

Charter School Application

Part A

original
(approved)
EXHIBIT "B"

Cover Sheet

Name of proposed charter school: Campus-Community School

Date planning to open the school: September 1998

Location of school: (Town and County) Dover, Kent

Grades in proposed school: K 1 2 3 4 5 6 7 8 9 10 11 12
Circle appropriate grade(s)

Sponsoring organization or name of public school
converting to charter (Entity)* Campus-Community School, Inc.

If not using a public school building, does the applicant have a suitable facility in mind: Yes No

If Yes, describe Bradford Hall of Wesley College Campus, Department of Education building

Contact person: Gloria Homer Phone (Day) 739-3613
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Type of students to be enrolled: Regular At Risk Both
(Regular and At-Risk)

Other information about expected student body (specialized population, etc):
The school will draw students from its immediate community and others. There are no restrictions placed on the type of student the school serves other than that there be a high degree of commitment to family involvement and commitment on the part of the student to
Initial enrollment estimates: 200 achiev

Second (2nd) year enrollment estimates: 200

Third (3rd) year enrollment estimates: 200

*No private or religiously-affiliated school may apply to become a charter school.

Please attach a one-page summary about the philosophy, primary characteristics and need for the proposed school and how it will be operated to meet this need.

Campus Community School
Philosophy, Characteristics, Need, and Operation

A charter for the Campus Community School is sought in response to the needs identified both nationally and locally to:

1. Establish working collaborative models between communities and higher education to improve the condition of today's youth through better education;
2. Provide sustained support for teacher change as educational paradigms shift from receptive to social constructivist models;
3. Provide a working model of school-based decision making.

Over the last ten to fifteen years, calls for reform in education have brought about dramatic changes in the way schooling is viewed. Research in cognitive psychology and in many areas of effective teaching suggest that models of instruction based on the theory of social constructivist learning can facilitate students' growth in higher order thinking, a goal of all current educational reform. The "social constructivist" model for teaching and learning was written into the Delaware State content standards. To accomplish what the state standards intend, it is the most efficient model for teaching and learning. Though the model and strategies are well understood by some in teacher education and those who write new state and national content standards that align with social constructivist learning and teaching, reform has yet to reach the classroom practice of many teachers. Most state and national effort to date has been placed on rewriting content and professional standards (top-down reform); and little thought has been given to how teachers will be supported as they are asked to make major changes in the way they teach. The people most directly affected by this condition are the students in today's classrooms. Social constructivist teaching and learning (when done by teachers who understand it) represents best teaching practice and provides students with motivation, guidance, and opportunities to become self-directed learners and to maximize their learning potential. When done incorrectly, it simply provides teachers, parents, students, and administrators with ammunition to label this as another failed reform effort and continue with business as usual. We can no longer afford to lose children in the current system by ignoring their educational needs under the receptive paradigm. The overriding purpose of the Campus Community School is to provide the students it serves, the teachers it employs, the preservice teachers of the campus, and teachers in the community's public schools with a model of best practice in social constructivist teaching.

To be consistent with the social constructivist model the school will incorporate school-based decision making to determine the curriculum; student outcomes; structure of the learning environment; and school-wide assessments of students, faculty and programs. Traditional constraints built into the administrative structure of public schools have prohibited teachers and parents from participating in school-based decision-making. The Campus Community School by virtue of its charter will enable the development of a working collaborative model between all participants.

Bringing the resources of a college to bear on the education of the students in the charter school will provide a synergy not found in the current public school arena. Such a partnership will serve students better because they will have access to a rich variety of curriculum resources. Many of their classes and special programs/units will be taught in collaboration with professors in the Education Department and from other departments on campus (foreign language, drama, music, sports, communication, science, and business).

Support for needs in skill development will be readily available to students through teacher interns in education course practica. Students will have access to technological resources and athletic facilities of the College as well. Bringing students to the campus will also benefit the College's Department of Education. Establishing a campus school will enable Education faculty to provide a working model of best social constructivist teaching practice that can serve the college's two hundred teaching interns and, through ongoing inservice and graduate courses, provide public school teachers with sustained support for change.

Part B
General Information about Proposed Charter School

Criterion #B-1

Qualification of Applicants

Qualifications of the organization or entities

Charter School, Inc. was formed as a non-sectarian, non-profit corporation by a group of individuals representing a diverse spectrum of the greater Dover area. The purpose of the corporation, as described in its Certificate of Incorporation, is exclusively for educational purposes.

Qualifications of the Board of Directors

The Board of Directors of Charter School, Inc. is composed of the educational and greater community of Kent County. All of these individuals are or have previously been active in the educational environment within the community. These individuals are briefly described in Appendix I.

Representatives of the Board of Directors

Charter School, Inc. was founded to create and administer the Campus Community School, as proposed by this application. The Board of Directors includes parents and educators from the Dover area, as well as school administrators and curriculum experts from The Little School and Wesley College, both from Dover.

Groups and Individuals involved in the development of the proposed charter school

Initial conceptualization of the Campus Community School occurred through a collaboration of parents, community members, and Wesley College faculty members. Critical reviews of the concept and design of the school were conducted by these same persons and other teaching professionals.

Evidence of support for the school

Expressions of conceptual and operational support have been verbal from many parents in the greater Dover community. In addition, as described by the attached budget, Wesley College has provided preliminary support in the form of a facility, utilities, janitorial services, network administration, facility maintenance and staff development.

In addition, Wesley College's Department of Education faculty have agreed to consult with the staff of the school about curriculum which conforms to state standards and assessments.

What brought the group to the decision to start a school

Needs identified in the one-page statement of Philosophy.

**Criterion #B-2
Corporation Law**

Note form of organization from Articles of Incorporation

The form of incorporation is a not-for-profit 501(c)(3) corporation under the General Corporation Law of the State of Delaware.

Provide name of corporation

The name of the corporation is Charter School, Inc.

Provide date of incorporation

The date of incorporation is December 30, 1996

**Criterion #B-3
Mission Statement**

Provide mission statement, goals and educational objectives.

The Campus Community School seeks to promote growth in knowledge, skills, and habits of mind in children in grades 1-3.

Instruction will be based on the social-constructivist philosophy of learning, developed in a collaborative environment that models best practice for inservice and preservice teachers. The social constructivist philosophy depends heavily on the teacher's knowledge of content and pedagogy. Using the state curriculum standards as a basis for content, the curriculum will focus on in-depth knowledge acquisition through meaningful experiences that build thinking skills and promote productive habits of mind. Productive habits of mind include persistence, acceptance of ambiguity, and development of ethical and aesthetic sensibilities.

The school culture will seek to create and maintain a diversity reflective of today's world. Through faculty commitment to the real-world application of knowledge, the school will strive to prepare students for responsible participation in their own education and in the community at large. To this end, the school's motto, A Better Self, A Better World, will serve to reflect its mission.

Instructional Goals/Objectives

1. To provide students with strong academic preparation in language and fine arts, science, mathematics, and social studies.
2. To promote development of student's critical and creative thinking skills.
3. To incorporate wellness and physical activity into every aspect of the curriculum.
4. To create integrated learning experiences and curricular structure that allows students to apply knowledge to real-life situations and to recognize and develop their own unique abilities.
5. To develop a model for community-school-higher education partnerships that promotes professional development of teachers, provides an in-depth experience-based teacher preparation for preservice teachers,

demonstrates best practices of social-constructivist teaching in an atmosphere that maximizes student growth, and presents a working model of school-based decision making.

6. To provide means of fostering adult/family participation in children's educational experiences.

Explain how the above are consistent with the legislative intent.

The Campus Community School will provide a unique learning environment at several levels. It is the intent of the school to provide a working collaborative model of community-college partnership for educational improvement of youth. The school will create a model of the seamless relationship that can exist between teacher training, student learning and professional development. It also will provide students with access to the resources of higher education, provide preservice teachers with working models of instruction as promoted in the state curriculum standards, and provide a risk-free, supportive environment for professional development of in-service teachers. Additionally, the school will provide innovative and creative ways to involve parents/guardians in their children's education.

Explain how the application is consistent with the restriction on charter schools.

The applicant is a group of individuals joining as a non-profit organization for the purpose of creating a charter school consistent with Title 14, Chapter 5 of the Delaware Code. The applicant is not private or religiously-affiliated. H.B. 243 was enacted to amend Section 504A of Title 14, Delaware Code to clarify that a charter school may enter into a contract for property or services with a religious or sectarian college chartered in Delaware and offering a teacher education program so long as the property contracted for is used in a non-religious non-sectarian manner and are of non-religious and non-sectarian type. The applicant will comply with all restrictive provisions of Title 14, Chapter 5, of the Delaware Code.

