

**Delaware Department of Education
Charter Application
for the**

**Delaware Design-Lab High School
2014-2015 School Year**

CHARTER SCHOOL APPLICATION
Proposed School:
Delaware Design-Lab High School

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APPLICATION INSTRUCTIONS

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SCHOOL PROPOSAL OVERVIEW & ENROLLMENT PROJECTION

(Not included in narrative page limit)

Please provide information for the **primary point of contact** for your team. This individual will serve as the contact for all communications, interviews, and notices regarding the submitted application. *Note: Names and contact information may be shared with external groups by the Delaware Department of Education.*

Name of proposed school: Delaware Design-Lab High School

Primary contact person: Cristina C. Alvarez, Ed.D.
Mailing address: 818 N. Market Street STE 2R
Wilmington DE 19801

Phone: (day) 215-820-7547 **(evening)** _____

Email address: calvarez@design-labschools.org **Fax:** _____

Name of applicant group or entity applying: Design-Lab Schools LLC

Names, roles in the applicant group, and current employment of all persons on applicant team:

Name	Role	Current Employment
Cristina C. Alvarez, Ed.D.	Chief Executive Officer	Design-Lab Schools LLC
Martin Rayala, Ph.D.	Chief Academic Officer	Design-Lab Schools LLC

Provide the name and desired opening year for the proposed school.

Proposed School Name	Opening Year	*Geographic Community
Delaware Design-Lab High School	2014-2015	Wilmington

*Identification of Geographic Community may be as specific as a neighborhood or as general as the school district targeted for school location.

Model or Focus of Proposed School (e.g., Arts, College Prep, Dual-Language, etc.):

Media and Design

Does the applicant have previous experience operating one or more charter schools? * Yes
If yes, explain the nature of your prior experience.

Dr. Alvarez has served as Director of Operations for LEAP Academy Charter School in Camden, NJ, 2000; Administrator, Deputy CEO & Principal for the Charter High School for Architecture +

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Design of Philadelphia, 2001-2005; CEO of the Ross Global Academy Charter School in New York City, 2010-2011.

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Does the school expect to contract or partner with a Charter Management Company or other organization for school management/operation?* ☐ No

If yes, identify the Charter Management Company or other partner organization:

****Note: If the applicant has experience operating one or more charter schools and/or plans to contract with a Charter Management Company that has experience operating a charter school, the applicant must complete the Charter Management Company and Highly Successful Charter School Operator Supplement in addition to the application narrative.***

Proposed Principal/School Leader Information:

Name of proposed Principal/School Leader Candidate: Cristina C. Alvarez, Ed.D.

Current employment: Design-Lab Schools LLC

Daytime phone: _____ Cell phone: 215-820-7547

Email: calvarez@design-labschools.org

School Enrollment Projection

Academic Year	Planned Number of Students	Maximum Number of Students	Grade Levels
Year 0 (specify)	80% of max		Start-up
Year 1	240	300	9, 10
Year 2	380	475	9, 10, 11
Year 3	520	650	9, 10, 11, 12
Year 4	560	700	9, 10, 11, 12

EXECUTIVE SUMMARY

14 Del. C. §§ 512 (1), (2), (3), (5) and (6)

1. Mission and Vision.

The Delaware Design-Lab High School (DDHLS) will be a dynamic K-12 tuition-free public charter school where students use innovative Design-learning to imagine, design and create successful futures in college, careers in the 21st century global economy, and lifelong learning.

DDLHS will provide open enrollment to any student in Wilmington, Delaware and offer a high-quality four-year high school education that prepares students for admission to and successful completion of post-secondary college or career development programs. The school will admit 175 ninth graders and 125 tenth graders the first year, and enroll 175 ninth grade students each subsequent year to reach a capacity of 700 students within four years.

We aim to: ***Delight students with education beyond imagination in the most innovative school on the planet.***

Delaware Design-Lab High School is a community-based tuition-free public charter high school whose mission is to educate every student, at any level of development, optimizing each one's opportunity to succeed in post-secondary college and careers.

We design every aspect of the school experience to ensure optimum academic and social growth. A Design-Lab School education features safe, civil school culture; dynamic learning environment; innovative Science, Technology, Engineering, Media and Design (STEMD[®]) curriculum; and Design Learning practices that encourage communication, collaboration, critical thinking, and creativity.

Delaware Design-Lab High School students learn to be innovators, which builds their creative capital. Our graduates enter into a whole new socio-economic class, referred to as the "creative class", improving the economic trajectory of their lives.

This mission supports our vision to create a more just and inclusive world, a world that works for everyone, by design.

Our Vision is to: ***Produce the next generation of innovators who become the problem-solvers of the world.***

Our Vision is to transform K-12 students from any background, and at any level of development, into high performing innovators, problem-solvers, and successful leaders and entrepreneurs. Our aim is to create a more just and inclusive world, by making Design Learning a national model for K-12 education, demonstrating its capacity to be a new learning paradigm that transforms education beyond imagination.

2. Educational Need and Target Population.

Our goals in creating the Delaware Design-Lab High School are 1) to increase the high school graduation rate, 2) increase the college acceptance rate, and 3) decrease the post-secondary university attrition rate for Wilmington students from low socio-economic backgrounds, thereby fulfilling the legislative intent of DE charter school reform.

Delaware Design-Lab High School

Section 1: Executive Summary

DDLHS target student population are graduating 8th grade students, drawn from the 10 zip codes in Wilmington, DE. Proposed locations are in the city of Wilmington.

There is a critical community need for the proposed school because the number of grades 9-12 students who live in the city of Wilmington far exceeds the number of available high school seats. Our demographic research revealed that there are approximately 6000 students ages 13 to 18 in the city of Wilmington. Only 990 public high school seats exist between the two high schools within the city limits - Howard High School of Technology and New Moyer Academy.

Nearly 60% of Delaware low socio-economic students who graduate from high school and are admitted to college or university, drop out after the first semester. In specifically targeting traditionally under-served communities we acknowledge that some students will have educational needs and challenges. We anticipate as high as 90% may qualify for Free-Reduced Price Lunch, need special education services, and may be limited English proficient.

Our program will focus on providing rigorous academics, social supports, educational and behavioral interventions, and transition planning, to ensure that each student graduates, gets accepted to **and successfully completes** college or post-secondary training programs.

3. Community Engagement.

The Founding Group has contacted the community churches in Wilmington and in spring 2013 we will launch a community outreach campaign to publicize the proposed school. We are confident that as we build relationships with Wilmington's parents, community leaders, and advocacy groups, we will garner support for the school.

We have reached out to the elementary charter school Heads of School in Wilmington, who expressed concern that the gains their students had achieved might be lost due to a shortage of quality high schools in their community. We plan to develop a feeder pattern relationship with the K-8 charter schools in Wilmington to offer a safe, high quality, high school option to families who have previously chosen charter schools.

Delaware's professional organizations in design, architecture and the arts, support our goal to create a school that would become a feeder for their programs, effectively becoming a grades 9-16 educational option and resource for students. Professional organizations with whom we plan to partner: The Delaware College of Art and Design, University of Delaware College of Arts and Sciences, and AIA Delaware.

4. Education Plan.

Delaware Design-Lab High School's education plan meets all the academic requirements of the Delaware Department of Education (Attachments 4, 5 and 6). Students will have a strong educational background that prepares them not only with knowledge of the past and an understanding of what we know about the world today but they will also have the skills to imagine, design and create the way the world will be in the future.

Delaware Design-Lab High School's education program is based on a few simple ideas about the content, the tools, and processes for learning:

Content – What should student's know and be able to do? Design-Lab students learn to find patterns and systems in what they learn. They know they can't learn everything

Delaware Design-Lab High School
Section 1: Executive Summary

there is to know but they can learn how things work and how they fit together. They become systems thinkers.

Tools – Other schools make the mistake of thinking that if students only know how to read, write and do math, they can learn anything that comes along. Harvard psychologist Howard Gardner says we need more than words and numbers to be good thinkers. Students need to use sounds, movement, images, objects, spaces and experiences to learn. That's why students learn faster and better at Design-Lab High School.

Processes – The Partnership for 21st Century Skills structures learning around skills like critical thinking and problem solving; creativity and innovation; and communication and collaboration. Delaware Design-Lab High School combines 21st Century Skills with several other proven processes for learning such as Problem-Based Learning, Project-Based Learning, and Design Thinking so that students know how to identify a problem and take action to solve it. Design-Lab High students are the future problem-solvers of the World.

Assessment – Assessing student performance in this type of learning is accomplished through multiple measures and indicators including formative quizzes and classroom practice exercises; summative classroom and standardized tests; visual and oral presentations; written assignments; physical and digital portfolio reviews; project reviews; performance challenges (problem-solving); interactive visual displays; tutorials, games and simulations; discussions; and group collaborations. Delaware Design-Lab High School follows the principle “fail fast, fail early, and fail often”. Like Thomas Edison and the Wright Brothers, Design-Lab High students embrace failure as an inevitable part of the process of design. The only failure is the failure to try.

5. Leadership and Governance.

The Founding Group of the Delaware Design-Lab High School possess a rare blend of complementary strengths in school administration and educational innovation. The Chief Executive Officer and the Chief Academic Officer provide a unique vision for this innovative school model and offer the educational leadership skills and experience leading K-12 urban schools to make it work. This unparalleled combination of educational innovation and skilled management will help ensure the success of Delaware Design-Lab High School throughout the five-year initial charter term. Vision, mission, governance, management and growth of the school will be supported by an Advisory Council (vision), the Founding Group (mission), the Board of Directors (governance), the CEO (management), and an Outreach team (growth). (Attachment 15 – Organizational Chart). All of these highly qualified and accomplished individuals support Delaware Design-Lab High School's planning process without compensation. They are united by the vision of creating the most innovative school on the planet to close the achievement gap, increase the life chances of under-served students, and empower and inspire the future problem-solvers of the World.

FOUNDING GROUP & SCHOOL LEADERSHIP

14 Del. C. § 512 (1)

Founding Group Membership [14 Del. C. § 512 (1)]

1. Key Members of the Founding Group

The Founding Group is composed of a seasoned team of professionals with a diverse body of knowledge, extraordinary expertise, commitment to serving traditionally underserved students, and contacts in business, design, education, finance and philanthropy. Individually each offered particular areas of expertise that contributed to the development of this charter application. As a group their combined skills, experience and commitment to our future students render him or her a highly qualified asset to the operation of the Delaware Design-Lab High School.

Founding Group Member	Board Position	Profession	Expertise & Roles they will Play to Develop DDLHS
Matt Urban Community Member	Board of Directors Chairperson	Multi-media designer and business owner	Media & Design, Entrepreneurship, Business Management, Governance
Paul Miller Community Member	Board of Directors Vice Chair	Managing Director of capital management firm	Finance, Investing, Leadership, Board Development and Expansion
Iris Leon	Board of Directors Secretary	Director of Students Affairs, University of Pennsylvania, former manager for donor advised funds, development and philanthropy expert	Philanthropy, Development, Non-Profit Management, Governance
Roxanne Sykes Community Member	Board of Directors Treasurer	Procurement Specialist for the National Board of Medical Examiners, Community and Non-Profit Volunteer	Negotiations, Purchasing, Parent and Community Outreach, Equity, Diversity Issues
Rebecca Girten Community Member	Board of Directors Member At-Large	Marketing/communications, teacher for mathematics & science, at-risk students, charter school Board Member	Marketing/Communications, Education, Charter School Governance, Parent and Community Engagement
Cristina C. Alvarez, Ed.D.	Founding Group Chief Executive Officer	CEO of multi-service education firm, Career urban educator, former charter school CEO, Principal, Central Office Administrator	Educational & Organizational Leadership, Entrepreneurship, Charter School Start-ups, Bilingual and Bicultural, School Operations, Parent and Community Engagement
Martin Rayala, Ph.D.	Founding Group Chief Academic	Career Media Arts Educator, Writer, former University	Curriculum Specialist, National Thought Leader in Design

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	Officer	Professor in Art Education, Wisconsin State Consultant for Media & Design Education	Education, Media Literacy and Arts, Research-based Curriculum & Instructional Strategies of DBL ^x ® Model
Olivia Dreibelbis	Founding Group Student Services	Career Special Educator, former school Principal, Special Education Supervisor, Administrator of special programs for English Language Learners	School Leadership, Special Education, Students At-Risk, English Language Learners, Equity, Bilingual and Bicultural, School Operations
Jennifer Baker	Founding Group Personnel Management	Art and Design Educator, Teacher Professional Development	Designer, Design Education Specialist, Entrepreneur, Talent Development, Research-based Curriculum & Instructional Strategies in Design Ed

Cristina C. Alvarez, Ed.D – Chief Executive Officer: Dr. Alvarez offers vast expertise in urban school leadership in public and charter schools, instructional leadership, organizational leadership, personnel management, diversity issues with Latino and communities of color, outreach, student recruitment and admissions, parent and community engagement. Her expertise in charter school start-ups, school operations, leader development, and design-based content knowledge will develop DDLHS as an innovative national model for replication.

