international-mindedness, requiring students to develop an understanding of their own cultures and national identities first, and then to learn a second language and the skills required to live and work internationally with others. A positive attitude towards learning is also promoted. The program requires students to ask challenging questions, think critically, develop research skills, and learn how to learn.

International Baccalaureate (IB) Diploma Programme students study six courses, which include: Studies in Language and Literature, Language Acquisition, Individuals and Societies, Experimental Sciences, Mathematics and Computer Science, and the Arts. Each course of study will offer courses at both a standard level (SL) and a higher level (HL), and every student will take three HL courses and three SL courses. Students will choose either a Humanities or a Mathematics/ Science focus. The students' focus will dictate which courses are to be taken. Humanities students take HL courses in Studies in Language and Literature (English), Language Acquisition, and Individuals and Societies; they take Standard level 'SL' courses in Math Studies/ Mathematics, Sciences, and The Arts. Students with a Mathematics/ Science focus take HL courses in Studies in Language and Literature (English), Mathematics and Computer Science, and Sciences; they take SL courses in Language Acquisition, The Arts, and Individuals and Societies. HL courses require 250 hours of student contact over two year s, ensuring breadth of experience. SL courses require 150 hours of student contact time. One of each student's SL courses must span two years; however, the others can be completed in one year. The IB Diploma Programme curriculum is modeled by a hexagon with six academic areas surrounding the three core requirements. See the diagram below.

⁴ Expeditionary Learning <http://elschools.org>



In addition, the International Baccalaureate Diploma Programme has three core requirements that are included to broaden the educational experience and challenge students to apply their knowledge and understanding. They are as follows: The Extended Essay, which is an independent research study of a question relating to one of the subjects the student is studying; the Theory of Knowledge (TOK) course, which is designed to encourage each student to reflect on the nature of knowledge by critically examining different ways of knowing (perception, emotion, language, and reason) and different kinds of knowledge (scientific, artistic, mathematical, and historical); and Creativity, Action, Service (CAS), which requires that students actively learn from the experience of doing real tasks beyond the classroom. Students can combine all three components or do activities related to each one of them separately. The Theory of Knowledge course spans two years and requires 100 hours of student contact time.

In the Theory of Knowledge course, students will study a phenomenon through the lens of each discipline so that they understand that issues and phenomena are multi-layered and complex. In grades 6-10, as students engage in Expeditions, teachers ask them to think about single issues from multiple perspectives and to complete projects and writing tasks that reflect their integrated and comprehensive understanding of the issues or topics. In the Expeditions, the study of a phenomenon through multiple lenses is embedded in the instruction and the project. However, in the Theory of Knowledge class, teachers will be explicit and identify the lens through which students will study an issue, helping them to connect their learning and understanding to a specific discipline. For example when considering the phenomenon of 'urban development,' students may be asked to research and discuss questions, such as: What geographic features are beneficial to the city and led to its development at that place? What is the impact on the natural ecosystem of the development? How has the concentration of people led to the development of arts and literature? How does census data reflect the shifting populations? Additional questions are outlined in Figure 1, and show how students might consider one topic through the lens of each discipline.

Figure 1:

Discipline	Essential Questions Related to the Discipline
Social Studies	<ul style="list-style-type: none"> • Why did the city develop at its current location? • What geographic features encouraged development? • What are the challenges of having so many people living closely together? • How has a governance system developed to manage the people? • How has the city changed over time? • Has the change been a good thing for everyone in the city? • How has economic development impacted the lifestyles of the people who live there?
Science	<ul style="list-style-type: none"> • How has the development impacted the local ecosystem? • How has the ecosystem of the area changed over time? • What has changed and what remains? • Do the people value the ecosystem in which they live? Why or why not? • What actions are they taking, if any, to repair the ecosystem? Will they work? • What is an acceptable level of impact on an ecosystem as an area develops?
Literature and the Arts	<ul style="list-style-type: none"> • How has the growing population allowed for the development of the arts? • What products have been produced from this city? • How does the artwork reflect the culture and population of the area? • Did all of the people enjoy similar art and literature? • What can we learn about the people from the art and literature they produced? • How is the development of the art and literature of the area related to urban development?
Math	<ul style="list-style-type: none"> • What do the census data show about where and how people lived? • Are there pockets of groups of populations? • How can maps be used to determine the geographic area on which people live? • Is the allocation of the square acreage on which people live equitable? Does that matter? • How can census data and economic forecasting be used to project the future needs of a city? • How can numbers tell the story of urban development?

The chart below illustrates the similarities and complementary features of the Expeditionary Learning model and the International Baccalaureate Diploma Programme.

Expeditionary Learning	International Baccalaureate
Philosophy <ul style="list-style-type: none"> Academic knowledge, critical thinking, and problem-solving High expectations Leadership in school and community 	Philosophy <ul style="list-style-type: none"> Idealistic, peace promoting Culturally aware Quality standards University Recognition and Challenge
Dynamic leadership	Risk-Takers
Compelling curriculum <ul style="list-style-type: none"> Big Ideas Real-world problems 	Global Significance
Engaging Instruction <ul style="list-style-type: none"> Project-based Inquiry-based Critical Thinking Field Work Interdisciplinary 	Engaging Instruction <ul style="list-style-type: none"> Inquiry Big ideas/Key concepts Critical Thinking Communicators Interdisciplinary
Continuous Assessment <ul style="list-style-type: none"> Literacy Focused Portfolio 	Rigorous assessment <ul style="list-style-type: none"> Final Examinations Extended essay Research Question
Positive School Culture <ul style="list-style-type: none"> Character education Service 	<ul style="list-style-type: none"> Caring Create a better, more peaceful world Act with integrity and honesty Open-minded Intellectual, physical, and emotional balance Encourages athletics and community service
Professional Development	Professional Development

Instructional Schedules:

Sussex Academy currently operates on a block schedule. See the charts below for grade-level schedules.

Team 1- Grade 8				
Monday	Tuesday	Wednesday	Thursday	Friday
Academic Block 8:30 to 12:30	Academic Block 8:30 to 10:33	Morning Meeting 8:30 to 8:45	Morning Meeting/ Class Time 8:30 to 9:45	PLC 7:45 to 9:40
	Exploratory 10:35 to 11:25	Exploratory 8:45 to 9:35	Exploratory 9:45 to 10:35	Extended Explor. 8:35 to 9:40
	Lunch 12:33 to 1:03	Academic Block 9:35 to 12:30	Class Time 10:35 to 12:30	Academic Block 9:40 to 12:30
Lunch 12:33 to 1:03	Academic Block 1:05 to 3:05	Lunch 12:33 to 1:03	Lunch 12:33 to 1:03	Lunch 12:33 to 1:03
Academic Block 1:05 to 2:25		Academic Block 1:05 to 3:05	Academic Block 1:05 to 3:05	Academic Block 1:05 to 2:25
Portfolio/Band/RTI 2:25 to 3:05				Portfolio/RTI/Clubs 2:25 to 3:05
Homeroom and Dismissal 3:05 to 3:10				

Team 2- Grade 7				
Monday	Tuesday	Wednesday	Thursday	Friday

Academic Block 8:30 to 11:25	Academic Block 8:30 to 9:40	Academic Block 8:30 to 9:40	PLC 7:45 to 9:40 Extended Explor. 8:35 to 9:40	Academic Block 8:30 to 9:40
Lunch 11:27 to 11:57	Exploratory 9:40 to 10:30 Academic Block 10:30 to 11:25	Exploratory 9:40 to 10:30 Academic Block 10:30 to 11:25	Academic Block 9:40 to 11:25	Exploratory 9:40 to 10:30 Academic Block 10:30 to 11:25
Academic Block 12:00 to 2:25	Lunch 11:27 to 11:57 Academic Block 12:00 to 3:05	Lunch 11:27 to 11:57 Academic Block 12:00 to 3:05	Lunch 11:27 to 11:57 Academic Block 12:00 to 3:05	Lunch 11:27 to 11:57 Academic Block 12:00 to 2:25 Portfolio/RTI/Clubs 2:25 to 3:05
Portfolio/Band/RTI 2:25 to 3:05	Homeroom and Dismissal 3:05 to 3:10			

Team 3- Grade 6				
Monday	Tuesday	Wednesday	Thursday	Friday
Academic Block 8:30 to 12:00	PLC 7:45 to 9:40 Extended Explor. 8:35 to 9:40	Academic Block 8:30 to 10:35 Exploratory 10:35 to 11:25	Academic Block 8:30 to 10:35 Exploratory 10:35 to 11:25	Academic Block 8:30 to 10:35 Exploratory 10:35 to 11:25
Lunch 12:00 to 12:30	Academic Block 9:40 to 11:57 Lunch 12:00 to 12:30	Morning Mtg./TAS * 11:25 to 11:57 Lunch 12:00 to 12:30	Morning Mtg./TAS 11:25 to 11:57 Lunch 12:00 to 12:30	Morning Mtg./TAS 11:25 to 11:57 Lunch 12:00 to 12:30
Academic Block 12:30 to 2:25	Academic Block 12:30 to 3:05	Academic Block 12:30 to 3:05	Academic Block 12:30 to 3:05	Academic Block 12:30 to 2:25 Portfolio/RTI/Clubs 2:25 to 3:05
Portfolio/Band/RTI 2:25 to 3:05	Homeroom and Dismissal 3:05 to 3:10			

*Team Academic Support

Sussex Preparatory Academy will use a modified block schedule, since the International Baccalaureate (IB) Diploma Programme lends itself to a modified block. The advantages are listed below:

- 90-minute block supports student-centered, inquiry based learning methodologies.
- Students can take six major courses, three each day, without overload

A sample semester schedule is shown below:

"A" Day	
Period	Time
1	8:30 am – 10:00 am
2	10:05 am – 11:35 am
Lunch	11:33 am – 12:03 pm
3	12:05 pm – 1:35 pm
4	1:40 pm – 3:10 pm

"B" Day	
Period	Time
5	8:30 am – 10:00 am
6	10:05 am – 11:35 am
Lunch	11:33 am – 12:03 pm
7	12:05 pm – 1:35 pm
8	1:40 pm – 3:10 pm

See the sample middle school student where all students take the same classes.

Middle School Student		
Grade 6	Grade 7	Grade 8
Reading	Reading	Reading
Writing	Writing	Writing
Mathematics	Mathematics	Algebra I
Science	Science	Science
Social Studies	Social Studies	Social Studies
Computer	Computer	Computer
Health/PE	Health/PE	Health/PE
Music	Music	Music
Math Exploratory	Math Exploratory	Math Exploratory
Creative Expressions	Creative Expressions	Creative Expressions
Crew – CPR * Portfolio	Crew – CPR * Portfolio	Crew – CPR * Portfolio

*CPR – Circle of Power and Respect

See the sample high school student, which will vary depending upon their pathway.

Humanities Student with Communications				
Grade 9	Grade 10	IB Groups	Grade 11	Grade 12
Survey of Literature	World Literature	1	English HL American Literature	English HL European Literature
Spanish I - Honors	Spanish II - Honors	2	Spanish III HL	Spanish IV HL
Civics/Geography	Economics	3	History HL United States History	History HL Modern World 20 th Century History
Earth & Physical Sciences	Biology	4	Chemistry SL	Physics SL
Algebra I or Geometry	Geometry or Algebra II	5	Math Studies/Math SL Algebra II or Pre-Cal/ Trig	Math Studies/Math SL Pre-Cal/ Trig or AB Calculus
Speech and Multimedia Presentation	Elective	6	Career Communications	Print Media
	Elective			
Physical Education/ Health	Driver's Education/ Elective		Theory of Knowledge	Theory of Knowledge
Crew ⁵	Crew		Crew	Crew
Elective	Elective		Elective	IB Exam Preparation

⁵ Student advisory course specific to Expeditionary Learning that provides an opportunity for mentoring, team building and collaboration for community service opportunities.

Mathematics/ Science Student with Mathematics Pathway				
9th Grade	10th Grade	IB Groups	11th Grade	12th Grade
Survey of Literature	World Literature	1	English HL American Literature	English HL European Literature
Spanish I	Spanish II	2	Spanish III SL	Spanish IV SL (Optional)
Civics/Geography	Economics	3	History SL United States History	History SL Modern World 20 th Century History
Earth & Physical Sciences	Biology	4	Chemistry HL	Physics HL
Algebra II	Pre-Calculus/ Trigonometry	5	Math HL BC Calculus/Statistics	Math HL BC Calculus/Statistics
Finite Math	Elective	6	Discrete Math	Ordinary Differential Equation
	Elective			
Physical Education	Physical Education		Theory of Knowledge	Theory of Knowledge
Health	Driver's Education			
Crew ³	Crew			
Elective	Elective			
			Crew	Crew
			Elective	IB Exam Preparation

Advisory (Crew):

Sussex Academy students begin each day in Advisory/ Homeroom (Crew). Advisory is a small-group activity designed to provide students with an opportunity to develop close relationships with students and teachers in order to build a sense of community, assist students in preparing for college, and develop strong relationships with parents. During advisory, students facilitate the morning meeting known as Circle of Pride and Respect (CPR), where they recite the Pledge of Allegiance, announce school plans, conduct a morning reading, and participate in a group activity. The purpose of CPR is to bond the students and teachers. Sussex Preparatory Academy will establish a similar Advisory system for the purpose of building community and helping students establish college plans and career goals.

Expeditions:

Each year there are two school-wide expeditions, one in the fall and one in the spring. School-wide expeditions are designed to foster camaraderie and team-building amongst faculty, staff, and students. Expeditions also reinforce team and school expectations and build the school climate to set the tone for the school year. There are also grade-level expeditions throughout the year that address the Common Core State Standards and the Delaware Content Standards. The expeditions are project-based and revolve around a theme or issue. Expeditions often take students outside of school in field work where students engage in authentic research and related experiences. Expeditions are in-depth studies of a theme or issue. Expeditions vary in length, depending on the concepts covered, and begin with a series of guiding questions. Examples of school-wide and grade level expeditions are below.