Criterion #B-4

Describe in detail the school's educational program, including the curriculum.

Consistent with the school-based, shared decision making model, the school's educational program will be collaboratively developed by teachers, education faculty and representative parents (School-Based Decision Making Team) using the state curriculum standards as the basis of content. During the summer of 1998 the School-Based Decision Making Team will meet to identify themes from the state curriculum standards appropriate for each classroom. Additionally this team will be responsible for identifying the structure of classrooms (multi-age vs single-grade classrooms), scheduling, identifying specials such as foreign language, music, art, physical education, and computers, and developing age-appropriate integrated thematic units and instructional models.

The school's educational programming will center around student development of core skills and standards-referenced acquisition of content in the disciplines. Core skills including literacy, communication, critical and creative thinking, technological expertise, and kinesthetic proficiency will be addressed in the context of each curricular unit.

The School Faculty will develop the operational definitions for these core skills and determine their own indicators for grades 1-8.

For example, growth in a student's ability to think critically will be assessed in each grade level by the examination of various student products identified by the school faculty, and by formal assessments designed by the faculty of the Campus Community School. One aspect of critical thinking is a student's ability to justify his/her thinking. Teachers will design instructional tasks and instructional strategies that will allow them to assess a students' ability to do this across the content and as they progress from grade to grade. In the lower grades (1-3), a teacher could provide students with various examples of leaves and ask students to sort and classify them, then explain their thinking process and justify their categories. This could culminate in a student product such as a book about leaves. A teacher could then transfer this skill to another area such as social studies and structure a task that provides children with various habitat parameters and asks them to design the best shelter for this habitat and justify their choices. Input from education faculty in the form of inservice and day to day contact with teachers will guide this process.

Ongoing course-embedded assessment will identify and meet individual student needs for skill development and knowledge acquisition. (See section B-5 for more detail.)

Describe the primary instructional strategies which will be employed.

Teachers at Campus Community School will approach teaching and learning inductively rather than through the traditional deductive methods employed in most public schools. This, however, allows teachers to utilize a variety of instructional strategies appropriate to the content and individual student needs such as cooperative and collaborative learning, individual and small group projects, teacher presentations, discovery learning, as well as direct instruction.

Inductive learning is inquiry, the pedagogical model that was built into the Delaware State Standards. It requires a different teacher approach to instruction which may best be illustrated by the following lesson descriptions:

Traditional Lesson:

1. Teacher tells students they are going to learn about perimeter and tells them which pages to turn to in their mathematics book.
2. Teacher does 2-3 example problems that explains the process of "finding" perimeter.
3. Teacher distributes worksheets and instructs students to complete it.
4. Teacher collects worksheets and assigns remainder of perimeter problems in the book for homework.

Inductive Lesson:

1. Teacher draws two regular closed shapes such as rectangles with different dimensions on the board.
2. Teacher asks students which is larger and how they "prove" this?
3. Through a series of questions and guided discussion, teacher helps students realize that one way is to measure around the outside of each figure, and that the larger should have the greater distance around it.
4. After this is ascertained, teacher names this measurement as "perimeter" and asks students to pick out objects in the room and measure their perimeter to reinforce the attributes of the concept.
5. Once students can explain in their own words what perimeter is and how one finds the perimeter of an object or shape, teacher extends student understanding of the concept by drawing a third shape on the board which

has a smaller area than either of the rectangles, but has many irregular sides which meet at acute angles rather than right angles (i.e., a greater perimeter).

6. Teacher now asks students which of the three shapes on the board is the smaller? When students name the irregular shape, teacher asks them, if the shape is smaller, will this mean that the shape's perimeter is less than that of either of the rectangles on the board, and lets students test their answer by measuring again.
7. Through discussion with students about how a "smaller" shape can possess a larger perimeter, teacher helps students understand that perimeter is a one-dimensional measurement, and that the perimeter of any closed shape represents a straight line, and that the more irregular shape, the longer the line will be to enclose it.
8. To close, the teacher might choose to provide students with a single piece of string (representing a straight line) and a piece of graph paper and ask them to construct as many closed shapes as possible by arranging the string on the graph paper and recording the perimeter and number of squares each of the shapes they construct encloses (this will set students for the introduction of the two dimensional measure of area and a discussion of the relationship between area and perimeter).

Provide examples of how the program, curriculum and instructional strategies will work together to yield a quality education program.

For example, in grades 1-3, a balanced literacy program will help insure that all children will develop vital reading and writing strategies, concepts, and skills. This balanced literacy program will include:

1. opportunities for teachers to model reading and writing behaviors in daily read-alouds and write-alouds;
2. flexible small group instruction and one-to-one conferences as needs are identified through ongoing assessment;
3. multiple independent and collaborative work times for students to practice new strategies and skills in meaningful activities such as: across the curriculum research projects; sustained silent reading of self-chosen materials; writing on self-chosen topics; extending or responding to favorite pieces of literature; corresponding with penpals; keeping personal or scientific journals, etc.

Explain why the program, curriculum and instructional strategies have the potential to improve student performance.

Working within the state curriculum standards, the program at Campus Community school will focus on student learning rather than on attaining text-driven objectives as is frequently the case in public schools.

A strength of the collaborative setting of the school is that content experts (education faculty) familiar with the state content and pedagogy standards and with alternative assessment strategies will guide curriculum development, implementation, and assessment in collaboration with the School-Based Decision Making Team.

Explain how the program will address the state content standards.

As stated in section 1 above, the school's program will center around student acquisition of standards-referenced content in language arts, social studies, science, and mathematics. The School-Based Decision Making Team will use the state standards to develop integrated thematic units and instructional models.

The school will extend the standards by providing experientially-based instruction in Fine Arts (performing and aesthetic) and Physical Education. The school's curriculum will integrate subject areas through emphasis on acquisition of the core skills named above in section 1.

Explain all additional (in addition to SBE standards) performance standards that the school will include.

The Campus Community School will adopt the state performance indicators for English/language arts, mathematics, science, and social studies. Additionally, the School-Based Decision Making Team will identify performance indicators for other content areas including physical education/movement, music, art, foreign language, and technology, including computers. The team will also identify performance indicators for the core skills of literacy, communication, critical and creative thinking, technological expertise, and kinesthetic proficiency across the curriculum as well as identify indicators for affective student growth.

Criterion #B-5

Provide the goals for student performance by grade, content area or individual.

Student performance goals will be specified by the School-Based Decision Making Team and will meet or exceed the state curriculum standards in Mathematics, English/Language Arts, Science, and Social Studies for each grade level.

Describe the plan for evaluating student performance.

It is anticipated that the School-Based Decision Making Team will utilize a combination of assessment tools such as portfolios, standardized test scores from Iowa Basic Skills Tests, projects, and rubrics that assess student performance on a variety of tasks to measure these performance indicators.

The integration of curriculum across disciplines, from year to year, and through the incorporation of core skills will provide teachers with a longitudinal and multi-dimensional view of students' growth from grades 1-8.

Student performance will also be assessed using the state assessment tests at grades 3, 5, and 8. Iowa Skills Tests will provide another standard measure of student growth at these same grade levels.

Review and assessment of student's skills and knowledge growth will be ongoing and integral with instruction. In addition to periodic standardized testing, ongoing assessment at each grade level will be a mix of anecdotal information; formal and informal classroom assessments such as observations, interviews, portfolios, performance tasks, individual and small group projects.

Although Campus Community School will stress ongoing, embedded, teacher-driven assessment as integral to the teaching/learning process and believes that qualitative measures are valid indicators of student performance, quantitative data in the form of standardized tests will serve to provide data points for comparing our students with students within the state and nationally and to validate the use of embedded, qualitative assessments.

Explain the indicators that will be used to determine student success related to SBE standards.

The School-Based Decision Making Team will use state indicators in each of the content areas as a guide to developing Campus Community School indicators of student success on each of the SBE standards. Indicators will meet or exceed those of the state.

Provide examples of how the indicators will be used to determine student success related to SBE standards.

For example, in the upper grades(4-8), students' ability to understand and appreciate diversity among living things (State Standards #1 for life science) will be assessed as students progress through a unit on microscopic life. Indications of student understanding might include the ability to use a classification key to identify unknown microscopic organisms and report their findings in a scientific format.

List other assessments and/or indicators that will be used.

The School-Based Decision Making Team will develop performance indicators for each of the core skills for each grade level.

Describe procedures for "taking corrective action" in the event that student performance falls below standards.