Martin Rayala, Ph.D. - Chief Academic Officer: Dr. Rayala brings unmatched curriculum and instruction and design education expertise. He has professional and personal relationships with the top designers, design educators, and policy makers in the US. (David Kelly of IDEO, the Cooper-Hewitt National Design Museum, of the Smithsonian, Debra Reeves of NAEA, et.al.) Dr. Rayala will leverage his national expertise networks and resources to create a unique curriculum and increase the school's national profile.

Olivia Dreibelbis - Students Services: Mrs. Dreibelbis is certified Special Educator, expert in equity issues, and managers of education services for students at-risk, with disabilities, and English Language Learners. As an experienced school Principal and Special Education Supervisor in urban public schools, Mrs. Dreibelbis will be able to develop the guidance department, Student Success Planning process, and craft policies and procedures for meeting the needs of diverse learners.

Jennifer Baker – Talent Development: For 7 years Ms. Baker served as teacher and Design Dept. Chair at the Charter High School for Architecture + Design. She leads professional seminars and workshops specific to business, design, and education. Her expertise in teaching art and design, fashion in film and television, interactive exhibition space design, and creator and owner of a toy company make her an excellent choice to develop the personnel department and coach and mentor teachers at DDLHS.

Iris Leon – Development: Mrs. Leon has a proven track record in development, fundraising, grantmaking, and donor cultivation. As Manager of Development Operations for the Vice Provost for University Life at the University of Pennsylvania, she

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strategizes to identify priorities and grow revenue for a complex network of Penn's programs. Her skills in organizational development ventures will offer the DDLHS strategic planning, board governance, and increases in philanthropic revenue.

Matt Urban – *Media and Design, Entrepreneurship*: Mr. Urban has extensive experience in multi-media marketing, design, video and audio production, and entrepreneurship as CEO and co-founder of Möbius New Media, in downtown Wilmington. These skills will be important for informing curriculum and ensuring effective board governance and organizational effectiveness. Further, as a business owner with deep connections to Wilmington and Delaware, Mr. Urban brings invaluable social capital and will be useful in connecting the school to local resources and important community stakeholders.

Paul Miller – *Finance, Investing, Leadership*: Mr. Miller has extensive experience in finance and investing as Managing Director of the Private Client Group at Longview Capital Management, LLC. Mr. Miller's expertise in the financial services will help ensure the board and school leaders maintain appropriate financial oversight of DDLHS. As a Wilmington native, active volunteer in several local organizations, and Leadership Delaware participant, Mr. Miller will be helpful in growing DDLHS's network and connecting the school to local resources.

Rebecca Girtten – *Marketing/Communications, Board Governance*: Ms. Girtten has diverse experience in marketing and communications, education, and development. These skills will be invaluable in strategically positioning and promoting DDLHS. Further, she currently applies her talents to develop other Delaware charter schools. Ms. Girtten will bring her extensive leadership experience serving on nonprofit boards and her work with at-risk children, STEM and cultural arts school programs, emerging technology, and youth-driven philanthropy.

Roxanne Sykes – *Finance, Parent and Community Engagement*: Ms. Sykes brings extensive experience in the corporate sector and with negotiating contracts, which will be invaluable for ensuring fiscal solvency and as DDLHS engages with vendors necessary for operations. Ms. Sykes is also a highly engaged volunteer and Delawarean, and will serve as an important ambassador for DDLHS as the Board and school leaders connect with students, parents, and the community at-large.

Full resumes, professional biographies. See Attachment 1

Background [14 Del. C. § 512 (1)]

The Founding Group came together, united by a deep conviction that the life chances of children in Delaware must be vastly improved through quality K-12 public education. Each member was individually motivated to contribute his or her skills and expertise to eliminate the academic achievement gap, increase high school graduation rates, and increase the college completion rates of Delaware students.

We found each other through professional and community circles. Together, we conceptualized the Delaware Design-Lab High School as an asset to Delaware, by

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providing a quality college-preparatory education as a solution that provides underserved families greater educational opportunities within the Wilmington community.

The power of the Founding Group is in the synergy of diverse talent that, together, is developing an innovative school that becomes a national model for education.

Principal/Founding Group School Leader and Leadership Team [14 Del. C. § 512 (1)]

1. School Leader

Dr. Alvarez will serve as the CEO and School Leader from the start-up year to year 4 because she brings a proven track record in school leadership that results in academic gains for students. She can apply her expertise in charter school start-ups, school operations, leader development, research and evaluation, and design-based content knowledge to design, launch and manage the Delaware Design-Lab High School into a high-performing charter school. (See Attachment 2, Resume/CV & Bio)

2. Principal

During the Start-up year, Dr. Alvarez will work with the Founding Group to recruit, identify and hire a school Principal (See Budget and Staffing Chart). Candidates will be screened for demonstrated ability to work with high needs urban students and a verifiable track record in school improvement. Dr. Alvarez participates in educational leadership networks full of high-quality leaders. She will leverage her networks to recruit and hire the right Principal to co-lead the school. The Principal will be in place by spring 2014.

3. Who will work on a full-time to develop the school?

Dr. Cristina Alvarez, CEO, Dr. Martin Rayala, CAO, and Olivia Dreibelbis, Student Services, will work full-time immediately after approval to lead the development of the school and will support their work through private funds.

4. Leadership/Management Team

The school's leadership/management team will consist of Dr. Cristina Alvarez, CEO, Dr. Martin Rayala, CAO, and the Principal to be hired in spring 2014. The Student Services team consisting of Special Education Teacher, Counselor, and Nurse will take leadership roles in developing the school in Years 1-4. Founding Group members, Olivia Dreibelbis, (Special Educator) and Jennifer Baker (Talent Development) will, pro bono, transition the Student Services team and Teachers through the first year of school operations. (See Resumes, Attachment 1). All recruitment, screening, selection and hiring for these positions will occur from December 2013 to May 2014.

EDUCATION PLAN

14 Del. C. §§ 512 (4), (5), (6), (7), (8) and (11)

Curriculum and Instructional Design [14 Del. C. § 512 (6)]

1. Instructional Design Framework

Delaware Design-Lab High School is a 4-year high school for grades 9-12 to prepare students for college and careers. At full capacity there will be classes of 25 students with 175 students per grade. The first year, 9th and 10th graders will be enrolled with students moving into 11th grade in the second year and 12th grade in the third year with a target of 700 students.

Design-Lab High School will use a modified block schedule with five (5) 90-minute blocks for studio classes each day and blocks split into 10 45-minute classes offered throughout the day. In a student's schedule the 45-minute classes will be paired with lunch, study hall or another 45-minute class. This allows for more studio-length project-based classes as well as shorter class periods for more information-based courses. The weeks will be structured on an alternating A and B day schedule which allows students to take more classes and have some variety in their schedule each week.

Design Learning Processes

Courses will include direct instruction and studio exploration using Project-Based Learning, Problem-Based Learning and Design-Learning Processes. (See Appendix F5)

Research-based Instruction and Assessment

The framework for the instructional design at the DDLHS will meet the needs of all students because all course content and student performance standards will be tied to the Common Core Standards in English Language Arts and Math and the relevant Delaware Content Standards in all other curricular areas. Teachers will use instructional processes and strategies that are considered best practices that meet the needs of diverse learners (*refer to our text in the section on Special Populations and At-Risk Students*). Content teachers and Special Education teachers will provide students research-based support by using the Response to Intervention (RTI) process to collect/analyze data on student progress, plan lessons and interventions, and adjust instructional practice to meet student needs.

Use of Technology

Consistent with the Technology Plan (Appendix G), technology will be used as instructional tools by teachers and as production tools by students. Teachers will infuse technology in instruction using interactive whiteboards and technology-based learning units such as Web Quests. Students will use technology for research and to produce projects, i.e. to edit digital sound and images, create animations, design products, and create websites and page designs. Although technology tools (Smartboards, Kindles, the Internet, Computer Assisted Design (CAD) programs and other software) will be part of the learning process, the focus of the Design-Lab High instructional design is more on innovative pedagogy, not the tools themselves.

Studio Model

Much of learning at Delaware Design-Lab High School is studio-based, not only in the design classes, but in science labs, social studies classes and across the curriculum wherever appropriate. The pedagogical paradigm of studio-based education is that learning is not stored in memory for later use but is applied immediately in a complex and significant activity to produce meaningful and engaging projects. Rather than warehousing knowledge for possible recall and use later, the studio paradigm allows students to apply knowledge on the spot to enhance retention, demonstrate understanding, and enrich performance later.

Evidence of Effectiveness with Similar Students

The design-learning process that is a key feature of the Delaware Design-Lab High School instructional design requires a high level of communication, collaboration, critical thinking, creative application, inquiry, strategic problem-solving, and reflection, by both students and teachers. These methods increase teacher and student engagement and result in student motivation for learning.

Several examples exist of the effectiveness of the design-learning model including the Charter High School for Architecture and Design (CHAD) in Philadelphia, PA; the Henry Ford Academy in Dearborn, MI; and Design and Architecture Senior High (DASH) in Miami, Florida. There are currently over a dozen such schools in the country.

Stanford University's Design School (d.school) and REDLab (Research in Education) are conducting ongoing research on the effectiveness of Design Learning in K-12 education. Stanford's d.school is one of the leaders in design thinking education in the country. (See Appendix F6)

2. Curriculum Overview.

Curriculum Overview

This is an overview of the curriculum for grades 9 through 12. Course descriptions for each grade level are found in **Attachment 4**. A timeline outlining the curriculum development process during the school's pre-opening year is **Attachment 5**.

Required Courses

	9 th Grade	10 th Grade	11 th Grade	12 th Grade
English	English I	English II	English III	English IV
Math	Integrated Math I, Algebra I, or Geometry	Integrated Math II, Geometry , or Algebra II	Integrated Math III, Algebra II, or Pre-Calculus	Prob. & Stats. or Calculus
Career	Communication Design	Integrated Media & Design	Media/Design Portfolio	Capstone Project

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Pathway				
Science	Biology	Chemistry	Physics	
Social Studies	Civics	U.S. History	World History	
World Language		Spanish I	Spanish II	
Phys. Ed./ Health			Phys. Ed./ Health	
Electives	Elective	Elective	Elective	Elective (1/2 credit)
Drivers Ed.		Drivers Ed.		

3. Instructional strategies.

Design-Learning Processes Instructional Strategies for teachers at DDLHS are based on Design-Learning Processes and include:

1. **Inception** – students and teachers identify and clarify the question, goal, intent, challenge or problem to be solved. Are they solving the right problem?
2. **Research** – students research (a) knowledge required to solve the problem and (b) ways in which others have addressed this or similar problems.
3. **Visualization** – students generate a variety of potential solutions to the problem and share ideas visually to enable collaboration and elaboration by others.
4. **Prototyping** – students test out ideas by creating prototypes using quick and inexpensive materials to determine workability.
5. **Selection** – students evaluate most promising solutions and compare the results with the original intentions and requirements of the problem.
6. **Production** - Students produce the most promising solution to the problem.
7. **Implementation** – Students implement, distribute their solution in the real world.
8. **Evaluation** – Students gather data on how successful their solution actually is with the intended audience and use this information to inform revisions, refinement or redesign.

Included in the Design-Learning Process is the concept of Universal Design. Universal design refers to a broad-spectrum of ideas meant to produce buildings, products and environments that are inherently accessible to both people without disabilities and people with disabilities. Teachers and students, in all projects, will consider how the work they are doing includes the differentiated needs of all students (Refer to our text in the section on Special Populations and At-Risk Students).

4. Provide a statement of plans for additional academic support for at risk students.

This question is answered in the section on Special Populations and At-Risk Students.

Student Performance Standards [14 Del. C. § 512 (4) and (6)]

1. Student performance standards for the school as a whole.

Performance Standard 1: Academic Achievement

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1. Delaware Design-Lab High School students will demonstrate consistent growth in academic achievement in English language arts and mathematics as measured by the Delaware Comprehensive Assessment System (DCAS), the Measures of Academic Progress (MAP), and course evaluations in all other curricular areas of the Delaware Content Standards.
2. An increasing number of students will demonstrate growth in meeting or exceeding the standard on the DCAS for grades 10. Students not meeting the standard will demonstrate growth toward meeting the standard based on the standard score in each content area measured.

Performance Standard 2: Positive Behaviors

1. Delaware Design-Lab High School students will demonstrate positively engaged daily attendance that meets or exceeds the average daily attendance for high school students in New Castle County.
2. Students will play an active role in designing the learning experience to ensure that there will be an annual decline in reportable incidents pursuant to Delaware Code, *Title 14, Section 41123*, and the school will have fewer reportable incidents than the average for public high schools in New Castle County.

Performance Standard 3: Mission-Specific Achievement

1. Delaware Design-Lab High School students will demonstrate consistent growth in visual and aural communication and design-learning as demonstrated by reviews of their portfolios and projects and participation in collaborative and service learning.

Performance Standard 4: Learning Environment

1. Delaware Design-Lab High School students will demonstrate achievement in mission-specific learning by creating and maintaining an extraordinary learning environment that demonstrates advanced knowledge and skills in visual and aural two-dimensional, three-dimensional, spatial, and experiential communication.