Sussex Academy's most recent school-wide expedition was entitled *A Hero for Everyone*. Students were asked three questions: (1) What is a hero? (2) How do we remember or memorialize our heroes? (3) How has my learning about heroes contributed to who I am? In multi-age learning groups, students chose a topic of their interest and researched heroes in many fields ranging from a local community leader, Dale Dunning of the Jusst Sooup Ministry, to local men and women who serve in the military, to research scientists who work for DuPont, to doctors who work in community hospitals. During this expedition, students conducted fieldwork at places such as the Jusst Sooup Ministry, the Smithsonian, Arlington National Cemetery, U.S. Military Academy, Beebe Hospital, and DuPont Company. They had

opportunities to work and talk with scientists from the DuPont Company, with active and retired military personnel, or with local hero Dale Dunning of the Just Soup Ministry. Students completed service projects including a food drive, making Prisoner of War (POW) and Missing in Action (MIA) shadow boxes for local Veterans of Foreign Wars (VFW) organizations, making care packages for soldiers, and presenting awards to DuPont scientists. The expedition culminated with the *A Hero for Everyone* showcase, which was set up in the gymnasium. Students, their families, and community members were invited to take part in the event. Students were required to visit multiple booths to ensure that they had the opportunity to learn about heroes other than the ones they selected. Students completed a reflection summary for each booth they visited. In the spring, there was another school-wide expedition that crossed all three grade levels and focus on student-selected topics. This expedition was entitled “Zoom In.”

A recent 6th/7th grade-level expedition was called *Mapping the Adventure*. The students were to design a theme park based on a work of historical fiction that they had selected to read. The students had a choice of five books. This expedition involved the four content areas of English Language Arts, Social Studies, Science, and Mathematics, with the content standards to be met identified. There were three Guiding questions: (1) How does one evaluate the accuracy of historical fiction? (2) What role does geometry play in our lives? (3) How can the principles of force and motion be identified in our lives? While the kick-off may vary, one kick-off activity involved the students moving from station to station and building a marshmallow castle. During the kick-off, students had to design book marks for the novels they had selected to study, and they learned about the impending service project. As the students worked through the instructional unit, there were projects in each of the content areas. For example, in reading, the students were in book clubs; they made board games and had a characterization project. In writing, they developed a mini-mystery. In social studies and mathematics, they had a castle project and designed a theme park. Then in science they designed a park ride using the concepts of simple machine. During the expedition, fieldwork was conducted at Delaware Technical and Community College. There were two different service projects – the “Walk for Wishes” walk-a-thon to benefit the Make-A-Wish Foundation, and the “Warrior Weekend,” which provides a weekend of relaxation for wounded American troops. Finally, the expedition was capped off with a celebratory trip to Busch Gardens, a medieval theme park, and a Showcase at which projects were displayed for parents and the community.

The administration and faculty plan to have students participate in the expedition, *So, You Think You Can Vote!* During November 2012. This expedition is specifically tied to Civics standards and will focus on this the election process. Fieldwork will be conducted in Washington, D.C. with the entire student body. The Showcase will include a game show conducted by a local T.V. personality. It is anticipated that local political groups and politicians will visit the school as resource people.

Through participation in the expeditions, students are actively engaged in real-world problems within a project-based experience. The approach is not that of the traditional classroom; rather, there is a protocol for the expeditions that includes a Kick-off, the Learning Activities, Fieldwork with experts, Service Projects, and a Showcase. Thus, all expeditions begin with a kick-off that identifies the purpose or goal of the expedition and helps to excite the students about what they will be learning. The learning activities are authentic and real-world. The service component helps to increase awareness of, and empathy for, issues facing the community, country, and world, and then enables students to do something about those issues. Students become more compassionate and as a result become better local and global citizens. The showcase provides students with the opportunity to present their work publicly to their families and community and also compels them to reflect upon their own learning.

Students at Sussex Preparatory Academy will also participate in both school-wide and grade-level expeditions. Examples of potential expeditions and how they align and integrate with the core content area can be found in the High Level Scope and Sequence Matrix Section in Appendix D.

Academic Pathways:

According to the Department of Education’s technical assistance guide for Career Pathways, the course of study “should provide students effective technical and academic preparation for entry into high-skill, high-wage, and high-demand occupations while preparing for postsecondary education.”⁶ Sussex Preparatory Academy students will offer students four pathways in the areas of the communication, mathematics, arts and language.

Teams:

Sussex Academy (grades 6-8) has three teams, each of which has approximately 100 students. The teachers on each team have classrooms that are adjacent to one another, which fosters collaboration. The students in grades six and seven spend those two years with the same group of teachers. Students take the core classes as well as exploratory courses. All students in the building rotate through the same exploratory courses, which are: Physical Movement, Creative Expression, Music, Mathematics Exploration, and Computer Technology.

Sussex Preparatory Academy will ultimately have four teams when the school enlarges fully to include twelfth grade. The teams will be formed by grade level. Students will take the core classes, English, Mathematics, Science and Social Studies, as well as Spanish, Health and Physical Movement, and Computer Technology at the appropriate grade levels.

Dual Enrollment:

Sussex Preparatory Academy anticipates that students will be able to matriculate at University of Delaware (UD) and Delaware Community and Technical College (DTCC) in a dual enrollment program. This will allow students to accelerate their individual post-secondary interests by taking college course while in high school. A few of the benefits of students participating in a dual enrollment program are:

- Earn college credits and high school credits at the same time
- Gain experience taking college-level courses
- Take courses not available at the school
- Enhance college applications

Portfolios:

The portfolio is a collection of work that shows what the student has been working on, learning to do, and thinking about each year at Sussex Academy of Arts & Sciences. Each student portfolio is both a showcase of the student’s best work and an illustration of his/her academic growth over time. Each portfolio is unique to the individual student because of his/her choice of artifacts and personal reflections. Yet the portfolios also show some commonalities across grade-level teams and departments as teachers require certain artifacts and reflections. Ultimately, the intent of the portfolio is to document students’ mastery of the Delaware Content Standards, to highlight the EL principles as well as the IB Programme in 11th and 12th grades, to chronicle student progress throughout the year, and to assess continuous student performance.

Since portfolios chronicle growth over time, the expectations for students’ portfolio presentations change as they advance through the grade levels. Students collect their work in binders and present their portfolios to their parents or guardians in the spring. The teachers determine the format of these presentations. Parent reviewers are coached by the teachers as to how to use the rubric around student

⁶ <http://www.delawarefirst.org>

presentation. The formal portfolio presentation lasts approximately 30 minutes. It is anticipated that Sussex Preparatory Academy students will maintain a yearly portfolio.

Because the primary purpose of the portfolio is to assess student growth, two elements are important components of the portfolio review process at Sussex Academy. In accordance with one of the core EL practices, which is to model a culture of reflection, critique, revision, and collaboration, students are required to write reflections about their artifacts. Another important element of the portfolio assessment is in the use of rubrics by reviewers. Appropriate rubrics provide a clear definition of what is being assessed and identify the degree to which students have met those expectations.

Generally, the students meet routinely with their portfolio facilitators to develop their portfolios. The facilitators monitor each student's progress and evaluate the portfolios at the end of the first semester and the end of the school year. As outlined in the Promotion and Retention Policy, students must satisfactorily complete their portfolio requirements in order to be promoted.

Thus, parents of all Sussex Academy of Arts & Sciences students will have ample opportunities to communicate with teachers in regards to their child's progress. Each student maintains a portfolio that is both a showcase and a reflection of his/her ongoing academic work across all content areas. Each spring, the student is required to present his/her portfolio to his/her parents/guardians or another adult trained to review portfolios.

Technology

Sussex Academy of Arts & Sciences values technology and encourages its use in creative ways to support student learning in a safe and secure learning environment. In compliance with regulations, Sussex Academy of Arts & Sciences will use an Acceptable Use Policy that will be signed by each student enrolled at the school. For more information see Technology Plan, Appendix V.

- h. For new applicants, provide plans for professional development that outlines the initial three year approval span for the school with one year benchmarks. This is a Phase I requirement. For renewal and modification applicants provide plans for ongoing, high quality professional development for staff for the duration of the charter renewal as it varies from your last renewal or original application.**

The teaching staff of the Sussex Academy of Arts & Sciences routinely participates in professional development activities. The school uses the 6+1 Writing Traits model and all teachers have been trained in that model. The ELA teachers have conducted training in reading strategies for the entire faculty with the expectation that all teachers will use the instructional language and model adopted by the faculty across content areas. Common Core State Standards are being phased in. As a result, Sussex Academy has had faculty and administration involved in professional development opportunities in both reading and mathematics. Both new and veteran teachers participate in summer institutes relative to Expeditionary Learning, its practices and principles. Additionally, the original school designer develops and delivers refresher and enrichment workshops for the entire staff during pre-service days. These include analyzing learning outcomes and standardized test data. Each summer, the staff spends time analyzing school data, developing and revising curriculum maps, and planning the school's annual school-wide expeditions.

Throughout the school year, the members of the teaching staff participate in offsite professional development activities to train them to support the instructional goals and objectives of the school. Teachers are encouraged within their disciplines to take an active role in professional development. Teachers in all content areas routinely attend benchmarking and standards-setting sessions offered through the Department of Education. Sussex Academy of Arts & Sciences' participation in the Science

and Social Studies coalitions provide opportunities for content-specific teacher training. Sussex Academy of Arts & Sciences is a member of the English Language Arts, Math, Science, and Social Studies coalitions. Further, the faculty has received training on *Enhancing Professional Practice, A Framework for Teaching*. Sussex Academy of Arts & Sciences' faculty has also received training in the Delaware Performance Appraisal System (DPAS) II. During school year 2012-2013 it is expected that professional development will focus on these areas: DCAS II, Component V, Common Core Standards, Expeditionary Learning, and beginning International Baccalaureate off site. The school's professional development calendar is developed annually by the Instructional Leadership Team.

Some of the most valuable professional development occurs within the context and structure of the school, where teachers confer in team meetings and department meetings relative to curriculum, instruction, school climate, and student progress. Sussex Academy of Arts & Sciences has incorporated Professional Learning Communities (PLCs) within each team structure. In the PLC, teachers review student data as well as discuss and model professional practice. Sussex Academy of Arts & Sciences has implemented a walk-through process where the DPAS II component is used to gather evidence of practice while focusing on literacy across the school. The teachers engage in true collaborative efforts to exemplify a professional learning community. Further, Sussex Academy of Arts & Sciences is using the Data Coach services that were provided through the Race to the Top efforts.

As the high school program is developing, there will be specific professional development for the upper-school teachers as it relates to the Expeditionary Learning model and the International Baccalaureate (IB) Diploma Programme. Expeditionary Learning and IB achieve success by providing schools with an extensive professional development program. Over a multi-year period, school faculties and administrators are offered a coherent, demanding, and highly regarded program of professional development to implement the model and to realize significant improvement in student learning and character development.

- i. Provide three units of instruction for Mathematics, English Language Arts, Science, Social Studies, Visual & Performing Arts, World Languages, Health Education & Physical Education at each grade cluster in which the school intends to serve students. For new applicants, this is a Phase II requirement. For renewals and modifications provide updated information as it may differ from your last renewal or original application.**

See Curriculum Maps and Alignment in Education Appendixes D-J.

- j. Provide a description of major curricular resource adoptions for Mathematics, English Language Arts, Science and Social Studies. For new applicants this is a Phase II requirement. For renewal and modification applicants provide updated information as it may vary from your last renewal or original application.**

Sussex Academy of Arts & Sciences has not had any major curricular adoptions since its last renewal. The only new curriculum designed was illustrated in the charter modification approved in Spring 2012.

It is important to note, however, that the administration and faculty are participating in various professional development activities as they apply to the Common Core Standards and DCAS II. Faculty members have been involved in benchmarking and item writing, for example. Further, the administration and faculty are working with University of Delaware faculty in the areas of reading and writing and attended recent DOE sponsored professional development. Also, as members of the science and social studies Coalitions, our faculty are involved with those content area initiatives as well as the mathematics initiatives. The administration and faculty are aware of the curriculum shifts within the Common Core Standards. The school is in the process of revamping all content area programs to ensure alignment with

the Common Core Standards. As these evolve, curriculum maps and instructional units can be made available.

- k. A detailed chart showing alignment of instruction to standards. This is a Phase II requirement and for new applicants only.**

Sussex Academy of Arts & Sciences is an existing charter school.

- l. Provide a detailed description of how instructional strategies and formative and summative assessment strategies will be aligned. This is a Phase II requirement and for new applicants only.**

Sussex Academy of Arts & Sciences is an existing charter school.

- m. Provide a detailed description of how the alignment will enhance student learning. For new applicants this is a Phase II requirement. For renewal and modification applicants provide updated information as it may vary from your last renewal or original application.**

Sussex Academy of Arts & Sciences did not have any changes in the alignment of student learning since its last renewal. However, it has been noted that as the school makes instructional shifts based on the Common Core Standards, the administration and faculty will devise updated curriculum maps, instructional units, and assessments. The school is using the professional development resources provided by the DDOE. The administration and faculty began this process in the Spring 2010 and continues to work within the frameworks of Common Core State Standards and the Smarter Balanced frameworks. The school has used the resources provided by DDOE, University of Delaware, and Expeditionary Learning.

- n. Provide a copy of the school calendar and master instructional schedule. For new applicants this is a Phase II requirement. For renewal and modification applicants provide updated information as it may vary from your last renewal or original application.**

See the School Calendar, located in the Student Handbook Appendix X.

- o. Provide a copy of Career and Technical Education pathway and course approval documents. (secondary only) This is a Phase II requirement and for new applicants only.**

Sussex Academy of Arts & Sciences is an existing charter school.

7. Students with Special Needs

- a. Describe the school's plan for ensuring compliance with state and federal statutes and regulations related to the identification, evaluation, and education of students with disabilities. Include a description of the school's specific actions steps to ensure compliance with the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act, and the Americans with Disabilities Act.**

Sussex Academy of Arts & Sciences is in full compliance with the Individuals with Disabilities Education Act (IDEA) 2004, the State Special Education Regulations (June 4, 2007) and Section 504 of the Vocational Rehabilitation Act of 1973. Sussex Academy of Arts & Sciences provides a free, appropriate, public education to all students and no student is denied admission on the basis of his/her disability. Further, the school provides support systems for those students who learn differently.