"Corrective action" is built into the process of ongoing curriculum assessment. All actions will be taken on an immediate basis and will appear to be seamless in order to maximize student progress and minimize the perception of "remediation."

Provide timelines for student goal achievement.

Students will be expected to progress through grades 1 through 9 in an age-appropriate manner. Student performance will be measured at the beginning, middle, and end of each academic year.

Criterion #B-6

Provide school success goals.

The school's success will be measured by student and teacher success. Student success will be defined as movement toward acquisition of knowledge and skills set forth by the School-Based Decision Making Team. Teacher success will be measured as professional growth toward the social constructivist model of teaching. The term "teacher" will be used by the school to denote not only the full-time teaching staff, but other educators who work within the school for set periods of time for inservice, graduate, or undergraduate credit in education.

Explain what school success indicators will be used and how they will be used.

Campus Community School will use the following indicators to measure school success:

- o Increasing levels of student performance at or above state performance indicators in each content area and grade level.
- o Increasing levels of student sophistication in core skills (literacy, communication, critical and creative thinking, technological expertise, and kinesthetic proficiency) at each grade level.

- o Increasing levels of teacher growth toward proficiency in use of the social constructivist model as indicated by direct observations by peers and education faculty collaborators, reflective journals, and professional portfolios.
- o Increasing levels of parental involvement through the Campus Community School Parent/Teacher Organization, as indicated by increased attendance at regular PTO meetings.
- o Increasing levels of parental involvement in student enrichment activities as indicated by parent surveys and parental participation in school extra-curricular activities such as field trips, festivals, and sporting events.
- o Increasing levels of parent satisfaction as indicated by student retention, parent satisfaction surveys, and attendance records.
- o Increasing levels of student satisfaction as indicated by direct observation of student involvement in classroom activities, formal and informal student interviews, student satisfaction surveys, attendance records, and student retention rates.
- o Increasing levels of teacher satisfaction as indicated by retention rate of teachers, formal and informal interviews and teacher surveys, level of teacher involvement with curriculum innovations, and level of teacher involvement in professional development activities.

Explain how school success will be determined: In Year One, Two and Three

The success of Campus Community School in Year One will be determined by:

- o Establishment of the school and its operation for the 1998-99 academic year.
- o Teacher satisfaction inventories.
- o Parent satisfaction inventories.
- o Student surveys and interviews.
- o Comparison of student progress at the end of the year with entering baseline data.
- o Student attendance records
- o Student retention rates.

The School-Based Decision Making Team will evaluate these data and generate a report with recommendations and goals for Year Two.

In Years Two and Three, the following indicators will be compared year-to-year to determine school success:

- o Teacher satisfaction inventories.
- o Parent satisfaction inventories.
- o Student satisfaction inventories and interviews.

- o Comparison of student progress at the end of the year with progress reports from the preceding year.
- o Student attendance records
- o Student retention rates.

Explain what will be done if school success goals in Year One and Two are not attained.

The School-Based Decision Making Team in its year-end report will determine if the goals have been reasonably met, and if not, write an action plan which includes recommendations for improving school success during the second year of operation.

**Criterion #B-7
Special Needs**

Explain what strategies will be employed to accommodate the needs of at-risk students.

The learning model and instructional strategies proposed by the Campus Community School will provide strong support for students at risk for failure in academic areas. Ongoing assessment will give students and parents continuous feedback on progress and alert faculty to developing problems.

A classroom teacher can convene an intervention team to assist consisting of appropriate personnel in problem-solving.

Explain what strategies will be employed to accommodate the needs of special education students.

The Campus Community School will accept students with identified mild disabilities (we estimate that about 10% of the school population or a percentage reflecting public school averages). Students will be served in a true inclusion model, based on the assumption that students whose learning processes and patterns differ from norm require what all students require -- good teaching which responds to individual student needs. The Campus Community School variety of classroom models (multi-age for instance) and instructional strategies is intended to insure student success.

One teacher will be dually certified and serve as a special needs consultant in the event that regular class instruction is not effective. Education faculty will also be available to support teachers in problem-solving and planning interventions for students as needed. The process will not be unique to identified special needs students but will serve as a prereferral process for any student who is not making satisfactory progress.

The special education teacher will also be responsible for convening a team to develop and monitor IEPs. Formal evaluations and re-evaluations will be contracted out as needed. Related services will be contracted out to the Capital School District. These costs are reflected in the budget.

Our current facilities in Bradford Hall are program accessible but not entirely barrier-free. Three classrooms are available on the ground floor, and students with physical handicaps could be served in these classrooms. A new facility (planned for 1999) will be barrier-free.

Criterion #B-8
Discipline/Attendance

Explain the school's discipline policy.

Congruent with the social constructivist model, the Campus Community School's discipline policy will draw heavily upon Glasser's Reality Therapy model of classroom management which promotes students taking responsibility for their own actions. This model makes provisions for involving teachers, parents, and education faculty with students who have difficulty accepting responsibility for their actions. The school will use time-outs and contracts to help students identify plans of action to improve student behavior.

The School-Based Decision Making Team will establish a written discipline policy in the form of a Student Rights and Responsibilities Handbook which incorporates the provisions of H.B. 85 and which will be distributed to each prospective student and parent upon registration. Both students and parents will be asked to sign that they have read and agree to follow the Campus Community School Student Rights and Responsibilities Handbook prior to admission.

Explain how the policy will be applied in various situations.

The Glasser Reality Therapy model advocates the use of class meetings to solve problems which arise in the classroom, to discuss issues of student concern, and to provide the teacher with diagnostic information. It is anticipated that teachers at the Campus Community School will encourage students to take responsibility for their own learning and to solve problems which arise between students and in classrooms during regular class meetings. These meetings are congruent with the social constructivist model and shared decision making.

Glasser's model also identifies ten steps to effective classroom management. Training in Glasser's model will be provided for teachers by education faculty. The ten steps are:

1. When problems arise, list teacher's typical reactions to the student's disruptive behavior.
2. Determine which techniques from the above list do not work and resolve not to repeat them.
3. Improve personal relationship with the student by providing extra encouragement, asking student to run errands, showing concern, implying things will improve.
4. Focus student's attention on the disruptive behavior by requiring the student to describe what he/she has been doing and request that it be stopped.
5. Call a short conference, and again have the student describe the behavior. Have the student state whether or not the behavior is against the rules or recognized expectations and ask the student what he/she should be doing instead.
6. Repeat Step 5, but this time add that the student will have to develop a written plan to solve the problem.

7. Isolate the student from the class until he/she has devised a written plan for ensuring that the rules will be followed in the future, gotten the plan approved, and made a commitment to follow it.
8. If the above do not work, the next step is in-school suspension. Now the student must deal with someone other than the teacher, but this person will repeat earlier steps in the sequence and press the student to devise a plan that is acceptable.
9. If the student remains out of control or does not comply with in-school suspension rules, parents will be called to take them home for the day, and they will resume in-school suspension the next day.
10. Students who do not respond to the previous steps will be asked to withdraw from Campus Community School and/or referred to another agency.

Explain how attendance will be monitored and assured.

Attendance will be taken at the beginning of each school day and records will be maintained electronically as part of the school's comprehensive instructional information management system. Further attendance monitoring will occur throughout the day. Follow-up phone calls will be placed to the family of any absent student where family has not already contacted the school regarding the absence. The classroom teacher and members of the School-Based Decision Making Team will make home visits for students who have extended or excessive unexplained absences. The teacher can also convene an intervention team to develop or plan for increasing attendance.

**Criterion #B-9
Health and Safety**

Explain how health and safety of students, employees and guests of the school will be managed.

To insure the maximum possible level of students health and safety, a number of procedures will be considered for implementation:

- Physical exam records, emergency data cards, and guardian-signed transportation arrangement forms will be required and maintained at the school.
- Pick-up of students by other than parent(s) or legal guardian(s) will be by written permission of parent(s) or legal guardian(s) and will require a photo-ID and signature.
- Records of required and prohibited medications and written permission to administer required medication will be maintained at the school.
- Establishment of a formal agreement to provide on-call services with nearby health care provider will be investigated.

In addition, criminal background checks for employees and volunteers will conform to the requirements of Chapter 85, Title 11, Delaware Code.

To help insure the health and safety of all personnel within the school building, the following will be implemented:

- Monthly practice fire alarm drills.

- Periodic presentations on the topics of safety and security awareness for students and staff.
- Adherence to O.S.H.A. requirements.
- Adherence to A.D.A. requirements.
- Daily custodial services.

Installation of a security alarm system, if not already present in the leased facility, will also be investigated.