Performance Standard 5: Student Success Plan

1. Delaware Design-Lab High School students will demonstrate annual progress in meeting or exceeding the measures on their Student Success Plan and setting high performance standards for the following year.

Performance Standard 6: Grade Level-Specific Performance Standards

Delaware Design-Lab High School students will demonstrate achievement at each grade level by:

9th Grade – Successfully constructing a Box City to demonstrate collaborative learning in Civics, visual and aural communication and Design.

10th Grade – Scoring at or above the proficient level on the DCAS test, successfully completing driver's education, and demonstrating collaborative design learning by transforming the Spanish language learning center.

11th Grade – Completing a Service Learning Project and satisfactorily completing

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a presentation and review of their physical and digital portfolios. 11th grade - score above 1500 cumulative on the PSAT test.

12th Grade – Submitting an application to attend college and satisfactorily completing a presentation and review of their Capstone Project. 12th grade - score above 1500 cumulative on the SAT test.

2. Provide, in **Attachment 6**, a complete set of the school's proposed learning standards for one grade in your high school, addressing the skills and knowledge each student will be expected to attain by the end of the school year. If the school will serve only one level the exit standards provided in response to question 4 in this section will suffice.

3. ***Plan for developing additional academic standards beyond DE and CCC Standards.***

We plan to develop standards in Media and Design for several courses in 11th and 12th grade. (***Refer to Attachment 5: Curriculum Development Process.***)

4. ***School policies and standards for promoting student's proficiency level from one grade to the next. How and when will promotion and graduation criteria be communicated to parents and students?***

During the start-up year, the Board of Directors will develop a Promotion and Retention Policy to satisfy the requirements of 14 DE Admin Code 230. The expectation set in place by developing and approving a Promotion and Retention Policy is that the Delaware Design-Lab High School supports a consistent system-wide standard for student promotion and retention decisions. A draft Promotion and Retention Policy is included with this charter application in Appendix B.

Parents and students will receive promotion and graduation criteria during the enrollment process. The school will communicate promotion and retention to parents and students as part of creating the Student Success Plan, which occurs each year from grades 9 through 12. In cases where retention may be warranted, the draft policy states that, "The principal will make [retention] decision after consulting with the student's teacher(s) and parent(s) or legal guardian(s)...The principal or principal's designee shall initiate personal contact (documented conference, phone call, or written correspondence) with the parent/guardian concerning any student being considered for retention or special placement, no later than April 15."

5. Provide, in **Attachment 6**, the school's exit standards for graduating students. Exit standards should clearly set forth what students in the last grade or proficiency level will know and be able to do.

High School Graduation Requirements [14 Del. C. §§ 512 (4), (5), (6) and (7)]

1. ***Graduation requirements, credit hours, GPA calculation, transcripts, elective courses.***

DDLHs students will be granted a State of Delaware Diploma when they have

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successfully completed a minimum of twenty four (24) credits including: four (4) credits in English Language Arts, four (4) credits in Mathematics, three (3) credits in Science, three (3) credits in Social Studies, two (2) credits in a World Language, one (1) credit in physical education, one half (1/2) credit in health education, three (3) credits in a Career Pathway, and three and one half (3 ½) credits in elective courses.

During the senior year students are required to maintain a credit load each semester that earns the student at least a majority of credits that could be taken that semester. A credit in Mathematics is required during the senior year. Senior year credits include regular high school course offerings, the alternative options below, or a combination of both.

Credits - Credits will be awarded for acquisition of skills and knowledge at a satisfactory level as determined by the DDLHS Board through 135 hours (a Carnegie Unit) of actual classroom instruction or through approved alternative options.

Calculating Grade Point Average - Numerical grades are converted to letter grades based on the Grading Scale shown below. Each letter grade has a numerical equivalent: A=4, B=3, C=2, D=1, and F=0. Honors, AP (Advanced Placement), or college-level classes are weighted: 'A' equals 4.5 for an honors class, and 5 for a college-level or AP class. All credit courses, required and elective, are included in the calculation of the GPA.

Grading Scale - Students must earn a composite average of 77% or better and make up incomplete assignments.

A	93-100
B	85-92
C	77-84
D	70-76
F	69 and below
I	Incomplete

Transcripts - Transcripts will include all course names, credits earned, and course grades courses taken while attending DDLHS. The transcript will show the year and term courses were taken; final grades; class rank; and standardized test scores. Attendance, enrollment/withdrawal dates will be included as permitted by law.

Alternative Options for Awarding Credit Toward High School Graduation

With approval of the DDLHS administration, students will be able to earn credit toward high school graduation for the following activities, on the condition that the activities incorporate any applicable DE state content standards. The DDLHS Board will adopt a policy approving the activity for credit and establish specific conditions for the award of credit.

- Credit can be granted for courses taken at or through an accredited community college, two or four-year college.
- Voluntary community service as defined in 14 **Del.C.** §§8901A and 8902A.
- Supervised work experience in the school and the community which meets the educational objectives or special career interest of the individual student.
- Independent study.

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- Correspondence Courses.
- Distance learning courses. The teacher may deliver these courses to the learner in real time, online or by video.
- High school courses taken while in the middle school in conjunction with an articulated agreement between the district middle school and the district high school(s). Such credit shall also transfer to a high school in another district or to a charter school.
- Course credit transferred from another high school.
- Course credit earned through summer or evening school classes, as a member of the military service or as part of the James H. Groves Adult High School.
- Tutoring programs taught by a teacher certified in the subject being taught.
- Course credit awarded by agencies or instrumentalities of the state other than public schools, which provide educational services to students. A description of the program provided to the student, grades given, and the number of clock hours of instruction or a demonstration of competency must be provided to the school district or charter school prior to receipt of credit.

Mathematics - Students will complete mathematics course work that includes the traditional requirements of Geometry, Algebra I and Algebra II courses. Algebra II or Integrated Mathematics III course is required as one of the Mathematics credits. The mathematics curriculum includes components of number sense, algebra, geometry, statistics and probability combined with problem solving, reasoning, communicating, and making connections that are included in the State Content Standards for high school mathematics as required in 14 **DE Admin. Code** 501 either through integrated courses or in courses titles such as Algebra I, Algebra II, Geometry, Trigonometry. Pre-Calculus, Calculus, Discrete Mathematics, Statistics, and Probability.

Science - Scientific investigations related to the State Science Standards are included in all three science course requirements. Biology is required as one of the Science credits. The science curriculum includes those components of the nature of science which include inquiry, materials and their properties, energy and its effects, Earth in space, Earth's dynamic systems, life processes, diversity and continuity of living things, and ecology that are included in the State Content Standards for high school science as required in 14 **DE Admin. Code** 501 either through integrated courses or in course titles such as Earth Science, Biology, Chemistry and Physics.

English Language Arts - English II is required as one of the English Language Arts credits. The English Language Arts curriculum includes those components of reading, writing and oral communication that are included in the State Content Standards for high school English Language Arts as required in 14 **DE Admin. Code** 501.

Social Studies - U. S. History is required as one of the Social Studies credits. The Social Studies curriculum includes those components of civics, economics, geography, and history that are included the State Content Standards for high school social studies as required in 14 **DE Admin. Code** 501 either through integrated courses or in course titles such as United States History, World History, Geography, Economics, and Civics.

World Language: Students may fulfill the two (2) credit World language requirement by either: Earning a minimum of two (2) credits in Spanish or

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demonstrating Novice-high or higher proficiency level on a nationally recognized assessment of language proficiency, except English, in the skill areas of oral or signed expressive and receptive communication, reading and writing, that uses the levels of proficiency as identified by the American Council for the Teaching of Foreign Language, or as approved for use by the Delaware Department of Education. This may include any language other than English that is used by people around the world for communicating information and ideas and transmitting its culture, including American Sign Language (ASL), Latin and Ancient Greek.

Credit for Computer Literacy is required for graduation and is granted at any point when the student can demonstrate competency in the required skill areas either through an integrated approach, a specific course, or a demonstration of accumulated knowledge over the student's educational career. Most students will be able to meet this requirement as part of their regular media and design courses.

1 credit of Physical Education is required and includes those components that are included in the State Content Standards for high school physical education as required in 14 DE Admin. Code 501.

½ credit of Health Education is required and includes those components that are included in the State Content Standards for high school health education as required in 14 DE Admin. Code 501.

Career Pathway - The Delaware Design-Lab High School Board will establish policies concerning the purpose, content, development, and approval of Career Pathways, consistent with DE DOE guidelines. The Career Pathway includes three (3) credits of preplanned and sequential courses required for graduation designed to develop knowledge and skills in a particular career or academic area. The Career Pathway is included in the Student Success Plan.

Options for Career Pathways at DDLHS will include a variety of concentrations in media and design such as Communication Design, Sound Design, Movement Design, Visual Design and Media Design. Ninth grade students are required to take *Introduction to Communication Design* as well as Visual Communication to complement State written, oral and mathematical communication requirements. Tenth grade students are required to take Introduction to Media and Design. Eleventh grade students are required to take any one of the Junior Level courses in media or design and produce a portfolio. 12th graders are required to take an advanced media or design course and complete a capstone project. Junior portfolios and Senior projects will be evaluated by a panel of teachers and outside reviewers during Review Week in June.

3 ½ Credits of Electives - Additional media and design courses beyond those required in Career Pathways may be taken as electives. Options include courses such as Sound Design (music), Theater Design (sets, costumes, lighting), Graphic Design, Product Design, Spatial Design, Interactive Design, Media and Design History, Writing for Film and Television, Performance (music, dance and theater), concept design, storyboarding, and animation.

Electives

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First Year 2014-15	Added Second Year 2015-16	Added Third Year 2016-17
Movement Design Sound Design Visual Art Media Literacy	Media and Design History Writing for Design Writing for Media Vocal Music Instrumental Music Animation	Intellectual Property Rights Fashion Game Design Ethics and Design

Additional Credit Requirements – DDLHS will require 1 additional credit for graduation above the 24 credits required by the Delaware Department of Education. All 12th graders will be required to do a 1 credit Capstone Project to complete their Career Pathway.

2. Career and Technical Education (CTE) pathways courses.

Not Applicable. The Career Pathway for Delaware Design-Lab High School students is in the area of Art, Media and Design, and meets the arts standards.

3. How your graduation requirements will ensure student readiness for college or other postsecondary opportunities ... transition planning for students with disabilities...

Delaware Design-Lab High School has three objectives for graduating students:

1. Every student will be required to complete an application for at least one college even if they are considering trade school, military service, or entering the workforce upon graduation.
2. The selection of courses, the rigor of learning, and the counseling they receive will insure that every student is qualified to get into the college of their choice.
3. Once admitted to a college, every student will have the appropriate preparation to successfully complete their college education or to powerfully choose to go to a trade school, military service, or enter the workforce if they so desire.

These expectations are part of the culture of the school from incoming freshmen on. Student Success Plans include plans for being prepared for, applying to, and being able to pay tuition for the college of their choice. The curriculum will be innovative, rigorous, and performance driven. There will be no social promotion. Getting into and staying in college will be one of the many problems the students will learn how to solve as part of their design-learning curriculum.

Transition planning will be part of the Student Success Planning process, beginning in the 9th grade and continuing each school year. For students with disabilities entering the 9th grade, transition planning will begin upon admission. The Special Education Teacher, guidance counselor, parent/guardian or other teachers will collaborate with the student to develop the Student Success Plan. Success is expected

of every student.

4. Process for ensuring that all students in grades 8-12 have a student success plan.

Monitoring Student Progress (Personalizing the High School Experience)

Beginning in 9th grade and every year after, students will have a Student Success Plan (SSP) developed by the student, the student's advisor, at least one other school staff member and the student's parent(s), guardian(s) or relative caregiver. [For a student with an Individualized Education Program (IEP) the Student Success Plan (SSP) will also incorporate the other aspects of the transition plan required by 14 DE Admin. Code 925.

Student Success Plan (SSP) will encompass a minimum of five years including one year beyond high school and will be developed and updated at least annually. The student's plan will include courses needed to prepare for immediate entry into the work force or opportunities in post secondary education. The SSP will also include the support services necessary for the student to graduate from high school. An additional year of high school can be an option for inclusion in the Student Success Plan.

The Design-Lab High process for developing the Student Success Plans will include:

- Actively monitoring student progress, on an ongoing basis and, at a minimum, by the end of each marking period in those courses required for graduation,
- Providing support services if a student is failing or in danger of failing courses required for graduation, and
- Annual updating of the SSP by the student, the student's advisor, at least one other staff member and the student's parent(s) guardian(s) or relative caregiver.
- Following the guidelines for Career and Technical Education (CTE) programs of study outlined in the CTE State Plan.

Each student's transcript will be reviewed at the end of the first and second year of high school to determine if the student is on track to graduate based on the following criteria:

- At the end of the first year of high school the student has earned at least three (3) core course credits and two (2) other course credits for a total of five (5) course credits; and
- At the end of the second year of high school the student has earned at least six (6) core course credits and four (4) other course credits for a total of ten (10) course credits.
- For a student with an Individualized Education Program (IEP), on track to graduate will be consistent with the above requirements unless otherwise determined by the student's IEP Team.