- Sussex Academy of Arts & Sciences has in place the necessary programs to optimize the success of students with disabilities in the general curriculum utilizing inclusion settings. In addition, Sussex Academy of Arts & Sciences employs a Special Education Coordinator. This person schedules the coordination services for special education students and may participate in co-teaching opportunities with the classroom teacher as needed. If funds are available, Sussex Academy of Arts & Sciences will secure the services of paraprofessionals to work with special education and at-risk students.
- Sussex Academy of Arts & Sciences adheres to the IEP process, including providing the related services that are required for identified students. This includes contracting with outside agencies or persons for services on an as needed basis. Currently Sussex Academy of Arts & Sciences use Easter Seals and Psychological Associates of Southern Delaware.
- Sussex Academy of Arts & Sciences serves students eligible for 504 status under the Vocational Rehabilitation Act by developing and implementing accommodation plans for those students.

b. Describe how the school will implement response to intervention procedures, including a plan for how data will be collected and progress will be monitored related to student performance.

Sussex Academy of Arts & Sciences will implement all Response to Intervention (RTI) procedures according to state and federal RTI regulations. The tiered Response to Intervention instructional process will be an anchor component in the educational program in that all students will be educated at Tier I, in the general education classroom with a research-based curriculum, and will move through the tiers if their needs are not met and progress is not made on academic benchmarks with the supports and interventions in place at their current levels. Once a student is identified as having difficulty being successful in the general curriculum, as evidenced by observation and diagnostic or benchmark assessment, the teachers for that student's team will review screening data and adjust the regular education program to include supports to address his/her needs. If the student improves, he/she will continue in the general education program with those supports in place. If the student's performance data does not improve, Sussex Academy of Arts & Sciences' Instructional Support Team (IST) will review the data and design interventions for the student. This will move the student into Tier II of the RTI process, in which the student will receive a minimum of 90 minutes per week of targeted, research-based intervention instruction, within the general education classroom whenever possible. Progress monitoring of student performance and achievement in targeted skill(s) is completed weekly. If student performance increases and goals are met, the IST will decide if the student has made enough progress to transition back to Tier I or if the interventions should remain in place. If, based on assessment data, the student does not make adequate progress in Tier II, he/she will transition into Tier III of services, which is more intensive than Tier II. In Tier III, the student will receive a minimum of 150 minutes per week of targeted, research-based intervention instruction, again within the general education classroom when possible. Student progress is monitored weekly. Instructional intensity at both levels of additional intervention instruction is addressed through group size and through duration, frequency, and time of interventions.

c. Describe how the school will organize and use instructional support teams to meet the behavioral and academic needs of students.

Sussex Academy of Arts & Sciences is a place where each student feels known; known by other students, the teachers, the Executive Director, and other staff. Every student will have a support system of people who are invested in the student's success and have the desire to assist him/her in academic and social growth, including, but not limited to, his/her teacher and parents/guardians.

If a student experiences difficulty with the general curriculum, his/her teacher will bring those concerns, as well as data that reflect the specific intervention needs, to the Instructional Support Team (IST). Members of the IST may include, but will not be limited to, the Special Educator Coordinator, content teacher, team leader, administrative designee, parent/guardian, and school nurse, as needed.

d. Describe the continuum of educational placements available to students with disabilities.

Sussex Academy of Arts & Sciences will implement the tiered Response to Intervention (RTI) process with fidelity to accurately identify, assess, and accommodate student needs. Educating students in their Least Restrictive Environment is of primary importance. All intensive services will be implemented in the general education classroom whenever possible. If a student does not make adequate progress in the general curriculum with the increased, intensive support at the third tier of the RTI process, then a recommendation will be made by the Instructional Support Team (IST) for the student to be evaluated for the possibility of a disability that is hindering learning and adequate progress in the general curriculum. The evaluation process will be completed in full compliance with state and federal timelines and regulations.

Through the RTI process, the goal is for the majority of services in Tiers I and II to be delivered in the general education classroom whenever possible. For students who move beyond the RTI process and are serviced with an Individual Education Plan, the IEP team will have conversation to determine what placement constitutes the Least Restrictive Environment for each child.

e. Describe how the school will ensure staff is adequately trained and properly implementing state and federal law related to the identification, evaluation, and education of students with disabilities.

Sussex Academy of Arts & Sciences is proactive in the training and professional development of all teachers, administrators, and staff, specifically ensuring that all staff feel confident in the delivery of high-quality, student-driven instruction that demonstrates fidelity to the Expeditionary Learning model, and to the International Baccalaureate (IB) Diploma Programme when applicable. Individual strengths and needs of the staff and program will be taken into account when professional development topics and interests are explored and discussed. Additionally, Sussex Academy of Arts & Sciences includes training around the Common Core State Standards.

Additional professional development will focus on the areas of universal and diagnostic assessment, the collection and interpretation of data for ongoing progress monitoring at the classroom, school, and district levels, the development of collaborative team problem solving (such as the Instructional Support Team model) and the development of skills in identifying instructional needs, as well as linking appropriate interventions to individual instructional needs, and specific professional development as it may relate to the implementation of district-selected, research-based instructional interventions to support students in need of Tier II or Tier III supports.⁷

f. Describe how the school will provide related services to students with disabilities, including, but not limited to, occupational therapy, speech and language therapy, and assistive technology.

Sussex Academy of Arts & Sciences secures the services of Easter Seals and Psychological Associates of Southern Delaware on an as-needed basis to provide related services, which may include, but are not limited to, hearing education services, occupational therapy, physical therapy, speech and language therapy, and vision education services.

g. Describe the school's employment of special education staff, including, but not limited to, certified special education teachers, related service providers, and administrative staff. Include a list of the staff positions for special education and a description of the job duties for each position.

⁷ Delaware Department of Education

Sussex of Academy of Arts & Sciences employs a Special Education Coordinator who is responsible for the following with the oversight of the Director:

- Writing Individualized Education Plans (IEP) for all identified special education students
- Adjusting the learning environment and/or modifying and adapting instructional techniques and methods to meet students' individual needs
- Monitoring students' academic progress quarterly
- Scheduling related services providers as necessary
- Coordinating required meetings
- Assuming co- teacher assignments in the regular education classroom when appropriate
- Working with paraeducators (if funds available)

h. Renewals/Modifications Only - Discuss how the school has resolved any administrative complaints.

There have been no documented administrative complaints related to services for students with disabilities.

i. Complying with Section 504 of the Rehabilitation Act of 1973 and with the Americans with Disabilities Act of 1990.

As a result of evaluations completed as part of either the pre-referral process and/or IEP process, students with a defined disability or medical condition will have, as appropriate, either a 504 Plan or an IEP, written and monitored in accordance with state and federal guidelines.

A coordinator in the school will maintain responsibility for assuring compliance with this section.

j. Complying with Title VI and VII of the Civil Rights Act of 1964.

Sussex Academy of Arts & Sciences will establish a non-discrimination policy that no person shall be subjected to discrimination in the educational programs, services, or activities based on race, national origin, gender, age, or disability in accordance with State and federal laws.

The Directors will maintain the responsibility for assuring compliance with this section.

k. Complying with Title IX of the Education amendments of 1972.

See item 'j' above.

l. Having certified special education teacher(s) providing services for students with disabilities.

Sussex Academy of Arts & Sciences will employ certified special education teachers for students with disabilities; compliance will be assured by the Directors.

8. Economic Viability

- a. List the staff positions and indicate the full-time equivalence for each position for the first four years of school operation. Include position descriptions for each job title. (Renewals/Modifications – Update this section to make it current)

Sussex Academy of Arts & Sciences reserves the right to fill positions listed below in the chart below by contractors especially for teachers of electives, counselors on a year to year basis:

Fiscal Year/ Total Enrollment	SY13- 336 (yr 1)			SY14- 446 (yr 2)	SY15- 556 (yr 3)	SY16- 666 (yr 4)	SY17- 776 (yr 5)
Projected Division I Units	17.9			23.0	28.1	33.2	38.35
Position/ Grade Enroll.	Grade 6- 115	Grade 7- 115	Grade 8- 106	Grade 9- 110	Grade 10- 110	Grade 11- 110	Grade 12- 110
ELA-Reading	1.0 FTE	1.0 FTE	1.0 FTE				
ELA- Writing	1.0 FTE	1.0 FTE	1.0 FTE	1.0 FTE	1.0 FTE	1.0 FTE	1.0 FTE
Mathematics	1.0 FTE	1.0 FTE	1.0 FTE	1.0 FTE	1.0 FTE	1.0 FTE	1.0 FTE
Science	1.0 FTE	1.0 FTE	1.0 FTE	1.0 FTE	1.0 FTE	1.0 FTE	1.0 FTE
Social Studies	1.0 FTE	1.0 FTE	1.0 FTE	1.0 FTE	1.0 FTE	1.0 FTE	1.0 FTE
World Languages				1.0 FTE	1.0 FTE	1.0 FTE	1.0 FTE
Special Education	1.0 FTE						
Exploratories- Electives	2.0 FTE (1.0 FTE and 2 at 0.5 FTE)			2.5 FTE (1.0 FTE and 2 at 0.75 FTE)		3.0 FTE	
Physical Education	0.5 FTE			0.75 FTE		1.0 FTE	
Admin Assist	.75 FTE				1.0 FTE		
Principal	1.0 FTE						
Custodial	4.0 FTE				5.0 FTE	6.0 FTE	7.0 FTE
Office Manager- FSF and PHRST	1.0 FTE						
Clerical	1.0 FTE	1.5 FTE		2.0 FTE			
Counselor				.5 FTE	1.0 FTE		
Nurse	1.0 FTE				0.5 FTE		
Assistant Principal						1.0 FTE	

STAFF POSITION DESCRIPTIONS:

SCHOOL PRINCIPAL

JOB CODE: P89138

Primary Role and Responsibilities

The person hired for this position will be responsible for the administration and management. This individual will oversee the instructional program, oversee school operations, and select and evaluate personnel. He or she will demonstrate leadership to ensure high standards of instruction, compliance with all State and federal policies, full implementation of the charter, fidelity to the Expeditionary Learning

and International Baccalaureate Diploma Programme models, and success of the instructional programs and school operations.

Qualifications

- Demonstrated successful leadership in a senior administrative position in a public or non-public school
- Demonstrated leadership in working with professional staff, students, and the community
- Knowledge of and agreement with the academic goals and philosophy of the Expeditionary Learning and International Baccalaureate Diploma Programme models
- Commitment to accountability for all aspects of school's charter and school operations
- Exceptional organizational, communication, public relations, and interpersonal skills
- Demonstrated successful teaching experience
- Demonstrated ability to lead and facilitate teamwork
- Demonstrated success in encouraging and engaging parental involvement
- Comprehensive understanding of the Expeditionary Learning and International Baccalaureate Diploma Programme models curriculum and instructional approaches
- Skilled in the use of the internet, email, and Microsoft Office (e.g. Word, Excel, PowerPoint, and Outlook).

Essential Duties and Responsibilities

Instruction

- Maintain fidelity with philosophy and model for both Expeditionary Learning and International Baccalaureate Diploma Programme
- Ensure implementation of the charter's curriculum, instructional program and strategies
- Review and analyze instructional performance data
- Design and implement early intervention strategies for improved performance, as needed
- Oversee implementation of professional development plan
- Observe, support and evaluate staff regularly
- Implement pre-defined parent engagement strategies that support student performance

Operations

- Establish a strong school culture based on the vision, mission, and philosophy of the school and its selected academic program
- Market and manage student recruitment, the application process and student enrollment
- Regularly monitor all aspects of school operations
- Ensure compliance with all state and federal regulations
- Prepare and submit formal reports to the school's Board of Directors and charter authorizer
- Ensure proper budgeting, accounting, auditing, and financial planning
- Establish and support a Citizen's Budget Oversight Committee
- Create and maintain a safe, secure and orderly environment
- Work in conjunction with the school's Board to support the management of the school's non-profit organization
- Create and oversee a plan to actualize the school's goals and mission
- Work with the school's Board to support fundraising activities

Personnel

- Recruit and lead the selection process for all personnel
- Supervise, train, support and develop staff
- Make recommendations to the school's Board on all hiring and termination actions and oversee those processes and documentation
- Promote teamwork and collaboration among all staff members

Requirements

- Master's degree or higher
- Administrative certification
- At least 3 years teaching experience (preferably 3 years as assistant principal or principal in a private, parochial, public or charter school in addition to teaching experience is preferred)
- Ability to lift up to 50 pounds
- Ability to hear within normal range, with or without amplification
- Ability to speak for extended periods to convey information or detailed instructions in a calm, efficient manner
- Ability to participate in activities that may include standing, sitting, walking, and to perform work requiring visual acuity
- Ability to prioritize and effectively manage competing tasks and responsibilities
- Ability to sustain a calm, reasonable approach, and communicate effectively in stressful or problematic situations
- Ability to read, follow written and verbal instructions, to communicate clearly verbally and in writing

ASSISTANT PRINCIPAL

JOB CODE: P51166

Primary Role and Responsibilities

The person hired for this position will share responsibility with the Director for the administration and management. This individual will assist in overseeing the instructional program, school operations, and select and evaluate personnel. He or she will demonstrate leadership to ensure high standards of instruction, compliance with all State and federal policies, full implementation of the charter, fidelity to the Expeditionary Learning and International Baccalaureate Diploma Programme models, and success of the instructional programs and school operations.

Qualifications

- Demonstrated successful leadership in an administrative position in a public or non-public school
- Demonstrated leadership in working with professional staff, students, and the community
- Knowledge of and agreement with the academic goals and philosophy of the Expeditionary Learning and International Baccalaureate Diploma Programme models
- Exceptional organizational, communication, public relations, and interpersonal skills
- Demonstrated successful teaching experience
- Demonstrated ability to lead and facilitate teamwork
- Demonstrated success in encouraging and engaging parental involvement
- Comprehensive understanding of the Expeditionary Learning and International Baccalaureate Diploma Programme models curriculum and instructional approaches
- Skilled in the use of the internet, email, and Microsoft Office (e.g. Word, Excel, PowerPoint, and Outlook).