Criterion #B-10
Student Admissions

Explain the admissions procedures for the school.

The following procedure will be followed for the student admissions process.

- Advertise the new school, its mission and goals, location, application procedure.
- Applications accepted on open basis.
- Applications and current school records evaluated to determine grade placement.
- Staff interviews with prospective students/parents and recommendation (whether school can meet student needs) sent to the Admissions Committee.
- Admissions Committee (Board and staff) makes admission decision.
- Admissions decision is conveyed verbally to parents.
- Admissions decision letters of verification is mailed.
- Enrollment form and signed parent contract is returned to the Admissions Committee of the Board
- District of residence is notified of admissions decision.

The Admissions Policy has the following elements:

Admission to the Campus Community School will be made on a first-come, first-served basis for the first year of operation. Enrollment will be limited to 25 students per grade (1-8). Prospective students will complete an application form detailing the child's previous school placement, interests, and activities, special services received, etc. As completed applications are received, available personnel from the Board of Directors and the Wesley College faculty will meet with prospective parents/guardians and students to share the philosophy of the school and explain the parent contracts. Prior to admission, parents/guardians of prospective students must sign a parent contract agreeing to the following stipulations:

1. Participation in a social constructivist teaching/learning model and in unique classroom environments such as multi-age groupings rather than single-grade placements.
2. Placements of students in classrooms according to needs rather than age or previous grade placements.

3. Participation in and support of child's education through regular attendance at parent/teacher organization meetings, arranging and supervising daily study times, attending regularly scheduled teacher/parent conferences.

4. Responsibility for arranging transportation to and from school and packing a daily lunch.

5. Support of the school's discipline policy and follow-through with discipline conferences and contracts as needed.

Once applications are complete and parent contracts are signed, the Board of Directors will notify parents in writing of admission decisions based on available openings in each grade.

The process for admission of new students for the second year of operation will be determined by the School-Based Decision Making Team at the end of the first year of operation.

**Criterion #B-11
Qualified Staff**

Outline the criteria for hiring teachers and other staff for the school:

The Campus Community School will be run by a School Based Decision-Making Team composed of the operations manager, the head teacher, two teacher representatives, three Wesley College faculty and two parent representatives. The operations manager will be responsible for record-keeping and all non-curricular operations of the school such as attendance, recruitment, office personnel, payroll, scheduling, etc. and will report directly to the Board of Directors on these matters. The head teacher will be designated by the Board of Directors on the recommendation of the Wesley College faculty and for the first year and elected by the Campus Community School faculty in subsequent years. In addition to teaching, this individual will report to the Board of Directors on matters relating to students, faculty, and curricular issues. The head teacher will also chair faculty meetings, serve on the School-Based Decision Making Team, represent the school at local and state meetings on curricular issues, facilitate and support students and teachers in day-to-day activities and/or problems. The two teacher and parent representatives will be elected from their respective groups each academic year (see Appendix III).

The following criteria will be utilized for hiring teachers:

- * certification by DPI for all of the teaching staff
- * special education certification required by at least one teacher (for inclusion students only)
- * prior training and experience in cooperative learning, experimental learning, multi-age groupings, problem solving, critical thinking, and educational technology.

Job qualifications and criteria for non-professional staff will be established by the Board of Directors. Hiring procedures will be established by the Board of Directors.

What proportion of teachers will be certified to teach in Delaware public schools?

100% will be certified.

What proportion of teachers will be on "limited term certification"?

None.

What educational and other qualifications will the "head of the school" have?

This individual should hold a masters degree in management, be familiar with the educational environment, and have some background in technology.

**Criterion #B-12
Transportation**

Discuss plans for transporting students within the local district to and from school. What arrangements, if any, will be made with the local school district?

The charter school will request Capital School District within whose boundaries it is located to provide transportation within the school district at times appropriate to the normal school hours of the charter school or at times established for other schools within the district. On days that the charter school is in session and the local district schools are closed, and on days when local district schools begin or dismiss at times differing from those of the charter school, alternate transportation arrangements will be made in advance by the parents, with the assistance of the charter school where possible.

How will students who live outside the local school district be transported?

Parents will have the choice of arranging transportation of students to and from school and requesting transportation reimbursement, or of transporting students to and from the closest (to their residence) school bus stop within the local school district as established in consultation with the local school district transportation manager.

If you plan to implement an extended day or extended year program which requires transportation beyond what the district provides, what arrangements will be made to transport students?

Parents will agree, as part of the student application process, to transport students to and from school for any (all of which will be optional) extended day and year programs. The charter school plans to establish sufficiently extended school operating hours to make parent-arranged transportation practical.

Plans, arrangements outside local school district.

The charter school will request Capital School District within whose boundaries it is located to provide transportation from established bus stops. Parents will be required to make arrangements to have their children transported to and from these bus stops.

Criterion #B-13
Interscholastic Athletics

The school will integrate athletics and movement into its curriculum with the dual intent of modeling movement integration for the public schools, and for the overall improvement of its students' physical fitness and kinesthetic abilities.

There will be organized intramural sports in which all student will participate. Swimming and other lifetime team and individual sports will be an integral part of every student's day.

Students interested in a particular sport such as lacrosse, soccer, cycling, or tennis, for example, will be provided with coaching and instruction. At a later date, given student and family interest, an intermural schedule in certain sports may be arranged.

The College's 80+ Physical Education majors, supervised by coaches and faculty, will enrich the availability of kinesthetic instruction/diagnostics, and sports programs to the school's students.

Criterion #B-14
Timetables

Provide the milestone activities and dates leading to opening the school. Include staffing, facilities, participation of students, etc.

A complete timetable will be established and maintained utilizing an electronic project management system.

Aug., 1997	State Board of Education approval of the charter application
Oct., 1997	Begin formal publicity campaign Begin active recruitment of students and staff Begin scheduling student/parent information meetings Campus Community Board will develop and adopt the Student Rights and Responsibilities Handbook and parent contract.
Jan., 1998	Move into facility
April, 1998	All staff hired Student/parent interviews completed and students selected. All signed parent contracts returned by June 15, 1998. Preliminary student admissions lists to school districts (supplemental rosters provided as additional students are admitted)
July, 1998	Election and institution of School-Based Decision Making Team.
July/August, 1998	Begin staff inservice
September, 1998	First day of school

Criterion #B-15
Facility Planning

The school plans to use Bradford Hall, which currently houses the Department of Education on the Wesley College campus. Since the building is already used as a school, few changes will need to be made to accommodate younger students. Bradford Hall currently has eight classrooms, two of which are set up for observation; a 20-station computer laboratory wired to the Internet and networked on a LAN; two curriculum laboratories with curricular resources; and two TV/VCR/laser disc carts for use in classrooms. Rooms 12, 14, 16, and the two classrooms currently housing the Exercise Physiology Lab on the first floor, and rooms 102, 103, and 104 on the second/ground floor will be set aside for the Campus Community School.

Students with disabilities will be housed on the ground floor of Bradford Hall and rest rooms on this floor will be made accessible to the disabled.

Shared college facilities will include the athletic facilities (gym, pool, athletic fields), library, MacIntosh Lab, art, and music rooms.

Criterion #B-16
Economic Viability

Explain why the plan is "economically viable".

The school will be economically viable because of the state/local funding and the substantial in-kind support from Wesley College in Dover. Specifically, Wesley will provide free to the school the following items: space, custodians, nursing care, computer installation/wiring, network administration; insurance on the property, utilities, building maintenance and staff development (offered at Wesley). In addition, the school will take advantage of Wesley's lower costs in the areas of computers, copiers and telephones. This formidable in-kind support will allow the Board of Directors to spend resources on teachers' salaries, computer and supplies for the students.

Provide revenue and expenditure estimates for the first three (3) years.

The revenue and expenditure estimates are presented in Part C of this application.

Explain all sources of expected income.

The State Appropriations and Local Fund Transfers figures were provided by Mr. Kent Cashell of DPI (see Part C). It does not include funding for transportation. It is therefore \$71,564 less than the DPI estimate. The Wesley College revenue is based on in-kind support from Wesley College (see Appendix II for letter of support). The \$100,000 federal grant is called The Charter School Grant and will be used for extra curricular, supplies and materials, computers, computer installation, furniture, attorney's fees, and building modification. Although no firm commitments have been made, it also expected that substantial monetary and in-kind donations from the private sector will be forthcoming.

Explain major expense categories, including contracts for equipment, services, leases, improvements, purchasing or real property and insurance.

Except as noted, growth in expenses and revenue is increased by 2% annually.