Support Services include the Response to Intervention (RTI) and Instructional Support Team (IST) processes, educational interventions such as tutoring; extra time before school, in school, or after school; summer school, an extra year(s) of high school or any other strategy to provide student educational assistance.

School Calendar and Schedule [14 Del. C. § 512 (6)]

1. School Calendar. Attachment 7

2. Structure of the School Day and Week. Sample Schedules. Attachment 7.

Students arrive at school at 7:30 a.m., homeroom is at 7:45 and classes begin at 8:00 a.m. There are five 90-minute blocks, which can be broken into two 45-minute periods, depending on the type of class. Dismissal is at 3:30 p.m. There is early dismissal at 2:00 p.m. every Wednesday for teacher professional development. On Mondays, Tuesdays, and Thursdays there are extra-curricular clubs from 3:30 to 5:30 p.m. A late bus takes students home at 5:30. 90-minute block classes are on an A/B schedule on alternating days. 45-minute classes meet each day. The 90-minute blocks allow enough time to support project-based learning and minimize the amount of movement and lost instructional time. The option of having 45-minute classes allow for traditional informational classes when appropriate.

School Culture [14 Del. C. § 512 (6), (7) and 14 Del. C. §4112D]

1. School Culture

The characteristic spirit of the Delaware Design-Lab High School culture as manifested in our beliefs and aspirations:

- **Leadership** - We imagine, design, and create a better self, school, community, and world.
- **Empathy** - We stretch ourselves to experience life from the vantage point of the client. We care about and include everyone, because everyone matters.
- **Design** - We are resilient risk takers who fail early and often, share our ideas, and reach innovative solutions.
- **Spaces for Learning** - We create environments for learning that are interactive, educational, and engaging.
- **Connecting to Community** - We welcome the world to our school community and venture out to make a difference with others.

The ethos of our school promotes a positive academic environment because each value motivates us to be our best selves and to do our best work. Students, teachers, administrators, parents and everyone in the school community are challenged to develop intellectually and socially in order to innovate and make a difference.

2. Describe the school's bullying prevention and anti-hazing policies...

School-wide Bully Prevention Program

Delaware Design-Lab High School is committed to adopt a school-wide bully prevention program. In the start-up year, the CEO will take the lead to work with the Board to design and adopt a Bullying Prevention Policy and include it in the Student Code of Conduct. DDLHS is required by 14 Del. C. 4112D to establish a site-based committee that is responsible for coordinating the school's bully prevention program including the design, approval and monitoring of the program.

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In subsequent school years, a school-based Coordinating Committee, comprised of Student Services staff (counselor, special education teacher, nurse) and building administrators (CEO, Principal, Vice Principal) will coordinate the bullying prevention program. The Coordinating Committee will include a student representative and a parent.

A draft Bullying Prevention Policy (Appendix B) describes how students are to report instances of bullying and the investigative procedures to be used by the administration. Any student or parent/guardian that has information on a bullying incident is encouraged to report the incident and provide the information to DDLHS administration in any of the following ways:

- 1) Telephone call
- 2) In writing by notes or electronic mail
- 3) By meeting with administrators (or designees)
- 4) Anonymously

The policy contains provisions for parent notification and accompanying procedures.

DDLHS staff shall be trained in accordance with requirements of 14 Del. C. 4112D. so they are able to implement research-based bullying prevention and intervention programs. The school shall provide training for school staff for effectively responding to, intervening in and reporting incidents of bullying.

3. How you will develop this culture using scientifically research-based practice...

As a unifying approach to develop the DDLHS school culture with students, teachers, administrators, and parents from the school's inception, we will implement scientifically proven methods in the school-wide Positive Behavior Support system and Corporate Alliance for Drug Education (CADEkids) curriculum and behavioral intervention services.

a) **SWPBS** is a scientifically researched-based practice for discipline and creating single-school culture. In Delaware the approach is "DE-PBS" and is a collaborative effort between the Delaware DOE, the Center for Disabilities Studies at the University of Delaware, and Delaware public schools.

The DDLHS CEO will create a school PBS Leadership Team to work with the DE-PBS Core Team, consisting of project staff members from the Center for Disabilities Studies, the Delaware DOE, University of DE faculty partners, and a consulting school psychologist who will work on-site with our school staff.

b) **CADEkids** The Corporate Alliance for Drug Education (CADEkids) provides services to students to develop critical thinking in behavioral skill sets for enhanced academic and behavioral outcomes. They work primarily in public school classrooms with the teacher present, training students to make smart decisions in their daily lives, using evidence- and research-based curriculum. To help prevent drugs, violence, and other risk-taking, CADEkids teaches social decision making skills, conflict resolution, anger management, impulse control, and self-esteem. CADEkids has a successful track record working in high-poverty, high-needs schools with similar demographic populations to the students we expect to enroll at DDLHS.

Professional development for teachers, administrators, and parents from before school opens, will be scheduled for both initiatives. (See PD Calendar) Parents will be informed of both programs and invited to one CADEkids parent workshop and

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professional development session per cycle (4 times per year.) The first parent training for DE-PBS and CADEkids will occur in August 2014 during the Teacher and Staff Induction period to support parent education, communicate expectations, and support programs goals (*See School Calendar*). The DDLHS Founding Group has contacted DE-PBS staff (Linda Smith, DE-PBS Co-Director) to register the school into the program. A CADEkids Memorandum of Understanding is in Appendix A.

4. *How school culture will serve students with special needs, ELL, at-risk...*

The DE-PBS approach serves all students because it focuses on developing a school-wide system of strategies to reduce behavior problems and foster a positive school climate. Students with special needs, English Language Learners, and any students at-risk of academic failure are served through the consistent practice and reinforcement of PBS practices at three tiers of supports and interventions; Tier 1 for all students which is the universal school-wide level; Tier 2 for at-risk students; and Tier 3 for students with the most serious behavior problems.

5. *Summarize, for illustrative purposes, a typical day from the perspective of a student in a grade level of your choice.*

See Appendix D “A Student’s Day at Delaware Design-Lab High School”

6. *Summarize, for illustrative purposes, a typical day from the perspective of a teacher of any subject or grade of your choice.*

See Appendix D “A Teacher’s Day at Delaware Design-Lab High School”

Supplemental Programming [14 Del. C. § 512 (6)]

1. Summer School. Extended School Year services (ESY) for eligible students with disabilities.

During the first year of operation, Delaware Design-Lab High School will not provide Summer School on-site. We acknowledge that some students may need additional academic supports in the summer in order to keep them on track to graduate within four years. Therefore, we will partner with approved tutoring services and other charter schools within the Red Clay and Christina School Districts to offer summer school services to our students. During the start-up year, in collaboration with the Board of Directors, the CEO and CAO will develop a plan to offer supplemental academic programming and Extended School Year services (ESY) for eligible students with disabilities.

2. Extra- or co-curricular Activities

Extra- and co-curricular activities will be kept to a minimum the first two years the school is in operation. There are plans to begin producing Teen Programs with WCTV, the Wilmington Community Access TV station as soon as possible. There are no plans for participating in organized athletics but, in the third year, student clubs such as DECA (marketing), TSA (Technology Student Association), and Skills USA, will be offered so that students can participate in national programs relating to media and design such as 3-D Visualization and Animation; Advertising Design; Architectural Drafting; Broadcast News Production; Digital Cinema Production; Entrepreneurship; Photography; Graphic Communications; Television (video) Production; and Web Design. Extra-curricular programs will be paid through operating funds and are included in the school budget.

3. Programs/Strategies for Student Mental, Emotional, Social development and Health.

The first two years at Delaware Design-Lab High School have group projects built into the curriculum to establish a sense of collaborative teamwork and belonging for all students. Ninth graders create a Box City as part of their Civics class in which they work collaboratively to create a scale cardboard model of Wilmington while they learn about how societies organize themselves to establish political power, authority, and freedom. Tenth graders work together to transform the room and hallway for Spanish class into a Spanish Village showing the vernacular design, fashion, and material culture of Spanish speaking cultures of Mexico, South America and Spain while learning to speak the language. These activities are designed to establish a sense of belonging, ownership, collaboration, self-worth, pride and accomplishment for the students.

4. Student-focused Program Integral to Student Development.

DDLHS will implement a Check and Connect school-based mentoring program (Sprague & Walker, 2005) that provides students with a daily check-in and monitoring system with the aim of early detection of social problems and ensuring that each DDLHS student feels cared for as a vital member of the school community. We will expand the program so that every student has an advisor that follows the student all four years. The requirement to mentor 15-20 students is written in the teacher job description. The CEO, Principal and all professional staff will mentor a group of

students.

Special Populations and At-Risk Students [14 Del. C. § 512 (4), (5), (6) and (7)]

In order to meet the needs of our students, the Delaware Design-Lab High School is committed to hiring licensed and certified (Highly Qualified) Special Education Teachers and staff in accordance with 14 Del.C &512(7).

The Special Education staff will participate in the development and implementation of the Individualized Education Programs (IEPs), refer and identify students for evaluation of special needs, maintain records, and cooperate in the delivery of special education services, as appropriate. In serving the needs of our students, we will comply and be guided by the Delaware Department of Education Guidelines and Statement of Assurances.

1. *Identify the special populations and at-risk groups that the school expects to serve, whether through deliberate targeting or otherwise.*

Our overall plan is to serve a diverse student population with special needs, including but not limited to those with Individualized Education Programs (IEPs), students with Section 504 plans, English Language Learners (ELL), immigrant, migrant, and refugee students, students identified as gifted, and students at risk of academic failure or dropping out. In Appendix E we note the “Definitions of Disability Terms For Populations we expect to Serve”.

Special Education

We estimate we will enroll from 6%-8% of our students within the high incidence disabilities including students identified as having a Learning Disability and/or an Emotional Disturbance. Other disabled students not fitting the two aforementioned categories will be considered for admission on an individual basis as the school evaluates their ability to accommodate individual needs in a safe and supportive environment.

Overall plan to serve students with Special Needs

This section discusses how we plan to modify the scope and sequence of our curriculum, our daily schedule, our staff deployment and training, and support strategies and resources to meet the diverse needs of our students.

Our three major performance goals to meet the needs of students with special needs are:

1. Increase continual equality for all students with disabilities or at risk of academic failure through compliance with federal, state, and local laws.
2. Increase the quality and quantity of services to all students with a targeted focus in serving at risk students by offering modifications and accommodations to promote their academic success.
3. Increase the effectiveness and efficiency of staff through quality professional development.

2. 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.

The Delaware Design Lab High School will comply with all state and federal statutes and regulations with regard to the education of students with disabilities, remaining at all times in compliance with the Delaware Regulations Administrative Code, Title 14 provisions, The Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act and the Americans with Disabilities Act.

The Delaware Design-Lab High School is a public school and as such, will provide a "Free Appropriate Public Education" or "FAPE" with special education and related services provided at public expense, under public supervision and direction, meeting the standards of the DOE, including the requirements of regulations included in an appropriate secondary school program. Services will be in conformity with an individualized education program (IEP) that meets the requirements of 14 DE Admin. Code 925.20 through 925.24.0. We will provide significant learning to our students with a disability and with academic needs and confer meaningful benefit to them gauged to their potential.

At the Delaware Design-Lab High School, our special education students will be educated, to the extent possible, with regular education peers, in an inclusion model. SPED students will be taught the General Education Curriculum with accommodation strategies to meet their unique learning and/or behavioral needs in the Least Restrictive Environment. This same plan will be in place for other students who are at-risk of failure academically or otherwise.

Identification of students with diverse needs:

The Delaware Design Lab High School will implement the Response to Intervention (RTI) process with fidelity. Through this process, we will document interventions, data collection, assessment methods, and research and the utilization of evidence-based intervention strategies for students who were referred for tier I of the RTI process. For students who do not make adequate progress with the increased, targeted instruction in the third tier of the model, the Instructional Support Team, (IST) will recommend that an educational evaluation be conducted to determine if there is a specific disability hindering those students' success in the general curriculum.

Parents play an important role in their children's education and must be involved in the process of evaluation. Our conversation with parents will be ongoing regarding interventions, movement of students between tiers, and data-driven rationale for decisions.

If, prior to implementation of the full RTI process, a parent feels as though s/he would like to have his/her child evaluated to rule out the possibility of a disability as the root of his/her child's academic difficulties, parents can request, in writing, that an educational evaluation be performed on his/her child. Within forty-five (45) school days or ninety (90) calendar days, whichever is fewer, of receipt of the written parental request, the initial evaluation shall be conducted, and the child's eligibility for special education must be determined at a meeting convened for that purpose.

Evaluation for services:

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If deemed necessary by the IST, parental permission will be solicited for the student to be tested for eligibility of Special Education Services. We will follow the guidelines for this evaluation as stated in the DE code.