Essential Duties and Responsibilities

Instruction

- Maintain fidelity with philosophy and model for both Expeditionary Learning and International Baccalaureate Diploma Programme

- Ensure implementation with the Director of the charter’s curriculum, instructional program and strategies
- Review and analyze instructional performance data
- Design and implement early intervention strategies for improved performance, as needed
- Oversee implementation of professional development plan
- Observe, support and evaluate staff regularly
- Implement pre-defined parent engagement strategies that support student performance

Personnel

- Recruit and assist with the selection process for all personnel
- Supervise, train, support and develop staff
- Promote teamwork and collaboration among all staff members

Requirements

- Master’s degree or higher
- Administrative certification
- At least 3 years teaching experience
- Ability to lift up to 50 pounds
- Ability to hear within normal range, with or without amplification
- Ability to speak for extended periods to convey information or detailed instructions in a calm, efficient manner
- Ability to participate in activities that may include standing, sitting, walking, and to perform work requiring visual acuity
- Ability to prioritize and effectively manage competing tasks and responsibilities
- Ability to sustain a calm, reasonable approach, and communicate effectively in stressful or problematic situations
- Ability to read, follow written and verbal instructions, to communicate clearly verbally and in writing

OPERATIONS MANAGER

JOB CODE: P75081

Primary Roles and Responsibilities

This position is responsible for supporting the school principal in managing all aspects of school operations. This work includes budget and finance, information technology support, human resource management, child nutrition management, and facilities. This position will report to the school principal.

Qualifications

- Demonstrated success in monitoring budgets of \$5 million.
- Demonstrated success in managing contracts of up to \$500,000.
- Experience working in education organizations
- Experience with staffing processes and general human resource procedures.
- Operations and facilities management experience.
- Knowledge of financial modeling and cost analysis techniques.
- Experience in managing and enforcing service level agreements and contracts for outsourced services.
- Demonstrated persistence in overcoming and removing obstacles to goal achievement.
- Implemented and monitored relevant work procedures in line with defined standards.
- Ability to work collaboratively

- Holds employees/colleagues accountable for achieving results and publically acknowledges effective performance.
- Ability to successfully multitask
- Demonstrated good judgment; approachable and professional; solid problem solving skills; self-motivated; well organized.

Essential Duties and Responsibilities

- Responsible for site-level procurement of supplies, materials, equipment, and inventory management.
- Manager for transportation, foodservices, facilities maintenance, security and other third party service contracts, ensuring ongoing monitoring and implementation of contracts.
- Manage all aspects of free and reduced lunch program/process, including managing the entire application process.
- Responsible for technology implementation (planning, procurement, and training).
- Oversee enrollment at school site and, as required, lead the September 30th unit count process by working with the school leader.
- Work with administrative assistant to maintain integrity and accuracy of student records, including maintenance and tracking of attendance and retention.
- Prepare reports for DDOE, Board, and Citizens Budget Oversight Committee
- Respond to and resolve routine internal and external inquiries with parents, employees and school organizations.
- Responsible for budget development
- Prepare monthly financial reports for board approval and posting on the school website
- Coordinate all federal, state, and local grant applications and reporting.
- Prepare drawdown requests for state funds.
- Manage and reconcile school's petty cash funds.
- Provide financial oversight, including invoice approval
- Manage accounts payable and payroll processes.
- Oversee yearend audits as well as any site audits from state or federal agencies
- Manage day-to-day activities of designated non-instructional staff.
- Cooperate with School Principal to implement policies and procedures at school (e.g., compensation, vacation/sick days; recruitment screening, background checks, etc.).
- Oversee the processing of all new hire paperwork.
- Maintain personnel files for all employees.
- Lead orientation for new hires.
- Lead annual performance reviews for non---instructional staff.

Requirements

- Bachelor's Degree in Business, Accounting, or Finance.
- Ability to lift up to 50 pounds
- Ability to hear within normal range, with or without amplification
- Ability to prioritize and effectively manage competing tasks and responsibilities
- Ability to sustain a calm, reasonable approach, and communicate effectively in stressful or problematic situations
- Ability to read, follow written and verbal instructions, to communicate clearly verbally and in writing.
- Strong skills with Microsoft applications required; strong skills with PeopleSoft desired
- Working knowledge of State of Delaware financial regulations for public education
- Working knowledge of state and federal regulations including, but not limited to: FLSA, FMLA, HIPPA, and FERPA

TEACHERS:

JOB CODE: P50500 Secondary ELA English;
JOB CODE: P50605 Secondary Spanish;
JOB CODE: P50801 Secondary Health & Physical Education;
JOB CODE: P51100 Secondary Math;
JOB CODE: P51301 Secondary Science;
JOB CODE: P51500 Secondary Social Studies;
JOB CODE: P52000 Drivers' Education
JOB CODE: P61800 Secondary Special Education

Primary Role and Responsibilities:

Teachers are responsible for implementing the curriculum and instructional program, coordinating with other staff, keeping accurate and concise records, adjusting teaching strategies to meet the needs of all students, and using professional judgment to provide the best possible instruction and remediation so as to optimize student success in meeting high standards.

Qualifications:

- Possess a Delaware state teaching certification in age-appropriate levels for assigned instruction responsibilities
- Prefer 2 – 6 years teaching experience in a middle or high school
- Bachelor's Degree or higher
- Excellent verbal and written communication skills
- Excellent organizational and interpersonal skills
- Understanding of curriculum and methods of instruction
- Experience in test evaluation and measurements of achievement
- Track record of success with diverse children, including those with special needs
- Knowledge and proven ability in positive behavior management
- Ability to work well with parents
- Ability to work effectively as a team member
- Ability to network in the community
- Skilled in the use of the internet, email, and Microsoft Office (e.g. Word, Excel, PowerPoint, and Outlook).
- Capable of interpreting policy, procedures, and data
- Willingness to be held accountable for student results

Essential Duties and Responsibilities:

This list is intended to be illustrative rather than complete, and serves to show major duties and responsibilities of an advisor. It does not express or imply that these are the only duties to be performed by the person in this position. The employee will be required to perform any other duties as deemed appropriate by the directors.

- Provide direct instruction and academic support to support students' project work
- Conduct long and short-term planning to address the individual needs of students
- Develop lesson plans that ensure the attainment of state learning standards and the additional specific grade-by-grade learning standards set forth in the charter
- Co-plan and co-teach with other teachers to reinforce student knowledge
- Prepare students adequately for all required assessments and exhibitions
- Evaluate students' progress and prepare student achievement reports for parents as required
- Provide an inviting, exciting, innovative, learning environment
- Engage in effective and appropriate classroom management
- Work collaboratively with other staff

- Maintain professional competence through participation in professional development activities
- Attend meetings and other activities, as determined by the directors

Physical and Mental Requirements:

- Ability to lift up to 50 pounds
- Ability to hear within normal range with, or without, amplification
- Ability to communicate effectively with students, parents, internship mentors, and general public
- Ability to participate in activities that may include standing, sitting, walking; and perform work requiring visual acuity
- Ability to prioritize and effectively manage competing tasks and responsibilities
- Ability to sustain a calm, reasonable approach and communicate effectively in stressful or problematic situations
- Ability to read, follow written and verbal instructions, and communicate clearly, verbally and in writing

NURSE

JOB CODE: P95723

Primary Role and Responsibilities:

The school nurse provides health care to the school community and leadership for the provision of health services. The school nurse provides screening and referral for health conditions, while serving as a resource person to the school and the community on health education including, but not limited to, physical, emotional, personal and social, and consumer health and safety. The school nurse promotes a healthy school environment.

Qualifications:

- Must be a Registered Nurse currently licensed to practice in Delaware
- Bachelor of Science in Nursing (BSN) preferred
- At least 3 years supervised clinical experience
- Experience as school nurse or willingness to participate in training on school procedures (e.g., Induction Cluster Training offered at University of Delaware)
- Certified in CPR
- Experience with age appropriate students for the assigned school setting
- Excellent verbal and written communication skills
- Excellent organizational and record-keeping skills
- Demonstrated ability to communicate and work effectively with parents and staff
- Ability to adapt to differences and changes in characteristics of students, programs, leadership, staff, and community
- Skilled in the use of the internet, email and Microsoft Office (e.g. Word, Excel, PowerPoint, and Outlook)
- Commitment to work effectively as a team member
- Capable of interpreting policy, procedures, and data
- Ability to work in an independent health care setting
- Willingness to keep up-to-date with current school nursing practice

Responsibilities:

- Care of the sick and injured in keeping with school policy
- Maintain accurate, up-to-date health records while protecting privacy of student records
- Appraise and identify the health needs of students through school screenings such as vision,

- hearing, postural/gait, tuberculin testing and physical examinations
- Encourage the correction of remedial conditions by working with parents/guardians, advisors and community agencies
- Work with administrators, advisors, and other school personnel to modify the school environment and curriculum as needed for children with health concerns
- Recommend changes to school practices to promote health and remove safety hazards
- Provide health counseling to students, parents/guardians and school personnel, keeping in mind the limitations as well as abilities
- Present health education, both informally and formally, as requested
- Advise school principal on compliance issues for health and safety
- Serve as a liaison among school personnel, families and health care providers
- Comply with Department of Education regulations relative to health and safety in charter schools
- Ability to exercise tact, discretion and confidentiality

Physical and Mental Requirements:

- Ability to lift up to 50 pounds
- Ability to hear within normal range, with or without amplification
- Ability to speak for extended periods to convey information or detailed instructions in a calm, efficient manner
- Ability to participate in activities that may include standing, sitting, walking, and to perform work requiring visual acuity
- Must possess the ability to prioritize and effectively manage competing tasks and responsibilities
- Must sustain calm, reasonable approach and communicate effectively in stressful or problematic situations
- Must be able to read, follow written and verbal instructions, to communicate clearly verbally and in writing

OFFICE ADMINISTRATOR (Clerical)

JOB CODE: P73051

Primary Role and Responsibilities:

The person hired for this position will be responsible for the administrative and organizational aspects of the school. This individual will be responsible for the reception of visitors and information, organization and filing of records, processing of enrollment information, inventory and ordering of office supplies, assistance to the principal, the board, and faculty for scheduling and correspondence, coordination of service providers for maintenance and cleaning and support of school events as needed.

Qualifications:

- Excellent organizational skills
- Successful experience in office management, preferably in a school setting
- Excellent interpersonal and communications skills
- High School diploma with business training a minimum; college degree preferred
- Ability to handle multiple tasks effectively and work under pressure
- Proficient in Microsoft Office (e.g. Word, Excel, PowerPoint, and Outlook)
- Ability to exercise tact, discretion and confidentiality

Responsibilities:

- Assist principal and faculty with scheduling and appointments
- Assist principal and faculty with correspondence

- Be responsive to clerical requests from the board
- All reception duties including phone calls, greeting visitors, etc.
- Receive and distribute mail, email and faxes
- Ensure office equipment is well-maintained
- Organize, order and inventory office supplies
- Process and organize enrollment information
- File student records as requested by principal and faculty
- Coordinate service providers for maintenance, cleaning, etc.
- Provide support to school events as requested
- Maintain a friendly, positive attitude with staff, students and families
- Orders instructional supplies and materials and distributes orders upon receipt
- Perform other related duties as assigned.

Physical/Mental Requirements:

- Able to lift up to 50 pounds
- Able to hear within normal range, with or without amplification
- Able to speak for extended periods to convey information or detailed instructions in a calm, efficient manner
- Able to participate in activities that may include standing, sitting, walking, and to perform work requiring visual acuity
- Possess ability to prioritize and effectively manage competing tasks and responsibilities
- Sustain calm, reasonable approach and communicate effectively in stressful situations
- Must be able to read, follow written and verbal instructions, and communicate clearly verbally and in writing

CUSTODIAL

JOB CODE: P51176

Primary Role and Responsibilities:

Develops and implements custodial services which will provide a clean, comfortable, healthy, safe and attractive building for students, staff and visitors.

Qualifications:

- Physical ability to perform essential functions listed below
- Neat and clean appearance
- Able to get along with adults and students
- Good moral character, honest, dependable and courteous
- Able to follow instructions and must have quality of inquiring before taking action on items with which one is not familiar
- Able to read and write
- Possess a Class D driver's license

Essential Duties and Responsibilities:

- Cleaning: scrub, wax, buff, sweep or clean floors, walls, blinds, furniture, lavatories, classrooms, offices, hallways, common areas, locker rooms, lockers, shelves, fixtures and glass surfaces
- Empties and cleans wastebaskets and garbage containers; transports trash to disposal areas
- Maintain and do minor repair on furniture
- Perform the following duties in cafeteria area:
 - Clean kitchen and cafeteria floors

- Remove filters in hoods for cleaning
- Cleaning of range hood
- Clean bathroom/locker room
- Clean hand washing sink(s)
- Clean grease trap as necessary
- Deliver government surplus supplies and frozen food cases to storage areas
- Empty trash in kitchen and cafeteria areas
- Mop up spills in cafeteria areas during lunch periods
- Perform minor maintenance repairs to building facilities including replacement of small window glass
- Assist in snow removal
- Other related duties as assigned

Physical/Mental Requirements:

- Able to lift up to 50 pounds
- Able to hear within normal range, with or without amplification
- Able to participate in activities that may include standing, sitting, walking, bending, reaching overhead and to perform work requiring visual acuity
- Possess ability to prioritize and effectively manage competing tasks and responsibilities
- Sustain calm, reasonable approach and communicate effectively in stressful situations
- Must be able to read, follow written and verbal instructions, and communicate clearly verbally and in writing

GUIDANCE COUNSELOR

JOB CODE: P55619

Primary Role and Responsibilities:

- Responsible for middle school scheduling
- Provides direct support service to individual students, small groups, and classrooms.
- Completes assessments, referrals, and counseling with students and families.
- Oversees implementation of XX Schools program. Consults with other professional staff and outside agencies and other organizations.
- Completes home visits and assessments.
- Develops and maintains family outreach programs and community partnerships.
- Serves as a member of the family support team and other school based teams.
- Completes written reports as needed or as requested by Principal.
- Other duties as assigned
- Provide direct service to students in the classroom at least once per week.
- Completes reports as required by Federal, State and local agencies.
- Conduct professional development workshop on identifying at-risk students.
- Interview students and families.
- Make oral presentations of assessments, diagnostics, home visits, and observations.

Qualifications:

- Masters degree (preferred) in field of social services, including certification in middle school counseling
- Experience providing the service required by this position.
- Provides support services to students, staff, and parents.
- Support services include referrals, counseling, assessment, diagnostics, and report writing. This work takes place at the school site, in other public buildings, and in private residences.