Main expense categories, as detailed in the application budget are as follows:

Personnel

Teachers - 8 @ \$45,000 average salary
Principal/Administrative Head of School - 1 @ \$50,000 (State PG 18-20)
Clerical - 1 @ \$33,000 (State PG 11)
Custodial - Wesley In-Kind
Substitutes - 80 days @ \$93.75/day
Student Records - 24 hours for 43 weeks @ \$6.00/hour
Teachers Aide/Intern - 10 Wesley students at \$1,400 per year

Other Employment Costs

Health Insurance - \$68,250
Pension - \$58,941
FICA - \$31,595
Medicare - \$7,623
Worker's Compensation - \$5,517
Unemployment Insurance - \$451
These expenses are based on State of Delaware Budget Office figures

Student Support

Transportation - Will be provided by the Capital School District. This cost will be borne by Capital School District (see Criterion #B-12)
Extra Curricular - 200 students @ \$200 each, reduced by 27% the second year and increased by 2% the third year
Supplies and Materials - 200 students @ \$345 each for the first year, reduced by 15% the second year and increased by 2% the third year
Printed Materials - 200 students @ \$279 each
Computer and Other Technology - 10 computers/software @ \$2,400 each
Contracted Services - All contracted services are listed separately on the budget worksheet
Contingency Funds - 3% of all student support costs
Field Trips - 200 students @ \$50 each
Nursing - Wesley In-Kind
Computer Installation/Wiring - Wesley In-Kind
Student Achievement Assessments - 75 students (grades 3, 5, & 8) @ \$20 each for Iowa Basic Test; State Assessment - no cost
Special Education Evaluations - (Psychological, Speech, Occupational Therapy) 10% of Students (20) @ \$500 each
Admission Tests - \$4,000
Network Administration - Wesley In-Kind
Furniture - 200 students @ \$50 each

Administrative Operations

Insurance - See #B-18
Rent - Wesley In-Kind - 903 square feet @ \$10/sq. ft = \$90,300
Mortgage - \$0
Utilities - Wesley In-Kind
Maintenance - Wesley In-Kind
Supplies and Materials - \$5,000 for all staff
Equipment Lease/Maintenance - \$4,000 for a copier
Telephone/Communications - \$1,200 for phone equipment lease/purchase and line costs
Accounting and Payroll - \$5,000 for State Auditor costs
Printing and copying - \$5,000 for all staff

Postage and Shipping - \$500 for all staff
Contingency Funds - 3% of all administrative /operations supports costs
Staff Development - Wesley In-Kind - \$10,000
Custodial - Wesley In-Kind - \$18,900
Attorney's Fees - \$25,000
Building Modifications - \$27,000 for adding classrooms walls, making rest rooms handicapped accessible, etc.

Explain all in-kind services or donations.

See #4 above.

Complete the application budget worksheet.

See Part C

Explain how the budget will be altered if enrollment is below projections.

Personnel and Other Employment Costs will be reduced by hiring fewer teachers; costs based on student count (extra curricular, supplies, print materials and the related contingency) will be reduced.

\$71,564 has been added to expenses under "Transportation." This amount has been accounted for by correcting custodial and maintenance costs to reflect their In-Kind status (custodial is now under Administrative/Operations Support) and by reducing the computer and extra-curricular lines (see new Budget Worksheet, attached).

Nursing services will be provided on an as-needed basis by Wesley College Nursing School employees. These employees are registered nurses. Because the service will be used on an as-needed basis, a value is not shown on the budget.

The applicant will not provide food service for the children; children will bring their lunches.

**Criterion #B-17
Financial Operations**

Will the school operate within DFMS? If yes, please describe the applicant's knowledge of this system?

Yes. One Board of Director, Gloria W. Homer is the Director of Administration for the State Department of Administrative Services. As such, Ms. Homer has worked with the DFMS system ever since its inception and therefore knows about its uses, capabilities, and requirements.

If the school will not operate within DFMS, describe how payroll, purchasing, compensation, pension and/or benefits systems will be managed.

N/A.

Criterion #B-18
Legal Liability

Explain the school's potential legal liability.

The potential legal liability of the charter school is viewed as the same as schools in existing public school districts. This view is supported by Title 14, Chapter 5, Section 504(d) of the Delaware Code. For this reason, insurance coverage is planned to be similar to that obtained by public school districts.

List the types and limits of insurance coverage the school plans to obtain.

- General Liability - \$1 Million
- Non-owned and hired auto liability - \$1 Million
- Errors and Omissions - \$1 Million
- Workman's Compensation Coverage B - \$1/2 Million
- General Liability Umbrella - \$5 Million
- Comprehensive Property - actual replacement value for equipment in building
- Vehicle - not necessary - will use state fleet system

PART C

Charter School Application Budget Worksheet

Three Year Projection

REVENUE*	YEAR 1	YEAR 2	YEAR 3
State Appropriations	\$734,275	\$748,961	\$763,940
Local Fund Transfers	\$147,654	\$150,607	\$153,619
Wesley College In Kind	\$158,900	\$156,534	\$160,118
Federal Grant	\$100,000		
CURRENT ESTIMATE	\$1,814,706	\$1,743,098	\$1,777,048
DIFFERENCE	(\$673,877)	(\$686,997)	(\$699,372)
 TOTAL REVENUE =	\$1,140,829	\$1,056,102	\$1,077,677

EXPENSES

Personnel (Please Indicate FTE's)	YEAR 1	YEAR 2	YEAR 3	FTE's
Salaries				
Teachers	\$360,000	\$367,200	\$374,544	8.00
Principal/Administrative Head of School	\$50,000	\$51,000	\$52,020	1.00
Clerical	\$33,000	\$33,660	\$34,333	1.00
Custodial (See Contractual)	\$0	\$0	\$0	0.00
Substitutes	\$7,500	\$7,650	\$7,803	0.00
Student Records Part Time	\$6,200	\$6,324	\$6,450	0.00
Teachers Aide / Intern	\$44,800	\$45,696	\$46,610	10.0(b)
	\$501,500	\$511,530	\$521,761	10.00

Other Employment Costs (a)

Health Insurance	\$68,250	\$68,250	\$68,250
Pension	\$58,941	\$61,128	\$62,350
FICA	\$31,595	\$32,226	\$32,871
Medicare	\$7,623	\$7,775	\$7,931
Worker's Compensation	\$5,517	\$5,627	\$5,739
Unemployment Insurance	\$451	\$460	\$470
Other Benefits (Please Specify)			
	\$172,376	\$175,467	\$177,611

Subtotal Personnel = **\$673,876 \$686,997 \$699,372**

- (a) The percentage rates for certain employment costs can be provided if the Charter School wishes to utilize state benefits.
- (b) Will not qualify for benefits.

PART C

Charter School Application Budget Worksheet (Cont'd)

EXPENSES (continued)

	YEAR 1	YEAR 2	YEAR 3
Student Support			
Transportation	\$0	\$0	\$0
Cafeteria	\$0	\$0	\$0
Extra Curricular	\$40,000	\$29,167	\$29,950.34
Supplies and Materials	\$69,000	\$58,344	\$59,511
Printed Materials	\$55,800	\$56,916	\$58,054
Computers	\$24,053	\$0	\$1,565
Contracted Services	\$0	\$0	\$0
Contingency Funds	\$9,000	\$9,000	\$9,000
Field Trips	\$10,000	\$10,200	\$10,404
Nursing	\$0	\$0	\$0
Computer Installation / Wiring (In Kind)	\$7,500	\$1,500	\$1,500
Student Achievement Assess.	\$1,500	\$1,530	\$1,561
Special Ed. Evaluations	\$10,000	\$10,200	\$10,404
Network Administration (In Kind)	\$14,700	\$15,200	\$15,700
Furniture	\$10,000	\$0	\$0
Subtotal Student Support =	\$251,553	\$192,057	\$197,549

Administrative/Operations Support

Insurance (Property/Liability)	\$5,000	\$5,100	\$5,202
Rent (In Kind)	\$90,300	\$92,106	\$93,948
Mortgage	\$0	\$0	\$0
Utilities (In Kind)	\$7,500	\$7,900	\$8,200
Maintenance (In-Kind)	\$5,000	\$5,250	\$5,500
Supplies and Materials	\$5,000	\$5,100	\$5,202
Equipment Lease/Maintenance	\$4,000	\$4,080	\$4,162
Telephone/Communications	\$1,200	\$1,224	\$1,248
Accounting & Payroll	\$5,000	\$5,100	\$5,202
Printing and Copying	\$5,000	\$5,100	\$5,202
Postage and Shipping	\$500	\$510	\$520
Contingency Funds	\$1,000	\$1,000	\$1,000
Staff Development (In Kind)	\$15,000	\$15,300	\$15,606
Custodial (In-Kind)	\$18,900	\$19,278	\$19,664
Attorney's Fees	\$25,000	\$10,000	\$10,000
Building Modifications	\$27,000	\$0	\$0
Other (Please Specify)			

Subtotal Administrative Support = \$215,400 \$177,048 \$180,656

TOTAL EXPENSES = \$1,140,829 \$1,056,102 \$1,077,677

APPENDIX I

BOARD OF DIRECTORS AND DESCRIPTION

Carl Hauger is the District Technology Coordinator for Smyrna School District. He is a Delaware certified teacher who has taught in the public schools. He is completing work toward a Ph.D. in Education from Wilmington College.