We will be in full compliance with the regulatory provision which “requires school districts to individually evaluate a student before classifying the student as having a disability or providing the student with special education. Tests used for this purpose must be selected and administered so as best to ensure that the test results accurately reflect the student's aptitude or achievement or other factors being measured rather than reflect the student's disability, except where those are the factors being measured.” Parents will be explained their rights under the Procedural Safeguards.

If a student is not found to have a disability, s/he will continue to be educated in the regular education setting with supports and intensive interventions through RTI.

If a determination is made that a child has a disability and needs special education and/or related services, an Individual Education Plan (IEP) shall be developed for the child in accordance with sections 20.0 through 24.0 of the Delaware Regulations Administrative Code, Title 14:900.

2. Programs, strategies and supports the school will provide for students with basic, intensive and complex disabilities

The Delaware Design-Lab High School will comply with all state and federal statutes and regulations with regard to the education of students with disabilities, remaining at all times in compliance with the Delaware Regulations Administrative Code, Title 14 provisions, The Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act and the Americans with Disabilities Act.

The Delaware Design-Lab High School anticipates having students with Learning Disabilities under IDEA fitting the mildly handicapped range. Some of these students would have had evaluations in accordance with 14 DE Admin. Code 925.4.0 through 925.12.0 and been identified as having a speech or language impairment, a specific learning disability or a serious emotional disturbance, and who, by reason thereof, need special education and related services. This list is not exclusionary and the school will enroll students that we can accommodate within a safe and supporting environment.

a. How the School Will Implement Response to Intervention (RTI)

RTI holds the promise of ensuring that all children have access to high quality instruction, and that struggling learners, including those with learning disabilities are identified, supported, and served early and effectively. The Delaware Department of Education has recognized that RTI increases the likelihood that all students will be successful in school.

DDLHS will work with fidelity to implement the Response to Intervention (RTI) process and will follow the guidelines outlined in Appendix E as we move our students through the support levels of the RTI process.

b. The evaluation process to determine eligibility for special education services (and also avoid misidentification).

Because parents play such an important role in their students' education, conversation with parents will be ongoing regarding interventions, movement of

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students between tiers, and data-driven rationale for decisions. Ultimately, after the RTI levels of intervention have been exhausted, and if deemed necessary by the Instructional Support Team (IST), parental permission will be solicited for the student to be tested for eligibility of Special Education Services.

DDLHS will be in full compliance with the Section 504 regulatory provision at 34 C.F.R. 104.35(b) which “requires school districts to individually evaluate a student before classifying the student as having a disability or providing the student with special education. Tests used for this purpose must be selected and administered so as best to ensure that the test results accurately reflect the student’s aptitude or achievement or other factors being measured rather than reflect the student’s disability, except where those are the factors being measured. Parents will be explained their rights under the Procedural Safeguards in either English or Spanish, as appropriate.

If, prior to implementation of the full RTI process, a parent feels as though s/he would like to have his/her child evaluated to rule out the possibility of a disability as the root of his/her child’s academic difficulties, parents can request, in writing, that an educational evaluation be performed on his/her child. Within forty-five (45) school days or ninety (90) calendar days, whichever is fewer, of receipt of the written parental request, the initial evaluation shall be conducted, and the child’s eligibility for special education and related services must be determined at a meeting convened for that purpose.

If a student is not found to have a disability, s/he will continue to be educated in the regular education setting with supports and intensive interventions through the RTI process. If a determination is made that a child has a disability and needs special education and/or related services, an Individual Education Plan (IEP) shall be developed for the child in accordance with sections 20.0 through 24.0 of the Delaware Regulations Administrative Code, Title 14:900.

c. How will the school regularly evaluate and monitor progress of IEP students to ensure the attainment of each student’s goals set forth in the IEP

Teachers will collect data and maintain grades for students. Student’s progress will be reported following the school’s approved calendar and the State assessment schedule. DDLHS will follow the DE DOE recommendation for best practices around data collection and the four components of data analysis as outlined below.

1. Target skills or behaviors defined clearly by addressing: what it looks like, how often it happens, for how long, to what degree of intensity or proficiency
2. Setting where the target behavior will be observed and recorded is described; if using multiple settings, creating codes to identify settings
3. Data recording procedures and materials are developed to specify the “who, where, when and how” data is collected and managed.
4. Access to and availability of needed materials

d. How the school will provide a continuum of educational services for students with disabilities who become enrolled in the school and require a more restrictive setting

As we collect, analyze and interpret our data, we will determine whether desired outcomes were achieved. Based on this determination, the school will revise, increase, decrease, or discontinue interventions when appropriate. Data may include, summative

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data such as DCAS results, results of universal screenings, progress monitoring, and other formative assessments, as well as anecdotal information collected from parents and other team members.

	Screening	Progress Monitoring	Diagnostic Tests
Population	School Wide/ all students	Class/Small group/ Student	Individual student
Uses	Broad Index	Specific academic skill or behavioral target	Specific academic, domains of knowledge, skills, abilities
Frequency	Yearly/three times/monthly	< 3 weeks /weekly /daily	Yearly
Purpose	Identify students who are at risk.	Regroup students	Identify specific student deficits
Focus	School Focus	Student/class focus	Student focus
Instruction	Class/ school instruction and curriculum decisions	Within intervention (curriculum/instruction)	Selecting specific curricular and instructional methods
Implications	As first step for intervention planning	Continue or revise placement	Planning or specifying intervention

e. Describe how the school will organize and use instructional support teams (IST) to meet the behavioral and academic needs of Special Populations and At-Risk Students...

DDLHS will implement the IST process when data indicates that a student is not meeting performance expectations after the RTI process has been tried to address needs. The IST will meet biweekly to discuss all students who have been referred by their teachers as needing extra support. The IST will include regular education teachers, special education teachers, and administrators.

Through the IST process, teachers will meet with the student, and/or his/her parent(s) and attempt to identify the obstacles to the student's achievement. The IST team may also contact the student's teachers in other subject areas to find if there are commonalities in learning and/or behavior from within other activities in the school. Using multiple data points, teachers will work with her fellow teachers and administrators to develop a school-based intervention plan for addressing the student's needs. This could mean a preliminary adjustment in the scope and sequence for that student and a tailoring of instruction so the content is covered with a focus on core standards that prepare the student for mandatory assessments. When necessary, the IST may also make use of services from the on-site academic specialists, as well as the special education specialists (speech therapists, occupational therapist, and the school psychologist), the school nurse, and the School Counselor.

If these initial efforts are not successful in correcting the academic performance issues and the student continues to struggle in the core curriculum, the case will be moved up to the Level III of the Instructional Support Team process and a determination will be made, if the data lends itself to the student being referred for an educational evaluation to be administered by a certified school psychologist.

For a student who moves beyond the RTI process and is serviced via an Individual Education Plan, the IEP team will have a conversation to determine what placement constitutes the Least Restrictive Environment for that child.

f. Transition plans for Middle Schools N/A We will serve grades 9-12 students.

g. How school will ensure staff are adequately trained and properly implementing state and federal law related to.... students with disabilities.

Our Professional Development Calendar includes training beginning in summer Teacher and Staff Induction and throughout the school year. Topics include:

- RTI
- The IST process
- IDEA and its mandates
- 504 eligibility
- ADA
- Curriculum modifications
- Curriculum accommodations
- Common testing adaptations/accommodations

***3. How school will meet needs of ELL, immigrant, migrant, or refugee students.
How DDLHS will identify ELL students***

The Delaware Design Lab High School will utilize the U.S. Department of Education's six steps of progression through an ELL program: 1) enrollment in school; 2) identification of potential ELL students; 3) assessment determining need for ELL services; 4) provision of appropriate ELL services; 5) transition from ELL services; and, 6) monitoring ability to participate meaningfully.

More specific information about the progression is outlined below.
www.ed.gov/offices/OCR/ELL/cprogression.html

A student who speaks a language other than English as their native language, but who also speaks English, may still have insufficient academic language to be successful without the additional instruction offered through an ESL program. The formal process for identification of English language learners requires several steps:

Home Language Survey

The home language survey will be administered upon enrollment to all new students entering our school, regardless of the date or academic term of their arrival. Our school's enrollment packet will include a Home Language Survey form, asking if a language other than English is spoken in the home or by the student. If the answer is "yes," the student will be tested using the W-APT or ACCESS (Assessing Comprehension and Communication in English State-to-State).

ACCESS (Assessing Comprehension and Communication in English State-to-State)

The WIDA ACCESS test is an annual English language development assessment administered to all English language learners who have been identified through the Home Language Survey and W-APT diagnostic screener. For students who arrive in the school during the annual ACCESS test window and for whom a Home Language Survey indicates that a language other than English is spoken at home, the annual ACCESS test may be administered in lieu of the W-APT.

ACCESS Score reports provide several types of proficiency scores: listening, speaking, reading, writing, oral, literacy, and composite.

Within each of these types of proficiency scores, there are six performance levels:

- Level 1 – Entering
- Level 2 – Beginning
- Level 3 – Developing
- Level 4 – Expanding
- Level 5 – Bridging
- Level 6 – Reaching

How DDLHS will screen for the identification of migrant students for coordination with the Title I, Part C Migrant Education Program

The school will abide by the stated regulations and within the guidelines below:

Who is a migrant student?

<http://www.doe.k12.de.us/infosuites/staff/fedstprog/TitleIPartCMigrantEducation/MigrantEducationProgram.shtml>

A migrant student is a child ages 3-21 who has crossed state or district lines with or “to join” a parent or guardian, or on their own, who is seeking or has obtained temporary or seasonal work in agriculture, poultry, dairy, food processing or fishing.

What are the challenges facing migrant students?

Migrant students face a number of difficulties often not experienced by other students. Some of these challenges include a lack of continuity in their education due to frequent moves, a constant readjustment to new environments, language barriers, and economic hardships.

What is the goal of the program?

The goal of this program is aligned with the national goal of ensuring all migrant students reach challenging academic standards and graduate with a high school diploma (or complete a GED) that prepares them for responsible citizenship, further learning, and productive employment.

The school will reach out to procure services offered in Delaware for migrants

The services in Delaware are as follows:

- Identification and Recruitment
- Two summer programs in Kent and Sussex counties focused on academics, English language acquisition, and creating life enriching experiences
- Advocacy within the school system
- Referrals to other community services

b. How DDLHS will assess and monitor the progress and success of ELL students including:

Testing Accommodation, Participation, and Exemption Decisions

All identified ELL students in grades 9-10 will participate in all DCAS reading tests or receive an exemption from the reading tests if they meet the criteria for an exemption. Students who have been exited/transitioned may not receive the exemption for recently arrived ELL students. Students who receive an ELL exemption are not required to take the reading DCAS. All ELL students in grades 9-10 will participate in the DCAS mathematics tests. All ELL students in grade 10 will participate in the DCAS science tests. As of the 2011-2012 school year, ELL students in grades 9-10 do not participate in the DCAS social studies tests.

All identified ELL students in grades 9 through 12 will participate in the End-of-Course (EOC) tests unless included in the alternate assessment (DCAS-Alt1) using the criteria outlined on page 17. Students may receive an exemption from the EOC English II test if they meet the criteria for an exemption on page 34 (Fully English Proficient (FEP) students may not receive the exemption for recently arrived ELL students). Students who receive an ELL exemption are not required to take the EOC English II test.

Absence, suspension, expulsion, transfer, illness, and withdrawal are treated in the same way for all students.

The Delaware Design-Lab High School will follow the Department of Education (DOE) required accommodations after entering them into the DCAS Accommodations database at least three business days before the student's scheduled test

administration or when a change in the accommodation of a current student is made, and will provide, offer, and make these accommodations available on testing days.

4. How the school will identify and meet the learning needs of students who are at risk and/or performing below grade level and how it will monitor their progress and responses to intervention.

As discussed under **2.a.** above, the school will use RTI to address the learning needs of at risk or underperforming students. RTI is described as:

- A school-wide, multiple-level instructional and behavioral system for preventing school failure
- Screening to identify strengths and weaknesses
- Progress Monitoring
- Data based decision making for instruction, movement with-in the multi-level system and disability identification

The DDLHS Response to Intervention will provide key components to meet the learning needs of students as outlined below:

Curriculum that is: Scientifically research-based; Aligned to Delaware Content Standards; Implemented with fidelity

Instruction that is: Differentiated to meet individual student needs; Incorporated and strategic use of grouping to maximize learning; Protected, consistent, and sufficient time for student learning

Assessment that is:

- Frequent and regular
- Multiple sources including:
 - Universal screening – 3 times a year for at-risk students at the secondary level
 - Progress monitoring – every 2 weeks at Tier I for students not meeting benchmark and every week at Tier II and Tier III
 - Regular analysis to inform instructional decisions and evaluate benefits for students, classroom, and school

Instructional supports will include the following:

- A description of the scientifically research-based intervention.
- The length of time an intervention occurs.
- The number of minutes an intervention occurs:
 - Tier II – minimum 90 minutes per week.
 - Tier III – minimum 150 minutes per week.
- The person(s) responsible for delivering the intervention(s).
- The setting in which the intervention is provided (general classroom whenever possible).
- A baseline level of performance and the rate of learning over time necessary to meet end-of-year benchmark in graphic depiction.
- The criteria to determine student progress.
- A progress monitoring schedule (minimum weekly at Tier II and Tier III). The instructional support team should use research on strategy/program and student response data to guide the amount of time a student engages in an intervention. Regulations reflect minimum requirements only. Instructional intensity is addressed through duration, frequency and time of interventions, group size, and matched instructor expertise to student need.