- Additional responsibilities include student rosters/scheduling, maintaining individual student Education Plans, etc. This is a twelve (12) month position.
- b. **List all positions NOT employed by the board of directors. Where there is intent to hold a contract, provide a contract or template of intended contractual relationships. (Renewal/Modifications – provide original documentation and any changes)**

At the present time, there are no contracted personnel for the school. However, the school does contract for bus services, psychological services and other related services. In the future, with the addition of the high school, it is anticipated that additional contract services for Computer Support and Driver's Education will be added.

- c. **Identify the amount and source of funds that will be needed to acquire (purchase or lease) the facilities and ready them for school opening. Describe the plan for obtaining these funds. Describe the financial plan for facilities to accommodate all the students for the total enrollment for the initial four years of the charter. Indicate whether the site will be purchased or leased. Identify the date by which the school's board of directors will have direct control of the site either through a signed lease agreement or a signed purchase agreement. (Renewal/Modifications – provide original documentation and any changes)**

At the current time, Sussex Academy of Arts & Sciences leases the facility for grades 6-8 from Sussex Academy of Arts & Sciences, Inc.

The Sussex Preparatory Academy Executive Committee, along with the Sussex Preparatory Academy Site Selection and Construction Committees, evaluated two main options for the new high school facility. They were (1) purchase of an existing building to be repurposed and (2) construction of a new facility on land adjacent to or near the existing Sussex Academy of Arts & Sciences location for Sussex Preparatory Academy. Several existing commercial buildings and two existing schools were evaluated for their suitability to serve as a high school. This search resulted in the selection of one existing facility, the Cheer Center, at Sandhill Road and Route 9 in Georgetown for renovation. At an estimated \$10,172,150, the total cost for land acquisition, renovation, and future expansion costs to accommodate the high school's needs at the Sandhill Road location would be approximately the same as the cost of constructing a new building at the existing site (\$10.2 million). An itemized cost estimate for each option was included in Budget and Revenue as the Site Option Comparison was submitted with the charter modification. Appendix M. The Site Selection and Construction Committees consulted with EDiS, the dominant construction management firm for school construction in Delaware, when putting together preliminary budgets for each option.

In the option of construction on the land adjacent to the current Sussex Academy of Arts & Sciences location, the Foundation that owns the property has indicated that it is amenable to the construction of Sussex Preparatory Academy on the available remaining property at no additional cost to the Sussex Preparatory Academy Foundation, Inc. or to Sussex Preparatory Academy. In this scenario, the Sussex Preparatory Academy Foundation, Inc. would likely lease the ground for Sussex Preparatory Academy from the existing Sussex Academy of Arts & Sciences Foundation and pay for the construction of the school on the leased grounds. The Sussex Preparatory Academy Foundation would then lease the building to Sussex Preparatory Academy at the annual cost listed within the budgets contained herein. The current estimated cost of construction of the new school is \$10.2 million. During the first year of operations, temporary modular school buildings would be used to accommodate the ninth while the permanent high school is under construction. The Foundation has spoken with and received estimates from multiple modular classroom providers, including William Scotsman and Wilmont, and is encouraged by both the quality of the temporary buildings and the reasonable cost. The cost of leasing

the temporary classrooms is included in the budget numbers submitted in Line 34 for Rent. Details are still being ironed out with the current Sussex Academy of Arts & Sciences Foundation.

The Sussex Preparatory Foundation officers reviewed the case of the Cheer Center option, It considered the purchase of the facility from the existing owners and pay for all renovations and additions necessary and then lease the building back to Sussex Preparatory Academy. At approximately 26,000 square feet, the existing structure was of sufficient in size to accommodate Sussex Preparatory Academy for its first two years of operation. To accommodate all four grades of the high school, additions would have to be made to the building. After careful consideration, it was determined that building a new facility was the best option. This is mentioned here because the plan was explained in the Charter Modification and is now considered not the best option.

The Sussex Preparatory Academy Executive Committee, in conjunction with the Sussex Preparatory Academy Foundation, has developed a detailed plan to raise the necessary funds for either scenario. The Sussex Preparatory Academy Foundation plans to raise 100% of the facilities construction cost. The monies will be raised by two separate, 24-month-long campaigns. The first-phase capital campaign will raise \$6.1 million. The Sussex Preparatory Academy Foundation will supplement the \$4.1 million gap in facilities construction cost with loans from a bank and from the USDA Rural Development Department. This represents an acceptable debt-to-total capitalization ratio of 39%, and the debt will be fully serviced by the annual lease payment of \$325,000 identified in the budget. The second-phase capital campaign will begin after the facility is open and will raise \$4.1million to repay the lenders in full. The detailed Sussex Preparatory Academy Fundraising Plan is included in Appendix Q. The Sussex Preparatory Academy Campaign Plan reflects the higher cost estimate of \$10,407,075. The Executive Committee accomplished the following:

- Established the Sussex Preparatory Academy, Inc. non-profit corporation, to oversee fundraising for the construction of Sussex Preparatory Academy. The Certificate of Incorporation can be found in the Fundraising section, Appendix Q.
- Form 1023 has been completed with the assistance of Ray Book & Associates, CPA, and was submitted to the IRS as application for 501(c)3 status in early January, 2012.
- Raised \$165,000 to cover the estimated \$150,000 of soft costs for the application submission/approval process through May of 2012 and secured pledges of an additional \$175,000 if needed for near-term soft costs
- Contracted with Horizon Philanthropic of Lewes, Delaware to develop the Sussex Preparatory Academy Campaign Plan and manage the capital campaign for the school's construction
- The Longwood Foundation, Welfare, and Rodel Foundations have provided strong encouragement to and support for our expansion and fundraising plans. Formal requests are being submitted.
- Contracted a Project Manager to ensure continuity between the various groups working on the expansion.

As the Sussex Academy of Arts & Sciences Development Committee consulted with the Delaware foundations, the Development Committee determined that Sussex Academy of Arts & Sciences could serve more students (10 per year or 40 over 4 years), lower the student/building cost ratio, and remain within the 5% charter school allowance for enrollment. Therefore, the enrollment numbers throughout the Charter Renewal reflect that decision. *

With the approval of the Charter Modification, all decisions for operation of the high school are the responsibility of the Executive Board of Sussex Academy of Arts & Sciences. The Executive Board has

* See paragraph above and page 5.

assimilated many of the Sussex Preparatory Academy group into the Board and standing committees of the Board. Both the Executive Board and the Sussex Preparatory Foundation, Inc. will work collaboratively on the high school project as it evolves.

- d. **Identify who will own the school facilities. In the event that the school closes or (if applicable) the management agreement with any contractor terminates, describe what will become of the facilities and any debt owed on those facilities. (Renewal/Modifications – provide original documentation and any changes)**

Sussex Academy of Arts & Sciences leases a 30 thousand square foot facility from Sussex Academy of Arts & Sciences, Inc., a nonprofit corporation, for the existing middle school. The middle school has 19 classrooms, a large meeting space, a multipurpose room, and an office suite. It is located at 21777 Sussex Pines Road, Georgetown, Delaware 19947.

Should the middle school close, Sussex Academy of Arts & Sciences, Inc. is responsible for the facility and any debt owed on the facility. Monies for the initial construction of the site were supplied by various foundation grants, including grants from the Longwood Foundation, the Crystal Fund, the Laffey/McHugh Foundation, and the Welfare Fund, and were supplemental by loans from the USDA Rural Development Department and the Delaware National Bank.

Sussex Academy of Arts & Sciences will acquire or lease a separate facility from Sussex Preparatory Academy Foundation, Inc. for the high school. Sussex Preparatory Academy Foundation, Inc. was incorporated on November 7, 2011 and has received notice that 501(c)3 status has been approved. The Certificate of Incorporation is included in the Fundraising section, Appendix Q. It is anticipated that the high school will either be on the present grounds of Sussex Academy or at another site to be determined. If the high school is located at a different site, it will be in close proximity to the current school so that there are opportunities for shared services and continuities for students and parents.

Should the high school close, Sussex Preparatory Academy Foundation, Inc. will be responsible for the facility and any debt owed on the facility. Monies for the initial construction or renovation of the high school facility will be provided by the aforementioned foundations, individual donations, and corporate donations. The Sussex Preparatory Academy Foundation, Inc. plans to raise 100% of the facilities construction costs. See Appendix Q for the Fundraising Plan. Should it be required, the Foundation will supplement any gap in facility cost with a bank loan.

- e. **List each contract necessary for the school to open and the specific dates on which those contracts will be finalized and signed. Contracts may include: equipment, bus and food services, related services such as speech therapy or occupational therapy for special education, financial operations, leases of real and personal property, the purchase of real property, the construction and/or renovation to real property, and insurance. THESE CONTRACT AMOUNTS MUST ALSO BE ITEMIZED IN THE BUDGET SHEETS. (Renewal/Modifications – provide original documentation and any changes)**

Annual Contracts	Purpose	Date	Terms of Agreement	Length of Contracts	Amount of Contract Annually
Dutton Bus Services	Student transport	No later than 6/30	Paid in equal amounts over 10 months	1 year	36,500
A L Mears Inc	Student transport	No later than 6/30	Paid in equal amounts over 10 months	1 year	35,500

Xerox	Lease on copiers		Paid in equal amounts over 12 months	5 years	894.74
Sussex Academy of Arts & Sciences, Inc.	Lease on facility	No later than 6/30	Paid in equal amounts over 12 months	1 year	235,500
Innovative Schools	Business support	No later than 6/30	Paid in equal amounts over 12 months	1 year	Varies
Pepper Lawn Company	Grounds keeping	No later than 4/30	Paid upon completion of services	1 year	250.00/ week 375.00/ week
Laurel School District	Food services	No later than 6/30	Paid monthly based on number of lunches provided/served	1 year	Varies monthly
Haggerty & Haggerty	Financial auditing	No later than 6/30	Paid upon completion of services	3 years	Varies
L & W- Utica Insurance	Insurance	No later than 10/31	Paid quarterly	1 year	---
STN ALERT NOW	Parental Communication	No later than 6/10	Paid yearly	3 years	828.85

- f. List all start-up costs projected for the twelve-month period prior to school opening. List the source(s) of funds to cover these costs and include details on amounts provided by each source. (Renewals/Modifications – Not Applicable)**

Sussex Academy of Arts & Sciences is completing a Charter Renewal application. Therefore, this is not applicable.

- g. List other intended sources of revenue in addition to the state and local funds. Should loans be included, list the source and terms of the intended loan(s) as well as projected payment schedules for the life of the loan. Should fundraising be included, explain activities in detail to also include collection and deposit methods. Describe the process by which funds will be deposited into the school’s state account. If a state account is not used, describe where the funds will be deposited to ensure that all school funds are available for audit by the State Auditor’s Office upon request. (Renewal/Modifications – provide original documentation and any changes)**

Essentially, the school’s sources of revenue are state, local, and federal funds. The school collects an activity fee that is used for fieldwork, portfolios, clubs, science fair, and after-school activities. Those funds are placed in an activity account and dispersed throughout the year for student activities. From time to time, teachers may write or receive small grants for special activities. These funds are placed in the FSF system and used for the activities designated by the special grant. Sussex Academy has no outstanding loans. For school year ending FY’12 the ending balance on June 30, 2012 was \$1,510,461.31.

The high school expansion funding sources of revenue will also consist mostly of state, local and federal funds. See Budget and Revenue, Appendix M for additional information. As indicated in Section 8d, the Sussex Preparatory Academy Foundation, Inc. will be raising funds for the initial construction, or purchase and renovation, of the high school facility. The detailed Fundraising Plan for the Sussex Preparatory Academy Foundation can be found in the Fundraising section Appendix Q.

The collection and deposit methods for the Sussex Preparatory Foundation, Inc. are as follows:

- A pass-through account has been set up with the Delaware Community Foundation (DCF) to receive, acknowledge, maintain and distribute funds.
 - Each donation will be sent directly to DCF.
 - An acknowledgement for tax purposes will then be sent to the donor and a record of the donation and any associated requirements made.
 - The Sussex Preparatory Academy Founding board will receive weekly updates as to funds received.
 - Distributions for capital and operating purposes will be made directly to the providers at the written request of the Sussex Preparatory Academy Board, signed by one of the co-chairs, and DCF will provide whatever information is required for a state audit, upon request.
 - The Executive Board has authorized that the current Executive Board Vice-President and the Chair of the Development Committee review accounts held for the purpose of the high school construction and report this to the Executive Board on a monthly basis. In addition, these reports will be submitted to the DDOE.
- h. Describe the school's intended contingency finance plan if enrollment falls below the projections as presented in this application. Include details of cost determination. List the minimum number of students the school can enroll each year to remain economically viable. (Renewals/Modifications – Update this section to make it current)**

Assuming comparable spending and revenue patterns, Sussex Academy of Arts & Sciences would need an enrollment of at least 421 students (335 in grades 6 to 8 and 86 in grade 9) in SY14, 518 (183 in grades 9 & 10) in SY15, 615 (280 in grade 9, 10, & 11) in SY16, and 712 (377 in grades 9 through 12) thereafter for financial viability. These numbers have been determined based on the current year's surplus of 3.3% of the approved budget. The projected enrollment for each of the next 4 school years (435, 535, 635, and 735 respectively) was then multiplied by 96.7% to determine the minimum number of students needed. If the school is not able to recruit the minimum number of students for the 9th grade in SY14 as identified above, then it will not expand to grades 9 through 12 at that time.

9. Administrative and Financial Operations

- a. Provide the plan for managing the financial operations of the school in accordance with the State Budget and Accounting Manual and Title 29, Chapter 69 (in the areas of accounting, payroll, purchasing, compensation, retirement, and benefits management). Specify which individuals will have direct responsibility in each of these operations to also include internal controls for budgeting and financial management.**

The Office Manager and Director of Finance and Operations have the responsibility for accounting, payroll, purchasing, compensation, retirement, and benefits management. These services are processed through the First State Financial (FSF) System, Payroll Human Resource Statewide Technology (PHRST), and Delaware Educator Data System (DEEDS) applications.