Gloria Homer is a Division Director in the State Department of Administrative Services. Her responsibilities and areas of expertise include the State Budgeting and Accounting; personnel and purchasing processes. She is the mother of two children, ages 5 and 9.

Dixie Norris is the Vice President for Finance and Treasurer at Wesley College.

Patricia Patterson, M.S., Ed.D., is Chair of the Division of Education and Human Services at Wesley College. She has expertise in educational reform and teacher education in science and mathematics. She has taught in public schools and colleges for 15 years. Prior to that she worked as a marine ecologist and botanist.

Jane Richter is owner and administrator of the Little School, a preschool and kindergarten in Dover. She has held this position for 26 years and is a Delaware certified teacher. She is an instructor at Delaware Technical Community College. She was instrumental in writing the curriculum text for courses in the Early Childhood Education curriculum at Del Tech.

APPENDIX II

WESLEY COLLEGE
OFFICE OF THE TREASURER
127 NORTH STATE STREET
DOWEL, DELAWARE 19971-0875



PHONE: (302) 736-2347
PHONE: (302) 736-2357
FAX: (302) 736-2344

W E S L E Y

DELAWARE'S FIRST INDEPENDENT COLLEGE

Founded 1826

July 23, 1997

To Whom It May Concern:

Wesley College will make available the following space for use by The Campus Community School in the fall of 1998.

Five classrooms on the ground floor of Bradford Hall

Three classrooms on the first floor of Bradford Hall

In addition, Wesley College agrees to sharing additional facilities with The Campus Community School that include: the Macintosh lab, athletic facilities, and the Library.

A handwritten signature in cursive script, appearing to read "Dixie K. Norris".

Dixie K. Norris
Vice President, Finance and Treasurer

DKN:nds

APPENDIX III

**CAMPUS COMMUNITY SCHOOL
SCHOOL-BASED DECISION MAKING TEAM**

Operations Manager
Reports to the Board of Directors

2 Teacher Representatives
(Elected by the Faculty each year)

2 Parent Representatives
(Elected by the P.T.O. each year)

Head Teacher
Reports to the Board of Directors
(Designated by the Board of Directors
on the recommendation of the Wesley
College Education Faculty for Year One
and elected by the Faculty in subsequent
years)

**3 Wesley College
Education Faculty**

Assurances

The charter school assures that it will do the following:

1. Not discriminate against any student in the admissions process because of race, creed, color, sex, handicap or national origin or because a student's school district of residence has a per student local expenditure lower than another student seeking admission.
2. Participate in the State Assessment Program.
3. Manage its financial operations within the Delaware Financial Management System (DFMS) or negotiate a memorandum of agreement with the state's Budget Director and the Comptroller General to do otherwise.
4. Maintain communications with other public and nonpublic schools to assure efficient notification about transfers and to exchange related records.
5. Provide necessary reports and cooperate with financial programmatic or compliance audits.
6. Comply with Delaware Code, Chapter 85, Title 11 relating to criminal background checks for education employees.
7. Not operate in a sectarian manner or include religious practices in its educational program.

The charter school applicant agrees to the above assurances.



(Signature of Chairman or Chief Officer of the applicant's corporation)

Date: 12/12/96

95-01/95/10/13

9/6/96

Campus Comm. School

BY-LAWS
OF
CHARTER SCHOOL, INC.

ARTICLE I - POWERS AND RESPONSIBILITIES OF DIRECTORS

Subject to limitations imposed by law, the articles of incorporation of this corporation or these by-laws, all corporate powers shall be exercised by or under the authority of the Board of Directors. The Board of Directors (referred to in this and the following articles as the "Board") has the power to manage the property and business of the corporation.

The Board's primary responsibility is to determine the character for the corporation, to establish overall policy, and to work towards financial stability. The Board has the responsibility for the effective implementation of the policies it lays down.

Without limiting the foregoing, the Board of Directors:

1. maintains the essential character and integrity of the corporation as outlined by the charter and preserves its independence;
2. establishes the goals and parameters which determine the nature of the corporation consistent with its articles of incorporation;
3. approves long-range plans which enable the corporation to approach the desired goals;
4. oversees the general operation of the corporation, assuring that the established policies are effectively interpreted and appropriately implemented;

5. establishes policies regarding the number of employees and the total compensation of personnel;
6. approves major fringe benefits, including employee contribution options deducted from pay;
7. establishes by-laws for effective operations;
8. cultivates, nominates, appoints and orients Board members who possess the talent, skills, and means to further the work of the Board;
9. serves as a court of last resort when decisions at lower echelons have been appealed to and accepted for review by the Board;
10. keeps contact with constituents and evaluates concerns for relevance.

ARTICLE II - MEMBERSHIP OF THE BOARD OF DIRECTORS

Section 1. Number.

The number of directors shall be no fewer than five (5) nor more than thirteen (13).

Section 2. Eligibility.

The directors of the corporation shall be the only members of the corporation and, upon ceasing to be a director, any such person shall cease to be a member. Election of a director as provided in these by-laws shall likewise serve to elect such director to membership in the corporation. The director shall, for the purpose of any statutory provision or rule of law relating to non-profit corporations, be a member of the corporation and shall have and exercise all the rights, privileges, powers and immunities of members thereof.

No person shall be eligible who is employed by the corporation, or has a member of his immediate family employed by the corporation. Persons under the age of 21 are not eligible for membership on the Board of Directors.

Section 3. Liability.

No director shall be personally liable for the debts, liabilities or obligations of the corporation.

Section 4. Fiduciary Duties.

A director of the corporation shall stand in a fiduciary relation to the corporation and shall perform his duties as a director, including his duties as a member of any committee of the Board upon which he may serve, in good faith, in a manner he reasonably believes to be in the best interest of the corporation, and with such care, including reasonable inquiry, skill and diligence as a person of ordinary prudence would use under similar circumstances.

Absent a breach of fiduciary duty, lack of good faith or self-dealing, any action taken as a director or any failure to take any action as a director shall be presumed to be in the best interests of the corporation.

Section 5. Election and Term.

The initial directors of the corporation are the persons who executed and are named in the articles of incorporation. The terms of office of the directors shall be two (2), three (3), and five (5) years with the number of directors being nominated by the Executive Committee and elected at each annual meeting of the directors. Two (2) of the directors elected at the annual meeting shall serve a term of two (2) years, two (2) a term of three (3)

years and the remainder a term of four (4) years. No director shall serve for more than four (4) consecutive years, except that a director who has been elected Chairman before the end of the four (4) consecutive years may serve as a director for up to six (6) consecutive years, and that Chairman's term may be extended for one year in the event there would otherwise have been in the same year a change in both the position of Board Chairman.

After completion of the applicable maximum consecutive service, a director is not eligible for re-election until 24 months have elapsed.

Section 6. Vacancies.

Any vacancy on the Board of Directors shall merely reduce the number of duly elected and acting Directors until such time as that vacancy is filled. Vacancies existing from time to time by reason of an increase in the authorized number of directors, or for other reasons, may be filled by a majority vote of the remaining directors by election at any regular meeting of the Board, provided a notice of the election and qualifications of nominees be distributed to the directors at least 10 days prior to the election. Vacancies occurring in existing positions shall be filled for the unexpired term only.

Section 7. Removal.

A director may be removed from the Board, with or without cause, by an affirmative vote of at least a majority of the directors. A director may also be removed from the Board should he fail to attend ____ consecutive meetings.

Section 8. Compensation.

Directors, as such, may receive pursuant to resolution of the Board fixed fees, expenses and other compensation for attendance at regular and special meetings and their services as directors, including, without limitation, their services as members of committees of the Board. Nothing contained herein shall be construed to preclude any director from serving the corporation in any other capacity in receiving compensation therefor.

Section 9. Resignations.