Where educationally appropriate the Delaware Department of Education Title 14 regulations regarding special populations and children with disabilities will be followed.

5. Explain how the school will identify and meet the needs of gifted students, including:
a. Specific research based instructional programs, practices, strategies, and opportunities the school will employ or provide to enhance their abilities.

Gifted education will be addressed at the school by providing support and enrichment activities in compliance with Title 14, Delaware Code, 1975, 1993. Educating our gifted will reflect our commitment to gifted students as “children with exceptionalities” and therefore in need of specially designed instruction.

Our Design-Based curriculum allows for enrichment activities, out of school mentoring opportunities and participation in projects that will further enhance educational and learning opportunities for our gifted students.

b. How the school will provide qualified staffing for gifted students.
Gifted students will have an Individualized Education Program that will specify the types of services received, and who will provide those services.

A special educator with professional qualifications to service the gifted will manage the student’s program within the guidelines established by the state code.

c. How the school will assess and monitor the progress and success of gifted students.

DDLHS will follow the student’s IEP and use the grading system specified in that document to measure progress. It is anticipated that the rubrics used for assessment are within the guidelines for the program and the needs/expectations for each student in the gifted program.

Student Recruitment and Enrollment [14 Del. C. § 512 (6) and (8)]

1. Maximum enrollment school-wide and per grade level...

The table below shows the target enrollments for the first four years beginning with 300 students in Year 1. We believe these number will allow the Leadership Team and teachers to develop the systems, structures and school culture to enable students to be successful socially and academically. To facilitate student academic success we will enroll only 9th and 10th grade in the first operational school year, and add 175 students each subsequent year, until reaching the enrollment capacity of 700 students.

Academic Year	Student Enrollment Targets				total
	Gd 9	Gd 10	Gd 11	Gd 12	
Year 1 (2014-15)	175	125			300
Year 2 (2015-16)	175	175	125		475
Year 3 (2016-17)	175	175	175	125	650
Year 4 (2017-18)	175	175	175	175	700

2. Plan for student recruitment, marketing, outreach...

Our plan for student recruitment and marketing will provide equal access to any family interested in DDLHS. As a specific outreach to families in poverty; academically low-achieving students; students with disabilities; and youth at risk of academic failure, DDLHS will offer information sessions for prospective parents and students, in the Wilmington zip codes where students reside, rank ordering 19801, 19802, 19803, 19805, 19806, 19809, then 19804, 19808, 19807, 19810. We will conduct information sessions in partnership with community houses of worship, feeder elementary and middle school charter schools, and neighborhood community centers.

We plan a traditional paper flyer distribution to barber shops; hair and nail salons; neighborhood houses of worship (churches, mosques); grocery stores, bodegas, community centers; day care centers; local chapters of unions and associations where Wilmington city workers may belong (American Federation of State, County, and Municipal Employees), neighborhood clinics/hospitals; social service agencies; grass roots advocacy groups.

We will connect with the Community Relations staff of the above neighborhood entities and send email blasts, as appropriate. On-line media will also be used to advertise the school, i.e. social media marketing on Facebook and Twitter. The Design-Lab Schools website will advertise the information sessions and DLHS open enrollment information. Matt Urban, Founding Board member, and CEO of Mobius New Media (downtown Wilmington) will guide the social media recruitment and marketing.

In Year 1 we will reach our target families by:

Major Initial Strategy - Wildfire Word-of-Mouth

1. *Target female heads-of-household*, since they play a significant role in purchasing and school choice decision-making. Use social networking strategy to access female heads-of-household through other female heads-of-household.
2. *Target middle school students*, since early adolescents have opinions as to the future curriculum and career options they may wish to pursue.

For Year 1, we will connect with local public, parochial, and charter high schools to identify students who may wish to apply for admission to the DDLHS 10th grade class.

3. DDLHS Enrollment Policy and Recruitment Plan.

Please refer to **Attachment 8**.

Student Discipline [14 Del. C. § 512 (6), (7) and (11)]

1. Planned approach to student discipline.

We will implement scientifically proven methods in the School-wide Positive Behavior Support system and Corporate Alliance for Drug Education (CADEkids) curriculum, *Reconnecting Youth*. (Described in *School Culture*, questions 3 and 4.)

2. Discipline of students with disabilities. Staff training.

Professional development in School-Wide Positive Behavior Support, with specific content on working with students at-risk and with special needs, will be offered to all teachers, school support staff and administrators. It is expected that all professional and paraprofessional staff will uniformly reinforce the rules, expectations and consequences

of the School-Wide Positive Behavior Support system. Teachers (and parents) will be trained by CADEkids Prevention Specialists in behavioral prevention strategies, including properly implementing state and federal law related to the discipline of students with disabilities. (See PD Calendar.)

3. Attachment 9 is a draft of the school's discipline policy and "Student Rights and Responsibilities Manual."

2. How parents will be informed of the school's discipline policy prior to students applying for enrollment at the school.

After the discipline policy is refined and Board approved, it will be posted on the DDLHS website, where prospective parents can review it at any time from their home computers.

As part of the enrollment process, the school will distribute the "Student Rights and Responsibilities Manual," to all parents. The school will conduct an information session for parents/guardians of students who are being admitted to DDLHS at which school staff will explain the discipline policy and answer parent questions. DDLHS will conduct these information sessions in English and Spanish to serve parents who may be English Language Learners.

PERFORMANCE MANAGEMENT

14 Del. C. §§ 512 (4), (5), (6) and (7)

The Founding Group has developed the Delaware Design-Lab High School (DDLHS) Accountability Framework to be in line with the Delaware Department of Education's **Performance Framework**, for academic, fiscal, and organizational standards. Our aim is to use the Performance Framework standards to guide our self-assessments and strategic action planning to prepare for external evaluators, who will judge our school's performance and sustainability.

DDLHS ACADEMIC PERFORMANCE FRAMEWORK

Student Progress Over Time (Academic Growth)

1. **Instructional Scale Score** - 80% of our students will meet their growth targets in each tested subject and grade on the DCAS.
2. **Lowest-Performing Students Instructional Scale Score** - 80% of our students in the lowest quartile of performance will meet their growth targets in each tested subject and grade on the DCAS.
3. **Maintaining or Achieving Proficiency** - 90% of our students in grades 9 and 10 will make growth sufficient to maintain or achieve proficiency by the 10th grade.

Student Achievement (Status)

1. **Overall Proficiency** – DDLHS's average proficiency rate on the DCAS reading and math assessments meets or exceeds the statewide average student performance, compared with other public schools serving the same grades.
2. **Demographic Subgroups Proficiency** – DDLHS's average subgroup proficiency rate on the DCAS reading and math assessments falls in the top 10% of the statewide subgroup performance, compared with other public schools serving the same grades.
3. **District Comparison** - DDLHS's average proficiency rate on the DCAS reading and math assessments meets or exceeds the average student performance of students in the district, in the same grades, by up to 14 percentage points.
4. **Similar Schools Comparison** – DDLHS's average proficiency rate on the DCAS reading and math assessments meets or exceeds the average student performance of students in similar schools, in the same grades, by up to 14 percentage points.

State and Federal Accountability

1. **Adequate Yearly Progress** – DDLHS will meet Delaware AYP targets.

Post-Secondary Readiness

2. **Performance on the SAT** – 40 - 59% of DDLHS students or more will score a combined SAT score of 1500.
3. **High school Graduation Rate** – 99% of DDLHS 12th graders will be eligible for high school graduate in 2017.
4. **Instructional Scale Score** - 80% of our students will meet their growth targets in each tested subject and grade on the DCAS.

Delaware Design-Lab High School
Section 4: Performance Management

1. Mission-specific **educational** goals

Mission-specific Academic Goals (*Will be submitted to DDOE for review*)

1. 100% of DDLHS juniors will successfully complete the Portfolio requirement.
2. 100% of DDLHS seniors will successfully complete the Design Capstone requirement.

2. Student Performance on the Delaware Comprehensive Assessment System.

Academic Performance Standards

Delaware Design-Lab High School students will be expected to perform at levels consistent with rigorous college and career standards. Through Race to the Top initiatives the State of Delaware has invested considerable resources in designing assessment systems that measure what Delaware's students should know and are able to do at each grade level in reading, mathematics, science, and social studies, therefore, the Founding Group supports measuring our student performance in accordance with DOE accountability standards. Here we list assessments we will use as effective measures of academic performance:

1. *Delaware Comprehensive Assessment System (DCAS) in grades 10, reading, mathematics, science, and social studies.*

Why? The DCAS measure what Delaware's students know and are able to do at each grade level in reading, mathematics, science, and social studies. Each test question measures knowledge of the content standards and grade-level expectations.

2. Delaware Comprehensive Assessment System – Alternative Assessments (DCAS-ALT1) assessments in grade 10, reading and mathematics.

Why? The DCAS-ALT1 measure what students in Delaware with the most significant cognitive disabilities know and are able to do at each grade level in reading, mathematics, science and social studies. Each test question measures knowledge of the extended content standards, which are adapted from the Delaware Content Standards especially for this population.

The DCAS and the DCAS-ALT1 satisfy the assessment requirements of Title I of the United States Elementary and Secondary Education Act.

3. Mission-specific organizational goals and targets DDLHS will have.

Education Program Goals – Organizational

DDLHS will Meet Standard by implementing the essential terms of the education program in all material respects and the education program in operation will reflect the essential terms as defined in the charter:

1. Instructional days or minutes requirements
2. Graduation and promotion requirements
3. State assessments
4. DE Content Standards and state program requirements
5. Implementation of mandated programming as a result of state or federal funding
6. Appropriate strategies to accommodate at-risk students, special education

Organizational Performance Standards

4. How DDLHS will assess all students upon enrollment.

The Measures of Academic Progress (MAP) will be administered to all students upon admission as a diagnostic tool to develop baseline data. We anticipate that as high as 25% of students will require some form of remediation and/or review of skills in order to be successful in the general curriculum. (See MAP Review, Appendix

5. Primary interim assessments to assess student learning needs/progress throughout year.

The MAP assessments will be administered (in October and February preceding the administration of the DCAS / ALT1) to all students as the primary interim assessments, to gauge skills and to prepare students for the DCAS/ ALT1. The DDLHS curriculum in ELA and math will be aligned to the eligible content of the DCAS. And the MAP assessments are also aligned to DE Common Core Standards.

6. How DDLHS will measure and evaluate academic progress using data.

The Data Team, consisting of the CEO, CAO, Principal, Technology Teacher, Counselor and appointed teacher leaders, will be accountable for collecting and analyzing student performance data, disaggregating the data, identifying trends and working with teachers so they use these data for to plan lessons.

DDLHS will be a professional data-driven culture where staff will use data to identify areas of student academic need and to plan for improvement. Corrective actions will be triggered through multiple forms of school-wide data and individual student data that emerge from classroom walkthroughs, student and teacher attendance patterns, student behavioral incidents, DCAS/DCAS ALT1 assessments, the RTI process, and teacher-made tests and projects.

Describe the information system to manage student performance data.

Our plan is to use the eSchoolPlus system to access and manage student performance data. Based on consultations with a Technology Specialist who works closely with Delaware charter schools, we believe that eSchoolPlus may not meet our organizational needs as a data warehouse that offers flexible academic reports and student performance data. In the start-up year we will research data warehouse systems, to investigate if a better student data management system is available.

The Technology Teacher will be responsible for warehousing the data. The Technology Teacher, a Math Teacher, and Counselor will be responsible for pulling the data into user-friendly reports that teachers can understand. They will assist teachers in interpreting their classroom data. Through their bi-weekly data meetings the Data Team will coordinate professional development for teachers and paraprofessionals.

8. Training and support that school leadership and teachers will receive in analyzing, interpreting, and using performance data.

Under the direction of the CEO, CAO, and the Principal, teachers will receive professional development in data analysis and learning to make data meaningful so that they can use it to plan their instruction. In whole-school, small-group sessions, and by department, we will use the resources provided by the Delaware DOE, http://www.doe.k12.de.us/infosuites/staff/profdev/rti_mod3.shtml, i.e. “Data Analysis and the Team Problem-Solving Process” to train and support teachers to analyze,

Delaware Design-Lab High School
Section 4: Performance Management

interpret, and use performance data to improve student learning. Data Trainings will include

achievement gap analysis, group comparisons across districts, and drilling down into school data and individual student data. Dr. Alvarez worked in a major urban district as an Accountability & Intervention Administrator and data coach for Principals, therefore will lead this initiative.

9. Corrective actions the DDLHS will take if it falls short of student academic achievement expectations or goals at the school-wide, classroom, or individual student level...