The Office Manager and the Director of Finance and Operations act as the school's business managers, bearing sole responsibility for approving all financial transactions in FSF and supporting the managing of personnel records in PHRST. Additionally, while the Office Manager enters data related to time and labor in PHRST for purposes of payroll, the Director of Finance and Operations reviews this data and approves payroll on a biweekly basis. Both have been extensively trained in PHRST, FSF, and DEEDS. While the Office manager does most of the direct work to ensure that these tasks are carried out, there is oversight from the Director of Finance and Operations and from the Citizens Budget Oversight Committee, which meets quarterly to review the revenue and expense data of the school. Sussex Academy of Arts & Sciences also contracts with Innovative Schools, a non-profit public school support

organization, to review the monthly financial reports developed by the Director of Finance and Operations, and with Haggerty & Haggerty to conduct an annual financial audit. See this contract in Contracts and Leases, Appendix N.

- b. Describe the roles and responsibilities of the board of directors including how the board of directors will ensure oversight of the school. The board is ultimately responsible for the administrative and financial operations of the school. (Renewal/Modifications – provide original documentation and any changes)**

At this time, Board membership years run from July through June, with Board members serving three-year terms. The Board meets monthly during the school year. Dates for the meetings are posted on the Sussex Academy of Arts & Sciences website and are included in the comprehensive school calendar that is sent to each student's home during the summer and included in the student planner. Meetings are held at the school at 3:00 p.m. on the appointed dates. Agendas are posted on the main access door of the school prior to each meeting and are also available at the meetings in paper form. All general sessions are open to the public. After each meeting, all approved minutes and financial reports are disseminated to the Executive Board and made available to the community via the website. Should a community member request a paper copy, these will be made available at the Board approved rate per page.

The responsibilities of the Executive Board include the following (as taken from Section 201 of the Policy Manual of Sussex Academy of Arts & Sciences):

- Formulating and interpreting policy
- Making decisions related to educational and support programs
- Making decisions related to site acquisition and construction of school facilities
- Communicating with the public
- Communicating with the State Department of Education and other appropriate agencies
- Employing staff, consultants and other services as may be appropriate
- Making decisions regarding charter modification
- Making decisions regarding school expansion, which may include appointing persons with founders' preference

- c. Describe the internal form of management to be implemented at the school, including any plans to contract with an outside group to manage any portion of the educational, administrative, and/or financial operations of the school. (Renewal/Modifications – provide original documentation and any changes)**

The Executive Board employs two directors for the purpose of managing the school. One is in charge of Curriculum and Instruction. The other is in charge of Finance and Operations. Both have extensive pin instruction, curriculum, and finance. One director has been with the school for ten years, the other for twelve years. One director teaches part time. The school is managed by these two directors, and neither manages any other school(s).

- d. Describe how teachers and parents will be involved in decision-making at the school. Provide details and not just a restatement of the question indicating that teachers and parents will be involved. (Renewal/Modifications – provide original documentation and any changes)**

The staff is highly involved in decision-making at Sussex Academy of Arts & Sciences. That involvement is accomplished through various methods. First, there is always a teacher selected by the teaching staff serving on the Executive Board, with a term length of three years. Second, the school is broken into four grade-level teams (Phoenix, Everest, Fusion, and Explorers), and each team has a teacher serving as a team leader who is responsible for running team meetings, at which decisions are made

regarding any team operation. The team leaders meet with the Directors monthly. Third, the school has an Instructional Leadership Team (ILT) whose responsibility it is to stay abreast of curriculum, instruction, and assessments. Like the Team Leaders, the ILT meets monthly with the directors. Further, the directors meet with the staff on a periodic basis as well. The directors believe that Sussex Academy of Arts & Sciences has a very active shared decision-making process that is ongoing and working well.

Parents are involved in numerous and various ways. The Executive Board is comprised largely of members of the parent community. Because of the community and parent support demonstrated with the Charter Modification, the Executive Board has encouraged those persons to consider application to the Executive Board as an appointed Board member and/or membership on one of the various Standing Committees of the Executive Board. Additionally, the school has a very active Parent Teacher Organization (PTO) and Sports Boosters organization, both of which meet monthly. Together, these organizations work very hard to be involved with the school, particularly during student recruitment and orientation, presenting the school to visitors, and portfolio reviews. A PTO liaison routinely attends the school board meetings and discusses mutual ideas. Sports Boosters is the group responsible for funding and operating the interscholastic athletic program, including hiring and remunerating coaches. Further, numerous parents sponsor clubs and assist the students in field-work. Community members are an integral part of all Expeditions.

- e. List the criteria and timeline to be used in the hiring of teachers, administrators, and other school staff. (Renewal/Modifications – provide original documentation and any changes)**

The school uses appropriate timelines for hiring all staff. As vacancies exist, the school posts openings. The school uses an interview process in which the Directors and Team Leaders interview candidates. Sussex Academy of Arts & Sciences strives to employ highly qualified teachers. On a yearly basis, the board agrees to the terms of each employee's status after reviewing the financial status, impending legislation, and school and staff performance. See Employee Handbook, Appendix O.

- f. Describe how the school will recruit Delaware certified teachers. If the school hires any non-certified teachers describe how the school will meet the teacher certification requirements of the Delaware charter law. Describe the procedures that will be used to ensure that any non-certified teachers that are hired are participating in an alternative certification program, if available. (Renewal/Modifications – provide original documentation and any changes)**

The school uses appropriate timelines for hiring all staff. As vacancies exist, the school posts openings. The school uses an interview process in which the Directors and Team Leaders interview candidates. Sussex Academy of Arts & Sciences strives to employ highly qualified teachers. On a yearly basis, the board agrees to the terms of each employee's status after reviewing the financial status, impending legislation, and school and staff performance. See Employee Handbook, Appendix O.

- g. Describe the human resource policies governing: salaries, contracts, hiring, and dismissal that will be in place for all positions at the school. Please provide a copy of your proposed employee handbook. (Renewal/Modifications – provide original documentation and any changes)**

See the Employee Handbook in Appendix O and Board Policy Manual in Appendix L

- h. Describe how the school will incorporate the Delaware Performance Appraisal System into its teacher and staff evaluations. Provide detailed descriptions and not just a restatement of the question stating that you will comply. (Renewal/Modifications – provide original documentation and any changes)**

Sussex Academy of Arts & Sciences will adhere to the guidelines of the Delaware Performance Appraisal System (DPAS) II (R). A brief description of how faculty is bulleted below. It should be noted, however, that information about the DPAS II (R) program was recently revealed in early August 2012 with final information to be published online on August 24, 2012. Further, training for administrators took place in mid August with other training slated for SAAS on August 31, 2012.

Teachers:

- Announced Observations must be a minimum of 30 minutes.
- Feedback conferences should be held in the teacher's classroom whenever possible.
- Novice teachers must have 2 announced observations, 1 unannounced observation, and 1 summative evaluation each year.
- Teachers rated Highly Effective and Effective must receive 1 formative evaluation yearly and a summative evaluation every 2 years.
- Teachers rated Needs Improvement and Ineffective must receive 1 formative evaluation yearly and 1 summative evaluation yearly.

Specialists:

- Announced observations may occur over a period of 4 weeks.
- Feedback conferences should be held in the Specialist's work area whenever possible.
- Novice Specialists must have 2 announced observations, 1 unannounced observation, and 1 summative evaluation each year.
- Specialists rated Highly Effective and Effective must receive 1 formative evaluation yearly and a summative evaluation every 2 years.
- Specialists rated Needs Improvement and Ineffective must receive 1 formative evaluation yearly and 1 summative evaluation yearly.

Administrators:

- Administrators must take the Administrative Survey.
- Inexperienced Administrators must receive 1 formative process and 1 summative evaluation each year.
- Administrators rated Needs Improvement and Ineffective administrators must receive 1 formative process and 1 summative evaluation each year.

- i. Describe how the school will be held accountable to the parents of children at the school. Provide detailed descriptions and not just a restatement of the question stating that the school will be held accountable to the parents of children at the school. (Renewal/Modifications – provide original documentation and any changes)**

The school is held accountable to the parents of children at the school. The accountabilities are outlined in the School Success Agreement (Student Agenda) signed by parent, teacher, and student. Further, the school is held accountable through oversight by the Executive Board, which routinely reviews the following: student performance data, financial data, school policies and practices, and enrollment. Board Reports are posted on the school's website and are available to the parents and public upon request.

- j. If the board of directors is contracting a portion of the operation of the school to an outside group, identify the group, describe the relationship between the group and the board of directors, and list the services the outside group will be providing. A copy of the management agreement between the board of directors and that group must be included with the application. The management agreement must be consistent with the requirements of 14 Delaware Code, Chapter 5. (Renewal/Modifications – provide original documentation and any changes)**

Sussex Academy of Arts & Sciences currently does not have a management agreement between the Board for the management of the school. Contracts are held with various vendors to supply busing, Xerox machines, cutting grass, phone messaging system, the facility, etc. Those contracts are identified above.

- k. **If an outside group will be used to manage any portion of the school's educational, administrative and/or financial operations, the applicant must also provide: Verification the outside group is authorized to do business in the State of Delaware, a complete list of all other schools (regardless of location) with which the outside group has contracted and the locations of those schools. The list must include all schools with which the outside group contracted but is no longer managing, a summary of student performance on the appropriate state assessment of each school the outside group has managed, a complete list of all past and any pending litigation against that group or submit a statement that there has been none and that none is pending. (Renewal/Modifications – provide original documentation and any changes)**

Same response as J above.

- l. **Describe the plan (including timetable) to be used for recruiting students. Describe how the school will publicize its program and admission procedures. Describe how the school will recruit a sufficient number of students to be financially viable. You must convincingly demonstrate that the school will be able to attract enough students to make the school financially viable. Signatures of potentially interested parents and student in the community, feasibility studies are possible methods of demonstrating interest. While these methods are good indicators the committee may review other sources of information in making its determination. (Renewal/Modifications – provide original documentation and any changes)**

Each fall, Sussex Academy of Arts & Sciences advertises regarding anticipated enrollment opportunities. This advertisement includes dates and times for public information sessions and school tours as well as information about application procedures and the lottery. Advertisements appear in local newspapers, on flyers posted in libraries and community centers throughout the county, and on the school's web site. Applications are accepted for an advertised six-week period and are placed into sealed envelopes. A lottery, held each January, determines the order in which the sixth and ninth grade applicants are admitted. The lottery proceedings are open to the public with the Education Associate for Charter Schools participating in the process. There is a policy on preference for admissions and an administrative procedure for the application, lottery, and enrollment process.

In a recent survey, of both Sussex Academy of Arts & Sciences' and non Sussex Academy of Arts & Sciences' families, 62.9% and 64.1% respectively responded that they would be "very likely" to enroll their child(ren) in an academically challenging charter high school which Sussex Academy of Arts & Sciences provides. Likewise, of Sussex Academy of Arts & Sciences' and non Sussex Academy of Arts & Sciences' families 98% and 97.9% respectively identified "Academics, high standards, challenging curriculum" to be the most important school quality, closely followed by "Safe environment, good discipline" and "Smaller classes, less crowding, more personal attention." For additional details, see Feasibility Study, Appendix P. A marketing plan has been developed to recruit students and maximize enrollment. For a copy of the plan see Marketing Plan, Appendix T. For Letters of Support see Appendix S.

- m. **List all the admissions preferences authorized by this statute the school will use. If more than one preference will be used, describe how the various preferences will be employed together. (Renewal/Modifications – provide original documentation and any changes)**

Enrollment preferences authorized in the initial charter and its renewal is outlined in school policy. A proposed policy is included in Appendix U. Preferences are also described in **9m**.

Preference in Admissions

Enrollment preferences authorized in the initial charter and its two renewals is outlined in school policy. With the April 2012 modification a new preference was approved as long as the rubric was approved by DDOE. Below is the description of the four preferences. A proposed draft policy is included in Appendix L.

Preference in Admissions

Four classes of students will be afforded preference in the admissions policy of Sussex Academy of Arts & Sciences and Sussex Preparatory Academy when filling seats available in any of the grades 6 - 12. These four preferences are rank-ordered, and in cases of limited open positions, students are admitted in the following sequence.

1. Founding Board Members

The Founding Board of Sussex Academy of Arts & Sciences was in place and active between fall 1997 and the opening of school, September 2000. These members' names are posted on a placard located in the main hallway of the school; they are also identified in sections **1 and 9** of the Charter Renewal. Children of Founding Board are defined as "Children of a school's founders, so long as they constitute no more than 5% of the school's total student population. For the purposes of this paragraph "founder" shall not include anyone whose sole significant contribution to the school was monetary, but otherwise shall be determined by the founding Board of Directors subject to Department of Education regulations." The Founders are identified in the chart in section 1"

2. Children of Staff Members

Children of staff members are defined as "Children of persons employed on a permanent basis for at least 30.0 hours per week during the school year by Sussex Academy."

3. Children with Siblings Concurrently Enrolled

Children of siblings are defined as "Children who are brothers or sisters living in the same household and being enrolled concurrently in the school." Sussex Academy of Arts & Sciences shall recognize these relationships as valid under sibling preference of a concurrent student attending student living in the same household:

1. Any individuals having the same parent or parents, either natural, adoptive, or foster.
2. Any individuals who are step-siblings and share a common custody or legal residency arrangement, each of whom have to have a natural or adoptive parent in the same residence

4. Children with Specific Interest in Teaching Methods, Philosophy, or Educational Focus

Children with Specific Interest in Teaching Methods, Philosophy, or Educational Focus are defined as "Children who express an interest to be considered for such preference and are identified through an essay and interview submitted during the open application period and evaluated by a committee of the Executive Board. Neither the essay nor the interview will be evaluated based on prior or present academic performance. Instead, it will be based on the extent to which the student has an interest and adaptability to the school program. The rubric for such selection is subject to approval by DDOE. The number of special interest preferences will not exceed 5% of the school's total population."

Sussex Academy of Arts & Sciences will furnish each applicant with a mission statement, information about Expeditionary Learning and the International Baccalaureate Programme as appropriate, and the Student/Parent/Faculty Success Plan that is signed by the student, the parent, and a faculty member.

Sussex Academy of Arts & Sciences will score each essay and interview in accordance with the rubric approved by DDOE. Based on the essay rubric score, Sussex Academy of Arts & Sciences will interview those applicants identified as having a specific interest. The applicants will be ranked based on the

combined essay rubric score and interview feedback. No more than 5% class will be admitted under this preference.