Any director may resign from a committee of the Board, an office of the Board, or the Board itself by giving written notice to the Chairman or the Secretary. Any such resignation shall take effect at the date of receipt of such notice or at any later time therein specified, and, unless otherwise specified, the acceptance of such resignation shall not be necessary to make it effective.

ARTICLE III - HONORARY DIRECTORS

Any individual whose assistance and expertise is sought by the Board may be elected an Honorary Director by a majority of the Board of Directors. Honorary Directors shall be elected for one-year terms and may be reelected without limit. They are entitled to receive minutes of all Board meeting and Executive Committee meetings, and may attend all meetings of the Board. An Honorary Director shall not be considered a member of the Board for any legal purpose, including voting. The additional number of Honorary Directors shall not exceed twenty-five percent (25%) of the number of the regularly authorized Board members.

ARTICLE IV - OFFICERS OF THE CORPORATION

Section 1. Generally.

The officers of the Corporation shall consist of a President, one or more Vice Presidents, a Secretary, a Treasurer and such other officers as may from time to time be appointed by the Board of Directors. Officers shall be elected by the Board of Directors which shall consider that subject at its first meeting after every annual meeting. Each officer shall hold office until his successor is elected and qualified or until his earlier resignation or removal. The President shall be a member of the Board of Directors. Any number of offices may be held by the same person. One person may also have such other titles as the Board of Directors may determine.

Section 2. President.

The President shall be the chief executive officer of the Corporation. Subject to the provisions of these Bylaws and to the direction of the Board of Directors, he shall have the responsibility for the general management and control of the business and affairs of the Corporation and shall perform all duties and have all powers which are commonly incident to the office of chief executive or which are delegated to him by the Board of Directors. He shall have power to sign all contracts and other instruments of the Corporation which are authorized and shall have general supervision and direction of all of the other officers, employees and agents of the Corporation.

Section 3. Vice President.

Each Vice President shall have such powers and duties as may be delegated to him by the Board of Directors. One Vice

President shall be designated by the Board of Directors to perform the duties and exercise the powers of the President in the event of the President's absence or disability. In the absence of the Chairman and the President, any Vice President who is a director shall, in the order prescribed by a resolution of the Board of Directors, preside at meetings of the Board of Directors.

Section 4. President Pro Tem.

In the absence of the President and Vice-President, the Board of Directors may appoint a President Pro Tem.

Section 5. Secretary.

The Secretary shall keep or cause to be kept a record of the proceedings of the Board of Directors, shall make service of all such notices as may be necessary or proper, and shall have such other powers and duties as may be prescribed from time to time by the Chairman of the Board.

Section 6. Treasurer.

The Treasurer shall be responsible for the oversight of the custody of all funds and securities of the corporation, shall generally supervise the accounting and bookkeeping of the corporation, shall regularly report to the Board of Directors as to the financial condition and results of the operation of the corporation, and shall have such other powers and duties as may be prescribed from time to time by the President or the Board. With approval of the Board, the Treasurer may delegate to an administrative salaried employee of the corporation any of the foregoing duties, including the signing of checks or other orders for the payment of money, as the Treasurer shall specifically designate. All such delegations shall be recorded in the minutes of the Board.

The Treasurer and any other persons who are empowered to sign checks or other orders for the payment of money shall give this corporation a bond in such sum and with such assurity or assurities as shall be satisfactory to the Board. The cost of such bond or bonds shall be paid by the corporation.

Section 7. Election.

The officers of the Board shall be nominated by the Executive Committee and shall be elected by and serve at the discretion of the Board subject to the foregoing limitations. Each officer shall be elected for a one-year term, except that an officer elected to fill a vacancy shall serve for the remainder of the term of his predecessor. No person shall serve as President for more than two consecutive years and no person may serve more than three consecutive years in any one or combination of the offices of Vice-President, Secretary, and Treasurer.

Section 8. Vacancies.

A vacancy in any of the offices of the Corporation may be filled for the unexpired term by a majority vote at any meeting of the Board of Directors, by election, provided that a notice of the elections and qualifications of nominees be distributed to members at least ten days prior to the election.

ARTICLE V - MEETINGS OF THE BOARD

Section 1. Regular Meetings.

Regular meetings of the Board shall be held semi-monthly beginning in September, 1997, at such time and place as the Chairman or a majority of the Board may from time to time prescribe. A yearly calendar of all regular meetings of the Board and

the Executive Committee shall be prepared in June by the Executive Committee, for approval by the full Board. This calendar shall be mailed to all Board members and shall serve as a legal notice of the time and place of such meetings. The character of these meetings shall be announced by agendas and relative supporting date distributed to Board members at least five (5) days but not more than twenty (20) days prior to each meeting.

Section 2. Special Meetings.

Special meetings of the Board for any purpose or purposes may be held on the call of the Chairman or any three directors. Notice of each special meeting, setting forth the time, date, and a place of the meeting and the general nature of the business to be transacted thereat, shall be given by the Secretary in person, by mail, by telegram, by e-mail or by fax, not less than five days in advance of the meeting to each director at the address last shown on the records of the corporation. Business transacted at a special meeting shall be limited to the matter stated in the notice of the meeting.

Section 3. Waiver or Consent.

The transaction of business at any meeting of the Board of Directors, however called and noticed and wherever held, shall be as valid as though held at a meeting after regular call and notice if a quorum is present and if, either before or after the meeting, each of the directors not present signs a written waiver of notice or consent to the holding of the meeting or an approval of the minutes. All such waivers, consents, or approvals shall be expressed in writing and filed with the corporate records or made a part of the minutes of the meeting.

Section 4. Quorum.

A quorum for the transaction of business at any meeting of the Board shall consist of a majority of the directors then serving. An act of the majority of directors present and voting at a duly called meeting shall be the act of the Board except as may be provided elsewhere by these by-laws.

Section 5. Participation in Meetings by Conference Telephone.

Notwithstanding any provision of these by-laws to the contrary, members of the Board or of any committee thereof may participate in a meeting of such Board or committee by means of conference telephone or similar communications equipment by means of which all persons participating in the meeting can hear each other, and such participation shall constitute presence in person at such meetings provided that a quorum is physically present in Delaware.

ARTICLE VI - ACTION WITHOUT FORMAL MEETING

Any action required or permitted to be taken by the Board or by any committee thereof may be taken without a formal meeting by a written consent setting forth the actions so taken and signed by all members of the Board or of a committee as the case may be. The consent must be filed with the minutes of the proceedings of the Board or the committee.

ARTICLE VII - COMMITTEES

Section 1. Special Committees.

There may be such special or ad hoc committees as the Board may from time to time establish for the discharge of particular duties.

Section 2. Standing Committees.

There shall be the standing committees specified in this article. Members of standing committees shall be appointed annually by the Chairman, after consultation with the Board, at or following the annual meeting of the Board of Directors. Except as provided in these by-laws, the Chairman shall be an ex-officio member of all standing committees without power to vote, and each standing committee shall include at least two additional directors. Each director shall serve on at least one committee, but no director shall serve on more than two committees. The Chairman of each standing committee shall be a director. Except where otherwise provided in this article, additional members, including persons who are not on the Board of Directors, may be appointed from time to time.

Section 3. Discontinued Committees.

The Board of Directors may discontinue any standing committee from time to time and the duties of any committee so discontinued shall be performed during such discontinuance by the Executive Committee of the Board.

Section 4. Meetings.

Except as provided in this section, all standing committees shall meet at least two times annually, and shall report on all actions and considerations to the Board.

Section 5. Executive Committee.

- (a) The Executive Committee shall be composed of three members. The Chairman shall be the chairman of the Executive Committee with power to vote. The Chairman shall appoint two additional directors - who

need not be officers - to serve on the committee. Appointments to the Executive Committee are subject to endorsement by the Board.

- (b) Between meetings of the Board, the Executive Committee shall have supervision of the administration and property of the corporation except and unless specifically not empowered by the directors to do so. It may not take any action inconsistent with a prior act of the Board of Directors or the by-laws, dispose of any real property, or take any action which has been reserved to the Board by Board action. In the absence of limitations imposed by the Board, the Executive Committee shall have and exercise all the powers of the Board and the management of the business and affairs of the corporation when the Board is not in session, with the exception, however, that the Executive Committee may not buy, sell or otherwise dispose of assets of the corporation having value in excess of \$5,000 without having first obtained authorization from a majority of the members of the Board.
- (c) The Executive Committee shall meet at least once between each regularly scheduled meeting of the whole Board. Special meetings may be called by the Chairman or by two or more members of the Committee.
- (d) The majority of the members of the Executive Committee shall constitute a quorum, but the affirma-

tive vote of the majority of the whole committee shall be necessary in every case. The committee may formulate further rules and regulations governing the conduct of its business.