The Founding Group will establish a professional data-driven culture where data is used to identify areas of student academic and behavioral need and to plan for improvement. Corrective actions will be triggered through multiple form of school-wide data and individual student data that emerge from classroom walkthroughs, student and teacher attendance patterns, student behavioral incidents, MAP benchmark assessments, DCAS/DCAS ALT1 assessments, the RTI process, and teacher-made tests and projects.

The Data Team, consisting of the CEO, CAO, Principal, Technology Teacher, Counselor and appointed teacher leaders, will be accountable for leading this effort and building the capacity of early career faculty to learn the data-driven school improvement planning process. The Data Team will convene bi-weekly to analyze the data, identify trends, and develop an ongoing plan of action with tangible deliverables. The CEO will communicate the action plan to the Board of Directors in a timely fashion.

The school improvement planning process at Delaware Design-Lab High School will, at minimum, consist of:

- Aligning the school curriculum to DE state standards and to the Common Core standards Aligning classroom assessments to DE state standards and to the Common Core standards
- Establishing best practices in instruction and implementing these practices in all courses
- Collecting formative and summative data to inform our decisions with regard to our curriculum and its impact on our students' proficiency levels, and with particular emphasis on at-risk students and their unique needs
- Raising students' proficiency levels in both English Language Arts and Math
- Raising the proficiency levels of all sub-groups of students, with particular attention to achievement gap analysis
- Supporting the RTI process school-wide to provide early intervention for struggling students
- Maintaining current data on the DDOE Education Insight Dashboards, including attendance, grades and credits earned

STAFFING

14 Del. C. § 512 (6)

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

1. **Complete staffing chart as Attachment 10**

Staffing Chart and Position Descriptions for school-based staff members who will be hired according to the timeline on the Staffing Chart are found in **Attachment 10**.

2. **Based on organizational chart, describe administrative and staff structure ... How the relationship between the school's senior administrative team and staff will be managed...**

The Administrative structure for the school includes the Chief Executive Officer (1), and the Principal (1) in Year 1, and adding a Vice Principal (1) for Years 3 and 4. An Administrative Assistant (1) and a Clerk (1) provide administrative support and report to the CEO and Principal. The CEO reports to the Board and manages external stakeholders (non-school staff) by leading initiatives in the areas of curriculum, mission and vision, governance and outreach. External stakeholders are the Chief Academic Officer (curriculum), the Founding Group (mission), the Board (governance), Community Outreach and Parents (outreach) and vision (Advisory Council). The CEO supervises and evaluates the performance of the Principal.

The Principal reports to the CEO. The Principal leads, administers, supervises, and manages the areas of Student Services, Instruction, and Operations and their respective staff. In Year 1 there are 15.5 Teachers - (14) FTE subject teachers, (1) FTE Special Education Teacher, and (.5) Driver's Education Teacher. There is a Nurse (1) and a Custodian (1), both contracted. The Principal supervises and evaluates the performance of the Teachers, Counselor, Nurse, Information Technology support staff, and Custodian.

The Nurse, Counselor, and Special Education Teacher deliver direct Student Services. Instruction (ensuring student learning) is the major area of Teacher responsibility. Information Technology support staff and the Custodian manage Operations, which encompass the smooth functioning of technology systems and facilities.

Year 1 - The teacher-student ratio is 1: 20. The adult-student ratio is 15:1. (Only staff who directly service students are included in this figure.)

Year 4 - The teacher-student ratio is 1: 22. The adult-student ratio is 18:1.

The school's Senior Administrative team is responsible for performing proficiently as per the ISLLC Standards for Leadership, found in the DPASII Performance Appraisal System. This requires the relationship between administrators and staff to be collaborative and accountable. The CEO, CAO and Principal will schedule and manage weekly meetings with staff for ongoing communication and goal setting.

Attachment 15 denotes the Organizational Chart for Year 1, 2014-2015 and Year 4, 2017-2018, at full expansion. The organizational charts clearly delineate the roles and responsibilities of – and lines of authority and reporting among – the governing Board, staff, Advisory Council, Parents/Community Outreach, and the

Delaware Design-Lab High School
Section 5: Staffing

Founding Group. The lines of authority and reporting within the school are also depicted.

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

1. Relationship between DDLHS and its employees... Provide, as Attachment 11, any personnel policies or an employee manual, if developed.

The relationship between Delaware Design-Lab High School and its employees will be governed by the following:

Federal, state and local employment laws. – The school intends to comply with all federal, state, and local statutes governing Equal Employment Opportunity, the Americans with Disabilities Act, Section 504 of the Rehabilitation Act of 1973, and other applicable laws, regulations and Executive Orders. Delaware Design-Lab High School will develop and implement policies and operating regulations established by the State of Delaware for areas of Human Resource Management. Pending approval of the charter, the Administrative Policies and Procedures Manual will be developed, with input from Innovative Schools, Inc. as per the draft Services Agreement, Appendix G.

Employment contracts – The school will use employment contracts for all professional personnel who hold licensure and/or certification, for all administrative personnel, and full-time support staff. We believe that written contracts of employment imply a covenant of good faith and fair dealing that provide the continuity that is a factor in developing a positive school culture. All professional staff will be required to participate in the Delaware Education Data System (DEEDS) to ensure accurate credentialing.

Accountability for Performance – DDLHS will use Performance Appraisals for all professional personnel who hold licensure and/or certification, for all administrative personnel, and full-time support staff. The intent of employee performance appraisal shall include, but not be limited to:

1. Provide teachers with information and support for continuous improvement;
2. Motivate members of the staff to participate in the development and evaluation of instructional programs;
3. Foster an atmosphere of cooperation and two-way communication between administrators and teachers to support effective evaluation processes;
4. Provide information for decisions on staff development programs;
5. Document formal records for making judgments about personnel promotion, reassignment, tenure and termination.
6. The school will follow the Delaware Performance Appraisal System II (DPASII) procedures as outlined by the Delaware Department of Education to appraise teachers/specialists. Procedures for implementing the Delaware Performance Appraisal System II are found in DDOE **Doc. No. 95[-01/90/07/13, 8/16/90]**.

2. Salary ranges and employment benefits for all employees... incentives...

Salary ranges are aligned with the Teacher Salary Schedule for the Christina School District (See Appendix G). Salaries for administrators are negotiable and based on previous relevant experience. Full-time personnel will participate in the DE State

Delaware Design-Lab High School
Section 5: Staffing

health and pension system. Employee benefits will be comparable to similar public charter high schools in Delaware. Human Resources will be guided, with input from Innovative Schools, Inc. as per the draft Services Agreement, Appendix G.

With Board input, the CEO will develop an incentive structure for retaining high-performing teachers. Criteria of performance may include improved measures of student learning, taking on leadership of programs that develop the school, advising additional students, mentoring new teachers, developing clubs. Incentives could include financial stipends, release time to attend conferences, reimbursement for continuing education.

3. Recruiting, selecting, hiring teaching staff... timeline for recruiting...

The process for hiring the Principal, teachers, and school staff will include: recruitment and screening, review of credentials, background, experience, and reference checking. Teachers will be required to demonstrate a sample lesson. All candidates will be required to submit a writing sample and be interviewed by the CEO and/or the Board. The Board of Directors will approve the contracts of candidates based on CEO recommendations.

Key selection criteria for candidates seeking teaching positions in Design and/or the arts include presenting a quality body of work in the form of a multimedia portfolio, criteria TBD. Preference will be given to candidates with a) successful urban education experience with similar student populations to future DDLHS students, b) dual certification in a subject and special education, and/or c) demonstrated ability to integrate technology in teaching practice.

Delaware Design-Lab high School will seek Highly Qualified Teachers who possess relevant credentials. All professional staff will be required to participate in the Delaware Education Data System (DEEDS) to ensure accurate credentialing. If non-certified teachers are hired on emergency certification, it will be necessary for them to meet the following requirements: a) Successfully pass the PRAXIS I and b) Possess a nationally accredited degree in their core area of instruction. Uncertified teachers will need to pass the PRAXIS II test.

DDLHS will recruit Delaware certified teachers through multiple advertising venues, social and professional networking sites, and outreach with Delaware's colleges and universities. i.e. The CEO and CAO will develop contacts in the Delaware Teacher's Institute, situated in the College of Arts and Sciences at the University of DE. Through their professional affiliations and leadership in the field of design education, Dr. Alvarez and Dr. Rayala can offer the school access to a national network of design-educators. Offering the school access to this specialized form of human capital is a value-add of the CEO and CAO.

The 4-Day Design Institute offered in August before school opening is planned as critical pre-service training for all DDLHS teachers. The Design Institute trains all teachers in the DBL^x® instructional methods. Teachers and staff are on-boarded to DBLHS culture and expectations during the summer Teacher and Staff Induction.

Hiring Timeline

When	Action	Responsible
July 2013	Review and finalize plans for hiring	Board and CEO

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Section 5: Staffing

Oct 2013 - April 2014	Recruit and hire Principal	Board and CEO
Nov 2013 - Feb 2014	Recruit and hire Admin Asst	CEO, CAO and Board
Jan - March 2014	Recruit teachers	CEO and CAO
March 2014	Review operations budget, enrollment projections, additional needs, revenue estimates to determine staffing needs	CEO, CAO and Board
May - July 2014	On-board Principal	CEO and Board
April - May 2014	Hire teachers for 2014-15	CEO, CAO and Board
July - Aug 2014	Plan and deliver teacher induction & PD	CEO, CAO and Principal

3. Hiring and dismissing school personnel, including the school's process for conducting criminal background checks.

DDLHS will use the policies and operating regulations established by the State of Delaware for areas of Human Resource Management. The Administrative Policies and Procedures Manual will be developed in the start-up year. The school intends to comply with all federal, state, and local statutes governing fair hiring practices. At entry all employees must submit a clean criminal history background check and child protection clearance (not more than one year old) as a condition of hire.

Dismissing personnel- Follow the guidelines of the Board approved employee handbook. Implement due process through progressive discipline and supervision. Document performance through scheduled appraisal, provide feedback and allow time to improve, then reassess performance. If improvement is insufficient, inform the employee with an HR representative. Terminate the employee contract with Board approval. Inform the Board routinely on all personnel matters.

5. Securing DPAS II training for administrators and teachers and implementing with fidelity...

During the startup year the CEO and a Board member will register for the on-line DPAS II Evaluator Training Module, and become certified to administer DPAS II evaluation to administrators and teachers. DDOE sponsored trainings are generally given in the fall and early spring. The CEO and the trained Board member will co-present DPASII to the Board of Directors at the next available Board meeting, to provide professional learning to the Board so they will support DPASII Appraisal for DDLHS administrators and teachers.

The CEO and Board will structure time to secure appropriate DPAS II training for administrators and teachers in order to implement the appraisal system with integrity. DPASII training for teachers is built into Teacher and Staff Induction. (See PD Calendar.)

6. How the Principal/School Leader, teachers will be evaluated with DPAS II...

The CEO and Principal will be evaluated as per the content found in the revised DPAS II Guide for Administrators. The Board will use the appraisal system to support the continued professional growth of the CEO and Principal, and to set targets for improvement.

Measures for administrator's performance will be aligned with the Delaware Administrative Standards and the 6 ISLLC Standards for educational leadership. The Board of Directors will evaluate the performance of the CEO, once formatively each

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year, with a summative evaluation once every two years. The CEO will evaluate the Principal, formatively and summative, on an annual basis. The Board and CEO will develop criterion to measure progress based on the Possible Sources of Evidence (of effectiveness) found in the DPAS II 5 Components:

Component One: Vision and Goals

Component Two: Culture of Learning

Component Three: Management

Component Four: Professional Responsibilities

Component Five: Student Improvement

The Board may also include qualitative and quantitative measures of leader performance such as increasing the school's public prominence, increasing student enrollment, donor cultivation/development that yields increased resources, establishing innovative programs, or other measures that help support the DDLHS mission. The CEO will oversee the development of additional supplementary observation and evaluation tools during the start-up year. In the start-up year, we will develop teacher and Principal evaluation tools aligned with the DPAS II appraisal system.

7. Handling unsatisfactory leadership or teacher performance...leadership/teacher turnover.

The Board, the CEO and school's senior Administrative Team will follow protocols for personnel appraisal and be transparent and timely in their communication. The Board will develop policies to guide the Principal evaluation process.

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

During the start-up year the CEO will develop a database of certified teachers and School Leaders to replace any mid-year resignations, *with a goal of having minimal disruption to students, to the academic program and the school community*. The CEO brings substantial human capital resources, i.e. high-quality pool of teachers through the University of Pennsylvania Graduate School of Education and national design educator networks. In the event of Principal turnover, the CEO and Founding Board will tap their educational leadership network to ensure school stability while a suitable replacement is found. Dr. Alvarez, the CEO has successful experience in school turnarounds, stabilizing urban schools during times of leadership transition.

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

Our goal as Delaware Design-Lab High School staff is to know ourselves as lifelong learners, so that we can model to students, with integrity, our vision's claim that

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a Design-Lab School education will produce lifelong learners. Therefore, the Founding Group of the DDLHS will demonstrate an ongoing commitment to the professional learning of the teachers, administrators, support staff, and parents, by allocating the budget resources of time, materials and expertise to professional development.