- n. **If the proposed school will give admissions preference to children of the school's founders, describe how the school will identify the founders and how the preference will be used in the enrollment process. (Renewal/Modifications – provide original documentation and any changes)**

The school gives admissions preference to children of the school's founders. The original Board identified its founders and listed them in minutes. Further, their names are posted on a placard in the hallway of the school. They are identified in this Charter Renewal in this section **9n** and section **1c**. The founders whose children are eligible for Founder's Preference are Linda Choy, Maribeth Dockety, Nancy Gideon, Leslie Lesko, Gonzalo Martinez, Maureen Miller, William Pfaff Susan Selph, Nathalie Willard, Gary Wray.

- o. **Describe the plan for selecting students if more students seek admission than space allows. If a lottery is used, describe how it will be conducted. (Renewal/Modifications – provide original documentation and any changes)**

All students must apply during the open application period. This open application period is advertised as lasting from the Monday before Thanksgiving through the first Friday in January. The lottery is held on the second Wednesday in January. At that time someone outside the school, generally DOE charter school associate, is present to draw envelopes for the lottery. Students are then admitted in the order that their applications were drawn during the lottery. A student may remain on the waiting list for their grade level during the entire period that the student would be eligible to attend the school. When vacancies occur, students are eligible to enroll in the order that they are on the waiting list. Preference students are admitted in accordance with the Sussex Academy of Arts & Sciences policy when vacancies are declared. Should students apply at a time other than the Open Application period, they are placed at the end of the lottery list in accordance with the date they applied.

The only change in this procedure is the request to include a preference for grade 6 students. This will entail DDOE approval of the procedures and rubric. The school has submitted the 9-12 rubric and is formulating the 6-8 rubric yet to be approved by the Department.

- p. **Provide the timetable for the school's application and admissions process. Demonstrate how it is consistent with the timetable set forth in 14 Delaware Code, Chapter 4, for the public school choice program. (Renewal/Modifications – provide original documentation and any changes)**

Sussex Academy of Arts & Sciences adheres to the timetable outlined in sections 9m, 9n, 9o, and 9p. The timetable for applications and admissions is outlined in section **9o** above. This timeline allows the school to have and disseminate a preliminary roster of its students for the subsequent school year on or before May 1 of each year.

- q. **List in detail the administrative tasks that will be undertaken between approval of the charter and school opening. Describe the tasks, how they will be accomplished, who will accomplish them, and the timetable by which they will be accomplished. The list of activities should be thorough and not generalized. The more detail provided in the list of activities indicates a well thought out proposal. (Renewals/Modifications – Not Applicable)**

Sussex Academy of Arts & Sciences is submitting a Charter Renewal. This is not applicable.

10. Insurance

Describe the types and limits of insurance coverage that the school plans to obtain and when it plans to have them in effect. If the school is contracting with an outside company to manage the school, the application must include a description of the insurance for the school and the board of directors, including the source of funds to purchase the insurance. The proposed costs for the coverage must be reflected in the budget worksheets. The applicant should contact the Insurance Coverage Office at (302) 739-3651 for further information on liability protection for public schools in Delaware. (Renewal/Modifications – provide original documentation and any changes)

See Certificate of Liability Insurance in the Insurance section, Appendix R

11. Student Discipline and Attendance

- a. **The application must include a draft “Student Rights and Responsibilities Manual” that includes the school rules and guidelines governing student behavior. The manual must describe student rights and responsibilities and the plan the school will follow to discipline students. Describe how the manual will be distributed to parents and students prior to students applying for enrollment at the school. (Renewal/Modifications – provide original documentation and any changes)**

The Students Rights and Responsibilities Manual is available to parents and students in two ways: (1) The manual is posted on the school’s website, www.sussexacademy.org. (2) The school publishes the manual in the Student Planner (agenda book). See Student Handbook, Appendix X.

All students receive a Student Planner; this planner is provided to any student or parent who would like a copy of the manual when s/he visits the school. Parents sign an expectations contract with the school when their children apply for admission during the lottery process. The parents sign the contract again in the Student Planner.

- b. **Describe how discipline will be handled with students with disabilities. Describe how the school will report inappropriate behavior to affected parents, the Department, and when necessary, to law enforcement agencies. (Renewal/Modifications – provide original documentation and any changes as well as a discussion of discipline issues you may have had and the general discipline climate in your school)**

Discipline of special education students will be handled in accordance with the rules and regulations of the Individuals with Disabilities Education Act (IDEA) – 2004 and the State of Delaware Special Education Regulations (June 11, 2007).

Misbehavior at Sussex Academy of Arts & Sciences is routinely first handled by the teacher. The teacher contacts the parents to keep them abreast of the situation and, should the infraction be serious enough to involve the Directors, he/she investigates the situation by conferencing with the student(s) in question, contacts their parents, and makes a determination regarding consequences for the infraction based on the prevailing code of conduct, state law, and federal law.

Sussex Academy of Arts & Sciences will ensure that procedural safeguards are followed and that appropriate reports to agencies including law enforcement are completed as required. DDOE regulations will be followed relating to the reporting of crimes to the appropriate authorities.

- c. Describe how the school will ensure staff is adequately trained and properly implementing state and federal law related to the discipline of students with disabilities. Include a description of the school's specific action steps to ensure compliance with the disciplinary provisions of the Individuals with Education Act, Section 504 of the Rehabilitation Act, and the Americans with Disabilities Act.**

Sussex Academy employs a full-time special education teacher who coordinates the special education program and co-teaches. The special education coordinator is the school's liaison with the Delaware Department of Education Special Education Office. The special education coordinator attends the appropriate special education meetings and works within the building with each team and the administration to ensure that the school implements and complies with state and federal law related to the discipline of students with disabilities.

Sussex Academy of Arts & Sciences is in compliance with the Americans with Disabilities Act of 1990. There is no discrimination based on physical, sensory, cognitive, or mental disability. This includes students, parents, and employees and is in place for all facets of school operations. All facilities have been designed and maintained in accordance with ADA guidelines and standards.

- d. Describe the plan the school will follow to ensure compliance with 14 Delaware Code, Section 4112, regarding the reporting of school crimes. (Renewal/Modifications – provide original documentation and any changes)**

Reportable school crime incidents as described by 14 Delaware Code, Section 4112 will be reported to the Directors. They will advise the parent of the incident and take appropriate action, including reporting the incident to the police and the Delaware Department of Education (DDOE) if necessary. In addition, Sussex Academy of Arts & Sciences will comply with the reporting of bullying allegations and incidents as recently mandated.

Sussex Academy of Arts & Sciences uses ESchoolPlus as its student accounting system; thus, any and all reportable incidents are logged into the system, including information about the perpetrator and victim along with a disposition of the incident. Annual summary data will be presented to the Board along with required reports to the DDOE.

- e. Describe the attendance policies of the school. Describe the level of attendance that will be required of the students each year. Describe the actions that will be taken to ensure that students meet those levels of attendance. Describe how the attendance policies will be distributed to each student at the beginning of each school year. (Renewals/Modifications – Discuss any attendance anomalies you may have had here. If the committee is aware of any such issues they will request this information.)**

The attendance policy for Sussex Academy of Arts & Sciences is outlined in the Student Planner and is posted on the school's website, www.sussexacademy.org. Students may be retained if they miss 24 days or more during the school year.

The policy requires students to attend school every day in accordance with Delaware Code. The maximum number of days that students may be absent without penalty of potential retention are defined, along with reasons for excused absences, procedures for early dismissals and late arrivals, and other information pertinent to the policy.

Generally, parents are called by the school nurse any time that a student is absent. The school nurse monitors the absences and notifies the Directors whenever absences exceeds more than 5 days in a quarter. Should the number of absences jeopardize the promotion of a student, the Executive Director

will notify the parent in writing. If there is insufficient documentation by the parent of the reason for the absence, or the child is absent for a known but insufficient reason, the Directors will follow the procedures for notification of the court system.

12. Health and Safety

- a. **Describe the procedures that will be implemented to ensure the health and safety of the school's students, staff, and guests. List the staff (i.e., nurse) who will be hired or contracted to ensure that the school will provide a safe and healthy environment. (Renewal/Modifications – provide original documentation and any changes. Also discuss any health and safety issues you have had here. If the committee knows of any they will ask specific questions regarding those issues.)**

Assuring a safe and healthy environment for both students and staff is paramount. The school will continue to provide for the health and safety of the school community in the following ways:

- Sussex Academy of Arts & Sciences has on staff a registered nurse who follows the *Nursing Technical Assistance Manual* as promulgated by the Department of Education under the direction of the Education Specialist for Health Services.
- These practices will be communicated to parents, students and staff as part of enrollment procedures and various orientation programs.
- The nurse is responsible for disseminating, collecting, and maintaining all health records for students. This includes physical examinations prior to enrollment. S/he administers medicines and provides medical treatment, ensures that immunizations and TB screenings are current, and screens for health problems, all in accordance with the state's procedures.
- The nurse serves on IEP teams that require medical services.
- Sussex Academy of Arts & Sciences will continue to comply with any regulations relating to hazardous materials and safety.
- Sussex Academy of Arts & Sciences will continue using the security and surveillance systems in the building.

- b. **Describe the process that will be used to ensure that:**

- **Students have physical examinations prior to enrollment**
- **Required immunizations are in compliance**
- **Medications and medical treatments are administered in accordance with Delaware Code**
- **Screenings for health problems are administered correctly**
- **Student health records are monitored and maintained**
- **Emergency care for known and unknown life-threatening health conditions is administered**
- **Ensuring health representation on IEP teams when students' needs require such.**

The Sussex Academy of Arts & Sciences school nurse adheres to the Delaware Department of Education Regulations as defined in the School Nurse Technical Manual. This manual is available online at www.doe.k12.de.us.

The following sections address the processes:
Section 815 – Physical Exam & Screening
Section 804 – Immunizations
Section 817 – Administration of Medications
Section 815 – Screenings for Health Problems
Section 811 – School Health Record Keep

Requirements:

Ensuring Care for Life-threatening Health Condition – SAAS has a written Emergency Response Plan. Within that plan, an Emergency Response Team has been established. Its primary function is to initiate First Aid/CPR and coordinate care in the event of an acute medical emergency within the school. There are seven team members in this group trained to respond to life-threatening health conditions. All team members are first-aid trained and CPR certified.

Ensuring Health Representation on IEP Teams – The Sussex Academy of Arts & Sciences school nurse is an IEP team member whenever a student’s determined disability implicates a medical issue. This applies to both those students who have IEP’s and those who have 504 plans.

- c. Describe the plan the school will use to ensure that criminal background checks will be made on the school’s employees prior to hire. Identify the staff member that will have the responsibility for ensuring background checks are completed. (Renewal/Modifications – provide original documentation and any changes)**

As a part of the pre-employment process, all employees are required to have a criminal background check. In addition, the child abuse registry will be checked through Department of Social Services for Children, Youth and Their Families (DSCYF). Documentation of such will be held in each employee’s employment file and available for authorized audit compliance.

It is the policy of Sussex Academy of Arts & Sciences that criminal and child abuse checks will also be required for all staff employed through contracted services agreements, members of the School Board, and members of the Executive Board.

The Office Manager is responsible for ensuring that criminal background checks and child abuse registry checks are initiated and appropriately documented prior to an individual’s employment. Additionally, it is the policy of Sussex Academy of Arts & Sciences that all school board members must undergo a criminal background check and child abuse registry check upon appointment to the Executive Board.

- d. Identify where the school will be located (include county location and any other location specifics). Describe the site and how it will be suitable for the proposed school to include health and safety considerations. Describe how access to the building will be controlled. (Renewal/Modifications – provide original documentation and any changes)**

Sussex Academy of Arts & Sciences is a single-story building of frame construction with a Hardie Plank and brick exterior. The building is located on 42 acres of property at 21777 Sussex Pines Road, Georgetown, Delaware 19947. There is ample outdoor recreational space including athletic fields, outdoor patios, and a picnic area. These and other landscaped areas are maintained through the combined efforts of Sussex Academy of Arts & Sciences, Sussex Academy of Arts & Sciences, Inc., and the Sports Boosters.

Both the bus and car parking areas are monitored 24 hours a day using cameras and a digital recording system. All outside doors will remain locked from the outside, except during student arrival and dismissal times. Visitor access will be limited to the main entrance until proper identification and visitor procedures are complete. The school was built in 2000 and meets all county and state requirements for public buildings.

Sussex Academy of Arts & Sciences has considered two potential site options for the upper school, Sussex Preparatory Academy. Health and safety considerations, along with school size facility

calculations, were considered in the selection of the sites. It is anticipated that the school will either be located on the SAAS school property or property located nearby.

Regardless of the site selected for SPA, the same health and safety policies that are in place at the original location will be implemented at the new location as well.

- e. Describe how the facility is in full compliance with all applicable building codes for public schools and is accessible for individuals with disabilities. Describe any renovations of the facility and provide a schedule for that renovation. (Renewal/Modifications – provide original documentation and any changes)**

The school facility maintains compliance with all county and city code requirements and continues to work with personnel from DDOE to ensure that all school-specific health, safety, and logic aspects of the site are addressed.

- f. Describe building maintenance practices which will provide a reasonable assurance of a safe school environment for students, staff, and visitors. (Renewal/Modifications – provide original documentation and any changes)**

Sussex Academy of Arts & Sciences' school office is located at the front of the building and has an unobstructed view of anyone entering the building through the front door. Visitors must report to and sign in at the school office prior to being authorized to go to other parts of the building.

During the regular school day, the only unlocked ingress or egress is through the front doors. For after-school activities, only the front door and the entry to the gym area are unlocked. All doors are locked immediately after the afternoon athletic and after-school activities conclude.

The chief custodian monitors building maintenance on a daily basis and attends to any routine maintenance needs. Additionally, the fire marshall, ADT (security, fire, and surveillance), Advantech (inspect fire alarm system), and Bear Industries (Sprinkler System) inspect and monitor all safety systems within the building. The chief custodian maintains a checklist that is completed on a quarterly basis to ensure that the school is safe.

- g. What location and facilities will be used for Physical Education? What further safety issues will this add, and how will they be addressed? (Renewal/Modifications – provide original documentation and any changes)**

Sussex Academy of Arts & Sciences has a multipurpose room and outside areas where physical education is conducted. Safe play is conducted. In addition, the school has a full-time nurse.