- (e) The committee shall present nominations for directors to be elected by the Board, and for President, Vice-President, Secretary and Treasurer. The committee shall furnish information related to the background and qualifications of all such nominees at least one week prior to the Board meeting at which an election or appointment is scheduled to take place. The committee shall develop and administer a program of orientation for newly elected directors.
- (f) The minutes of the meetings of the Executive Committee shall be distributed promptly after each meeting to all directors. At each and every meeting of the Board of Directors, the proceedings and actions taken by the Executive Committee since the last meeting of the board shall be reported to the Board.

Section 6. Finance Committee.

- (a) The Finance Committee shall be composed of not less than three nor more than five members, a majority of whom are directors. It shall review the annual operation and capital budget prepared and presented under the direction of the Treasurer of the corporation or his delegate(s), and make recommendations

with respect thereto to the Board of Directors. It shall review major financial or property transactions not provided for in the budget and submit proposed variances, with recommendations, to the Board of Directors or to the Executive Committee.

- (b) The Finance Committee shall have charge of the investment of all funds of the corporation, including the power to effect purchases, sales, and exchanges of securities and other investment assets of the corporation, except real property. The committee may employ investment counseling and may delegate authority to purchase or sell securities for the account of the corporation to such investment counsel or any other officer of the corporation, subject to such financial and other limitations that the committee may impose. The Committee shall report at each regular Board Meeting. The Treasurer of the corporation shall be chairman of the Finance Committee and the Administrative Head shall be an ex-officio member of the committee, without the power to vote.
- (c) The majority of the members of the Finance Committee shall constitute a quorum, but the affirmative vote of the majority of the whole committee shall be necessary in every case. The committee may formulate further rules and regulations governing the conduct of its business.

Section 7. Personnel Policies Committee.

The Personnel Policies Committee shall advise the Finance Committee on recommended salaries, pension and other policy concerns. Members of the committee, when so requested by the Board, shall render advice on specific personnel matters.

Section 8. Long-Range Planning Committee.

The Long-Range Planning Committee shall work closely with the Chairman of the Board in order to plan for the future. The Committee will consider such topics as expansion of solicitation methods and areas of review of the corporation's goals.

ARTICLE VIII - MISCELLANEOUS

Section 1. Fiscal Year.

The fiscal year of the corporation shall commence on the first day of July in each year.

Section 2. Execution of Contracts.

The Board may authorize any officer or officers, agent or agents, to enter into any contract or execute any instrument in the name of and on behalf of the corporation, and such authority may be general or confined to specific instances.

Section 3. Conflicts of Interests.

A director shall be considered to have a conflict of interest if (a) such director has existing or potential financial interests which impair or might reasonably appear to impair such member's independent unbiased judgment in the discharge of his responsibilities to the corporation, or (b) such director is aware that a member of his family (which, for purposes of this paragraph, shall be a spouse or child) or any organization in which such

director (or a member of his family) is an officer, director, employee, member, partner, director or controlling stockholder has such existing or potential financial or other interests. All directors shall disclose to the Board any possible conflict of interest at the earliest practical time. No director shall vote on any matter, under consideration of the Board of committee meeting, in which such director has conflict of interest. The minutes of such meeting shall reflect that a disclosure was made and that the director having the conflict of interest abstained from voting. Any director who is uncertain whether he has a conflict of interest in any matter may request the board or committee to determine whether a conflict of interest exists and the Board or committee shall resolve the question by a majority vote.

ARTICLE IX - DISCRIMINATION PROHIBITED

Section 1. Non-discrimination Policy.

The corporation shall not discriminate against any person on the basis of race, creed, color, national or ethnic origin, sex or age.

Section 2. Terminology.

In interpreting these by-laws, all masculine pronouns shall be deemed to refer equally to the feminine gender.

ARTICLE X - AMENDMENT AND REVIEW OF BY-LAWS

New by-laws may be adopted or these by-laws may be amended or repealed by the vote of two-thirds of all directors at a meeting duly called and held for such purpose or by written consent pursuant to Article VI, provided that 30 days notice of the proposed by-law change be given. Prior to each annual meeting of

the Board of Directors, the Executive Committee shall review these by-laws and suggest any necessary changes thereto.

**ARTICLE XI - INDEMNIFICATION OF DIRECTORS,
OFFICERS, EMPLOYEES AND AGENTS**

Section 1. Availability of Indemnification.

The corporation shall indemnify any director, officer, other employee or agent who was or is a party to, or is threatened to be made a party to or who is called as a witness in connection with any threatened, pending or completed action, suit or proceeding whether civil, criminal, administrative or investigative including an action by or in the right of the corporation by reason of the fact that he is or was a director, officer, employee or agent of the corporation, or is or was serving at the request of the corporation as a director, officer, employee or agent of another corporation, partnership, joint venture, trust or other enterprise against expenses, including attorneys' fees, judgments, fines and amounts paid in settlement actually and reasonably incurred by him in connection with such action, suit or proceeding unless the act or the failure to act giving rise to the claim for indemnification is determined by a court to have constituted willful misconduct or recklessness.

Section 2. Extent of Indemnification.

The indemnification and advancement of expenses provided by, or granted pursuant to, this Article XI shall not be deemed exclusive of any other rights to which those seeking indemnification or advancement of expenses may be entitled under any bylaw, agreement, contract, vote of shareholders or disinterested directors or pursuant to the direction, howsoever embodied, of any

court of competent jurisdiction or otherwise both as to action in his official capacity and as to action in another capacity while holding such office. It is the policy of the corporation that indemnification of and advancement of expenses to directors, officers, employees and other agents of the corporation shall be made to the fullest extent permitted by law. To this end, the provisions of this Article XI shall be deemed to have been amended for the benefit of directors, officers, employees and other agents of the corporation effective immediately upon any modification of the General Corporation Law of the State of Delaware (the "GCL") which expands or enlarges the power or obligation of corporations organized under the GCL to indemnify or advance expenses to directors, officers, employees and other agents of the corporation.

Section 3. Promise to Repay Corporation.

The corporation shall pay expenses incurred by an officer, director or other employee or agent in defending a civil or criminal action, suit or proceeding in advance of the final disposition of such action, suit or proceeding upon receipt of an undertaking by or on behalf of such person to repay such amount if it shall ultimately be determined that he is not entitled to be indemnified by the corporation.

Section 4. Duration of Right to Indemnification.

The indemnification and advancement of expenses provided by or granted pursuant to this Article XI shall, unless otherwise provided when authorized or ratified, continue as to a person who has ceased to be a director, officer, employee or agent and shall inure to the benefit of the heirs, executors and administrators of such person.

Section 5. Indemnification Fund.

The corporation shall have the authority to create a fund of any nature, which may but need not be under the control of a director, or otherwise secure or insure in any manner its indemnification obligations whether arising under these bylaws or otherwise. The authority granted by this Section 5 shall be exercised by the Board of Directors of the corporation.

Section 6. Contract for Indemnification.

A contract shall be deemed to exist between the corporation and each director and officer of the corporation with respect to indemnification and advancement of expenses as provided by this Article XI and as otherwise provided by applicable law.

Section 7. In General.

The provisions of this Article XI shall not be deemed to preclude the indemnification of, or advancement of expenses to, any person who is not specified in Section 1 of this Article XI but whom the corporation has the power or obligation to indemnify or to advance expenses for under the provisions of the GCL or otherwise.

ARTICLE XII - DISSOLUTION

In the event of the dissolution and final liquidation of the corporation, none of the property of the corporation nor any of the proceeds thereof shall be distributed to or divided among any of the Directors of the corporation or inure to the benefit of any individual. After all liabilities and obligations of the corporation have been paid, satisfied, and discharged or adequate provision has been made therefore, all remaining property and

assets of the corporation shall be distributed to one or more non-profit organizations which meet the following criteria:

- (a) such organizations shall be organized and operated exclusively for charitable, scientific, research, or educational purposes;
- (b) transfers of property to such organization shall, to the extent then permitted under the statutes of the United States, be exempt from Federal gift, succession, inheritance, estate or death taxes (by whatever name called);
- (c) such organization shall be exempt from Federal income taxes by reason of section 501(c)(3) of the Internal Revenue Code of 1954 (or of the corresponding provision of any subsequent Federal tax law).

The undersigned, Secretary of Charter School, Inc., does hereby certify that the foregoing is a true copy of the by-laws of Charter School, Inc., and that the same are in full force and effect at this date.

Dated: As of 10/24/97.

Ann V. Poth
Secretary