- h. Describe how students will be transported to the school. Provide intended contract language for the transportation methods chosen (whether the school will provide its own transportation, contract out for transportation, request that a district provide transportation, or a combination thereof). (Renewal/Modifications – provide original documentation and any changes)**

Sussex Academy of Arts & Sciences contracts for bus services with independent contractors. Students are transported from and to hub bus sites.

- i. Describe how students who reside outside the district in which the school will be located will be transported to the school. (Renewal/Modifications – provide original documentation and any changes)**

Students who reside outside the district in which the school is located will be assigned bus sites throughout Sussex County where bus transportation will be accessible.

- j. Describe how special needs students will be transported if specialized transportation is required by the IEP. (Renewal/Modifications – provide original documentation and any changes)**

Appropriate accommodations, as defined in each student's IEP, are provided to meet the needs of all students requiring transportation. As special transportation needs are identified, the school will work with the student's parents and the transportation services provider to ensure compliance with specialized transportation needs.

- k. Provide the plan for oversight of school transportation operations, e.g., route planning, bus stop selection, drivers/aides, coordination with contractors if used, school bus discipline. (Renewal/Modifications – provide original documentation and any changes)**

There have been no changes to transportation operations. Each spring, parents are surveyed to assess bus site availability and bus usage. Then bids are solicited from independent contractors. The Supervisor of Transportation designs the routes in consultation with selected contractors about needed sites. The Supervisor works directly with the bus contractors on regulation and compliance issues as well as bus discipline. Bus discipline is discussed in the Student Code of Conduct, Appendix W.

- l. Describe the plan for providing meals to students, including students eligible for free and reduced lunch. If the school participates in the National School Lunch/Breakfast programs and it intends to contract for meals, identify the contractor and describe the services to be provided. List the estimated annual costs per student for food services. (Renewal/Modifications – provide original documentation and any changes)**

Students have the choice of bringing or buying their lunch. Sussex Academy of Arts & Sciences has an arrangement with the Laurel School District to provide hot and cold lunches. Lunches can be purchased one month in advance. The lunches are transported daily from Laurel to Sussex Academy of Arts & Sciences by an employee of Sussex Academy of Arts & Sciences. Laurel School District must comply with all standards for nutritious meals. Thus, Sussex Academy has the benefit of providing such meals to those students who choose that option.

Sussex Academy of Arts & Sciences complies with the federal Free and Reduced Lunch Program for eligible students. The school lunch coordinator handles all applications and completes the requirements set forth by the Delaware Department of Education – School Support Services – School and Community Nutrition Program.

- m. Describe how the school will comply with the requirements of the Federal Free and Reduced Lunch Program for eligible students, if the school participates in the program. (Renewal/Modifications – provide original documentation and any changes)**

Sussex Academy of Arts & Sciences will comply with the requirements of the Federal Free and Reduced Lunch program by providing applications and information about the program to students and their families upon enrollment in the school each year.

13. Student and School Data

- a. Describe the process and procedures the school will follow to comply with the Family Education Rights and Privacy Act (FERPA) and implementing federal and Department of Education regulations regarding disclosure of student records. (Renewal/Modifications – provide original documentation and any changes)**

Sussex Academy of Arts & Sciences has processes and procedures that fully comply with the Family Education Rights and Policy Act (FERPA) and Delaware Department of Education (DDOE) regulations regarding the handling and disclosure of student’s records. Parents and students have the right to access educational records kept by the school, the right to determine disclosure, the right to request amendment, and the right to file complaints if the school discloses records in violation of FERPA. Parents must sign the “Release of Records” in order for the school to receive or transfer records.

- b. Describe the plan for the timely transfers of student and school data to the Department of Education. (Renewal/Modifications – provide original documentation and any changes)**

Sussex Academy of Arts & Sciences is part of the state’s ESchoolPLUS pupil accounting system. The use of this system ensures timely transfer of student data and records to other schools and the Delaware Department of Education (DDOE). All staff members are fully trained to use the system and will remain current through staff trainings and data requirements defined by the DDOE.

14. Management Companies

The board of directors shall annually certify to the Department, on a form provided by the Department, that prior to the payment of any fees or other sums to any management company employed by the board, the board shall ensure that sufficient revenues of the school are devoted to adequately support the school’s proposed educational program. Such form of certification may require documentation of all actual or proposed expenditures by the school. Failure to provide sufficient funds to adequately support the school’s proposed education program shall be grounds for revocation of the school’s charter. A management company may be a company that manages any aspect of the school to include administrative and financial functions as well as the educational process. Provide with this application a copy of the contract to include detailed descriptions and delineation of responsibilities between the school and the management company. (Renewal/Modifications – provide original documentation and any changes)

Sussex Academy of Arts & Sciences does not have a management company.

ASSURANCES

The Board of Directors of this charter school assures that the school will:

- 1) Be in full compliance with 14 Delaware Code, Chapter 5 and 14 DE Admin Code, Section 275 in the Regulations of the Department of Education.
- 2) Not discriminate against any student in the admissions process because of race, creed, color, sex, disability, or national origin or because a student's school district of residence has a per student local expenditure lower than another student seeking admission.
- 3) Not operate in a sectarian manner or include religious practices in its educational program.
- 4) Participate in the Delaware Student Testing Program and meet the requirements for school accountability as described in state law.
- 5) Manage the school within all State administrative and financial systems listed in 14 Delaware Code, Section 512 (9) including accounting, payroll, purchasing, retirement, and benefits. All school funds will be managed through the school's accounts set up in the Delaware Financial Management System (DFMS).
- 6) Initiate and maintain direct communication with other public and nonpublic schools to assure efficient notification and transfer and exchange of records.
- 7) Update the application to incorporate any modifications and/or conditions identified as pre-conditions to final approval by the Secretary of Education and State Board of Education as set forth in its written decisions; and operate the program in accordance with the content of the updated and approved charter granted by the Department of Education and State Board of Education. The school's board of directors will not implement any modifications to the charter school program or operation without the express written consent of the Department of Education.
- 8) Notify the Department of Education in writing within 30 days when the school's administrative head or any member of the board of directors change.
- 9) Provide the Department of Education with copies of all the policies and by-laws of the school and the school's board of directors and inform the Department in a timely manner when by-laws change.
- 10) By the first day of instruction each school year, ensure that all teachers meet the certification requirements of the Delaware charter law and are properly listed in the PHRST and DEEDS programs.
- 11) Employ only staff who have complied with the requirement of having a successful criminal background check and report to the Department of Education by September 1 of each school year that the school is in full compliance with state law related to this requirement.
- 12) Cooperate fully with Department of Education requests for reporting information and activities related to monitoring the school's compliance with the charter and applicable state and federal laws and regulations.

- 13) Comply with the provisions for a Performance Agreement, as required by the Secretary of Education.
- 14) Distribute copies of the Department's Frequently Asked Questions About Delaware Charter Schools/Parent Guide to Delaware Charter Schools to all parents seeking to enroll their child(ren) as well as to parents of enrolled children.
- 15) Conduct all meetings of the board of directors in a manner consistent with the Freedom of Information Act, especially the legal requirements of 29 Delaware Code, Sections 10002, 10003 and 10004.
- 16) The Board of Directors will include a member who is a certificated teacher employed by the school and a member who is a parent of a student currently enrolled in the school, consistent with 14 Delaware Code, Section 512(1).
- 17) Comply with the requirements for reporting school crimes as described in 14 Delaware Code, Section 4112.
- 18) As required by 14 Del. C. § 506, maintain on file a written statement signed by the parent or guardian of each enrolled child acknowledging that the child will attend the charter school for at least one complete school year.
- 19) Advise any person or entity offering a loan to the school that debts of the school are not debts of the State of Delaware and that neither the State nor any other agency nor instrumentality of the State is responsible for the repayment of any indebtedness.
- 20) Annually certify to the Department, on a form to be provided by the Department, that prior to the payment of any fees or other sums to a management company employed by the board, the board will ensure that sufficient revenues of the school are devoted to adequately support the school's proposed educational program.
- 21) Participate in all training offered by the Department of Education to charter schools prior to the opening of the school.
- 22) Establish a student application and admissions process that will enable the school to provide the local districts in which the students reside with a preliminary roster of students for the subsequent year on or before April 1 each year.
- 23) Ensure that by April 1 each year the school has enrolled at least 80% of the total authorized number of students and that it has notified each school district of information about enrolled students.
- 24) Complying with Section 504 of the Rehabilitation Act of 1973 and with the Americans with Disabilities Act of 1990.
- 25) Comply with Title VI and VII of the Civil Rights Act of 1964.
- 26) Comply with Title IX of the Education amendments of 1972.
- 27) Have certified special education teacher(s) providing services for students with disabilities.
- 28) Ensure that students have physical examinations prior to enrollment.

- 29) Ensure that required immunizations and screenings (lead, TB) are in compliance.
- 30) Administer medications and medical treatments, including first aid.
- 31) Screen for health problems (vision, hearing, postural/gait, etc.)
- 32) Monitor student health and maintaining health records.
- 33) Ensure emergency care for known and unknown life-threatening health conditions.
- 34) Ensure health representation on IEP teams when student's needs require such.
- 35) 14 Delaware Code, Section 511 (1) states that all applications for a charter shall contain an affirmative representation by the applicant that, no later than June 15 immediately preceding the authorized opening date of the school, the applicant shall secure a Certificate of Occupancy, either temporary or final, for the premises in which the school is to be located; provided that any temporary Certificate of Occupancy must permit occupancy at the premises by school staff and students for school purposes. If the charter is approved and the charter holder shall subsequently fail to obtain the necessary Certificate of Occupancy as required by this section, the opening of the school shall be delayed by one year from the date previously authorized by the approving authority and the charter shall be placed on probation subject to the terms and conditions imposed by the Department of Education with the consent of the State Board of Education. No waivers are available for this requirement.
- 36) The school must participate and receive training in the use of the Department of Education's Pupil Accountability system E-School Plus.
- 37) The school must intend to comply with all additional curriculum regulations including 501, 502, 503, and 525 and any other curricular regulations.
- 38) Maintain corporate status as described in Title 14, Del. C. § 504.
- 39) Follow the Family Education Rights and Privacy Act (FERPA) and implement federal and Department of Education regulations regarding disclosure of student records.
- 40) The Board of Directors of the school, its employees, agents and contractors, shall comply with all obligations imposed upon them by law, shall comply with the provisions of the corporate charter, by-laws and resolutions, and shall further comply with any applicable rule or regulation, all of which are imposed as conditions to approval of this charter.
- 41) The Board of Directors shall ensure that school is and remains in compliance with any student, educator, and school achievement performance requirements now or hereafter in effect in Delaware Code or Regulation.
- 42) No part of the school's corporate charter or by-laws shall be amended, altered, repealed, restated or otherwise modified without the prior written consent of the Department of Education, except that the number of directors may be increased or decreased without the Department's consent, provided that any such change shall be limited to the number of directors only and not to the qualifications thereof; and further provided that any such change shall otherwise be consistent with any applicable law, rule or regulation.

- 43) The Board of Directors shall not charge or collect any fee not permitted to be assessed by a school district. These include but are not limited to fees to any students applying for admission and fees for the use of instructional materials.
- 44) The Board of Directors shall ensure that the school submits data requested or required by the Department in any form, including electronically, in accordance with timelines in the Department's Data Acquisition Calendar.
- 45) The Board of Directors shall ensure that the school is in full compliance at all times with the requirements of background checks as stated in 11 Delaware Code, Chapter 85, and Subchapter VI.
- 46) The Board of Directors shall assure that the by-laws of the Board have been reviewed and remain in compliance with the current and future opinions of the Public Integrity Commission, Attorney General opinions, and the use of bid laws for procurement.
- 47) The Board of Directors shall assure that the school has met the advisor certification requirements of 14 Del. C. § 507 (c).

As members of the Board of Directors of this charter school, we agree to these assurances as conditions of approval of the charter.

We have reviewed both the Delaware Charter Law (14 Delaware Code, Chapter 5) and 14 Admin Code, Section 275 in the Regulations of the Department of Education (DOE Regulation 275), and have based the responses in this application on the review of these documents.

We are familiar with the requirements of the Delaware Financial Management System (DFMS) and the state payroll system.

We understand that when submitted to the department of Education, this application will be deemed to be a "public document" subject to disclosure pursuant to the provisions of the Delaware Freedom of Information Act.

We understand that if a charter is granted for this school, all future members of the school's board of directors will be bound by the terms of the charter unless the approved charter is formally modified with the written approval of the Secretary of Education.

Sussex Academy of Arts & Sciences
Name of Charter School

8/22/12
Date of Signature


As members of the Board of Directors of the Charter Holder, we hereby agree to these assurances as a condition of the approval of the charter modification.

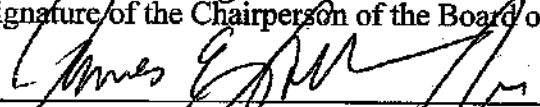
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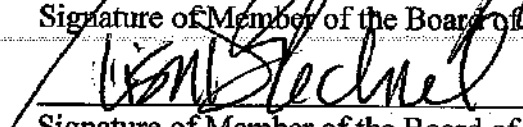
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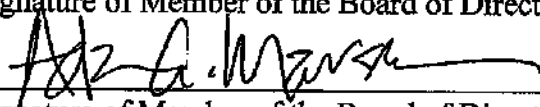
Date of Signature

Sussex Academy of Arts & Sciences
Name of the Charter School


Signature of the Chairperson of the Board of Directors


Signature of Member of the Board of Directors

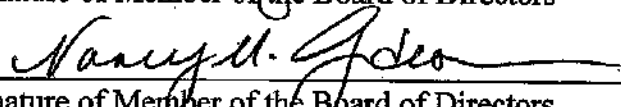

Signature of Member of the Board of Directors

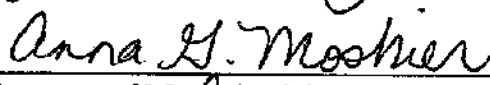

Signature of Member of the Board of Directors

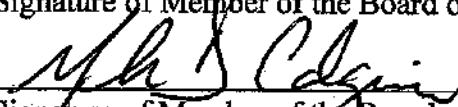

Signature of Member of the Board of Directors


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