Research indicates that the professional development of teachers and administrators directly impact student learning. Therefore, we will use the National Staff Development Council (NSDC) Standards for professional learning and the NSDC Innovation Configurations to plan and guide the professional development of teachers, paraprofessionals, and administrators. All professional development will be aligned to the *NSDC Standards: Learning Communities, Leadership, Resources, Data, Learning Designs, Implementation, and Outcomes*.

Weekly professional development opportunities will be built into the school schedule. Every Wednesday throughout the school year, students will be dismissed at 2:00 p.m. so that teachers and professional staff can participate in professional development, meet for common planning time, and meet in departments. One Wednesday per month teachers will participate in “Design Briefs” to learn DBL^{xc} instructional methods.

Using the NSDC standards, the CEO, the CAO, and the Principal will develop, lead, and evaluate professional development at the school. Dr. Alvarez, the CEO has earned national level certification in Staff Development through the NSDC Leadership Academy and maintains professional contact with the NSDC Leadership. Dr. Alvarez has verifiable data showing that, in her previous roles as CEO/Principal and central office administrator, her leadership produced school improvement. Dr. Rayala, the CAO, is a nationally recognized expert in design education. Likewise, the selected Principal will be a school leader whose leadership has produced academic student achievement results. This team has a proven track record and is equipped to plan and lead professional learning at DDLHS.

**1. Professional development prior to school opening.
Teacher and Staff Induction**

Teacher and Staff Induction will take place for seven days prior to school opening. The 4-Day Design Institute will develop all professional staff - teachers, counselor, nurse – to deliver the DBL^{xc} instructional methods, that differentiate DDLHS from other schools. Team-building, integrating subject matter across the curriculum, and collaborative problem-solving are also planned.

Teacher and Staff Induction will ensure that staff is adequately trained to properly implement state and federal law related to the identification, evaluation, and education of students with disabilities. We will include the topics:

- RTI
- The IST process
- IDEA and its mandates
- 504 eligibility
- ADA
- Curriculum modifications
- Curriculum accommodations
- Testing adaptations/accommodations

Two days will be dedicated to the Positive Behavior Support (DE-PBS) and CADEkids approaches to prepare teachers and staff to implement school-wide DDLHS positive school culture. Parents will be informed of both programs and invited to one CADEkids parent workshop and professional development session per cycle (4 times per year.) The first parent training for DE-PBS and CADEkids will occur in August 2014

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during the Teacher and Staff Induction period to support parent education, communicate expectations, and support programs goals. Parent trainings will occur quarterly. *(See School Calendar and PD Calendar).*

The Technology Teacher will train teachers to integrate technology as per goals outlined in the Technology Plan (Appendix G). Teachers will be trained in the DPASII Appraisal system.

At the beginning of the school year, the CEO and Principal will conduct individual Goal-Setting Conferences with teachers as part of the DPASII Appraisal system. Each teacher will create a personal Professional Learning Plan to guide professional growth. The effectiveness of the PLP and DPASII will be assessed from April - June. *(See PD Calendar, September and June)*

2. # of days/hours for professional development throughout the school year.

Professional development will be offered to teachers in whole day sessions and ½ day sessions, before the opening of school and throughout the school year. Every week on Wednesday afternoon, students will be dismissed at 2:00 p.m. and teachers will participate in multiple forms of professional development from 2:15 to 4:15. The structures for professional development include, whole-group, small group, and individual sessions. These include department meetings, monthly “Design Briefs”, Response to Intervention (RTI) and Instructional Support Team (IST) process meetings, common planning time, content-specific sessions, cross-disciplinary learning, off-site conferences and workshops, and individual conferencing with administrators.

PD Hours scheduled into the Teacher Work Schedule *(Excludes attendance at off-site conferences, workshops, and individual conferencing with administrators.)*

½ days for PD (Wed. afternoon PD) - 40

of hours from weekly Wednesday afternoon PD - 80

of whole days for PD (excluding Wed. afternoon PD) - 13

of hours from whole day PD - 78

TOTAL # of PD hours per school year - 158

Professional Development Calendar

Time	Design	Academic & Behavioral
August 7 full-days 1 Wed p.m.	4 Day Design Institute	3 Day Teacher Induction & Orientation - includes 2 Day Intro to DE-PBS, CADEkids, RTI/IST Support Process, 504 Eligibility, ADA, Curriculum & Testing Adaptations, DPASII Appraisal System, Bullying Prevention NSDC Standards for Professional Learning Technology Integration: Smartboard, Compass Learning Parent Training: DE-PBS & CADEkid
September 4 Wed p.m.	Design Briefs 1 Wed p.m. each month	DPASII Appraisal - Individual Goal-Setting Conferences & Development of Professional Learning Plans DE-PBS & RTI/IST Support Process Data Analysis & Instructional Planning Differentiation of Instruction & Assessment Technology Assessment

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October 1 full-day 5 Wed p.m.	Design Briefs 1 Wed p.m. each month	Technology Integration: Smartboard, Compass Learning Assessments: DCAS, DCAS ALT1, MAP DCAS & DALT1 Assessments & Data
November 1 full-day 4 Wed p.m.	Design Briefs 1 Wed p.m. each month	DCAS/DALT1 Test Administration DE-PBS & RTI/IST Support Process Parent Training: DE-PBS & CADEkids
December 3 Wed p.m.	Design Briefs 1 Wed p.m. each month	DPASII Appraisal System – Mid-Cycle Math Assessment DE-PBS & RTI/IST Support Process Parent Training: Bullying Prevention
January 4 Wed p.m.	Design Briefs 1 Wed p.m. each month	DE-PBS & RTI/IST Support Process Parent Training: DE-PBS & CADEkids
February 4 Wed p.m.	Design Briefs 1 Wed p.m. each month	DCAS/DALT1, MAP Assessments DE-PBS & RTI/IST Support Process Assess Professional Learning
March 4 Wed p.m.	Design Briefs 1 Wed p.m. each month	Technology Integration DE-PBS & RTI/IST Support Process
April 4 Wed p.m.	Design Briefs 1 Wed p.m. each month	DPASII Appraisal System - Summative Cycle DCAS/DALT1 Assessments DE-PBS & RTI/IST Support Process Parent Training: DE-PBS & CADEkids
May 4 Wed p.m.	Design Briefs 1 Wed p.m. each month	DE-PBS & RTI/IST Support Process Assess Professional Learning
June 4 full-days 3 Wed p.m.	2 Day Design Conference	Assess Effectiveness of DPASII Appraisal System Individual Professional Learning Plans DE-PBS & RTI/IST Support Process evaluation Technology- summative assessment
Every Wednesday from 2:15 to 4:15 is set aside for professional development. Teachers use this time for professional learning. Wednesday PD totals = 80 hours per school year.		

2. How PD will be aligned with assessment and staff evaluation processes...

Delaware Design-Lab High School will participate in the Delaware Comprehensive Assessment System (DCAS) and comply with the requirements of the State Public Education and Accountability System pursuant to 14 Del. C. § 151, 152, 153, 154, and 157 and Department rules and regulations implementing Accountability, to specifically include the DCAS (14 DE Admin Code 275.4.2.1.1). All DDLHS teachers will participate in professional development to understand their role in preparing students to take the DCAS/DCAS ALT1, to learn the test blueprint, identify eligible content and DE standards. Professional development sessions will precede the test administration windows and dates. (See PD Calendar and Goals 1, 5, 6 of the Technology Plan.)

Administrators will look for evidence that teachers are implementing professional development (in lesson planning, instructional practice, walkthroughs, formal teacher evaluations) and implement supervision and guidance to teachers whose practice indicates they need improvement.

4. How the PD program will be evaluated to assess its effectiveness and success.

The CEO and Principal will design and administer evaluations of the professional development offerings by using the content in the **Teacher Professional Development Evaluation Guide**, National Staff Development Council, (Haslam, 2010). Results of the evaluations and surveys will be used as data to inform the following year's professional development plan.

The Technology Teacher will administer a bi-annual needs assessments to teachers as a diagnostic tool and summative tool to meet Technology Plan goals:

Goal 1: Have 100% of staff and students complete the assessment, and see an increase in skills attainment from semester to semester, and

Goal 2: Have 100% participation in keeping all student demographic and performance data up to date in eSchool or similar software.

Goal 5: Have 100% of classroom teachers use the Measurement of Academic Progress (MAP) assessment data to identify students' weak and strong areas.

Goal 7: Have 100% of the staff capable of utilizing information technology to manage and enhance the DBLx© school experience.

GOVERNANCE & MANAGEMENT

14 Del. C. §§ 512 (1), (2), (6) and (9)

Legal Status and Governing Documents [14 Del. C. § 512 (2)]

The name of the organizing corporation is the Delaware Design-Lab High School, Inc.; incorporated on December 14, 2012. The Certificate of Incorporation is included in Attachment 13. The By-Laws, also contained in Attachment 13, meet all the required stipulations (See By Laws, Article II, Section 2.1). The officers of the Board are as follows:

President: Matt Urban

Vice President: Paul Miller

Secretary: Iris Leon

Treasurer: Roxanne Sykes

Completed and signed Statement of Assurances is found in Attachment 14.

Organizational Chart [14 Del. C. § 512 (1), (2) and (6)]

See **Attachment 15**

Governing Board [14 Del. C. §§ 512 (1), (2), (6) and (9)]

1. Governance Philosophy.

Consistent with the Charter School Law, DDLHS has as among its goals, to improve student learning, encourage the use of a unique, proven school environment and learning method, provide parents and students with measures of improved school and student performance and greater opportunities in choosing public schools, and to provide for a well-educated community. The Board of Directors is responsible for determining, protecting and promoting the mission of DDLHS. It will provide academic oversight of the educational curriculum and financial oversight of expenditures. That said, the Board must maintain a strong positive relationship with the CEO, and develop objective measurable standards against which the CEO will be evaluated. The CEO will be empowered to oversee day-to-day operations, evaluate all employees other than the CEO, and ensure that school resources are employed prudently. The CEO produces academic results; the Board owns those results.

2. Structure, Roles, Composition. Attachment 16, Completed and signed Board Member Information Sheet for each proposed Board member.

The Board will initially consist of six members, including the CEO as an ex-officio non-voting member. Consistent with the Charter School Law, there will be at least one representative of the Parent Teacher Association and one certified teacher serving as a non-voting member of the Board at all times. The term of such members will last one year. The Board will meet monthly, with notice of all Board meetings published consistent with the Open Meetings Law.

Board members have three legal duties. As part of their duty of care, they must make decisions with reasonable care, reviewing all material information available to them. Consistent with their duty of loyalty, the Board must make decisions based on the best interest of DDLHS, not any personal interest. The Board also has a duty of

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obedience, pursuant to which it will adhere to and promote the school's mission and its legal responsibilities under the Charter School Law and Section 501(c)(3) of the Internal Revenue Code of 1986, as amended.

An Audit Committee shall be established and meet at least four times annually. Among other things, it will review the financial audit prepared by an outside auditing firm for recommendation to the full Board. Other Board Committees to be established include Board Governance, Education, Student Discipline and Finance.

The Board will also establish a Citizen's Budget Oversight Committee, consistent with State law. This Committee will have at least five members comprised of one educator from **DDLHS**, one Board member, at least two parents or community members who are not school employees or Board members, and representation from the DDOE.

3. Board Continuity.

The Board's Governance Committee will be responsible for recruiting and training Board members with expertise and leadership qualities that support the school's continued growth. Board orientation will include review of the Board Member Job Description, as well as ensuring that the prospective Board member understands DDLHS' unique mission and how they can further it. Board members will be evaluated annually. The law firm of Fox Rothschild LLP will provide training for Board members on their legal and financial responsibilities. Fox Rothschild has trained the Board for the Gateway Lab Charter School in Delaware, and a number of charter school boards in other jurisdictions. The training will cover:

Functions of the Board

What is Expected of Board Members

Board's Duty of Care

Board's Duty of Loyalty

Board's Duty of Obedience

Financial Responsibilities of the Board

Governance vs. Management: Who Does What?

4. Procedures.

All Board members will comply in full with the Statement of Assurances required under 14 Del. C. §512(1)-(14). Every Board meeting should be open to the public, except if closed to the public as an executive session. Public notice of every regular meeting and of the intent to hold an executive session closed to the public shall be at least 7 days in advance thereof. All Board members will be subject to a complete background check. The School will develop an emergency succession plan in the event the CEO is away for an extended period or suddenly disabled. The School must comply with the Freedom of Information Act, Title 29 §10001 et seq. All public records are open to inspection and copying during regular business hours by the custodian of records for the School. The School shall respond to a FOIA request as soon as possible, but in any event within 15 business days after the receipt thereof. If a request is denied, the School shall indicate the reason for the denial. An Internal Controls Policy will be adopted establishing policies for approval of disbursements, signing of checks, and requiring three bids from private parties for goods or services over \$25,000, other than professional services.

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A “Code of Student Rights and Responsibilities” will be adopted consistent with 14 Delaware Code 1.0. The Board will adopt an Internet Safety Policy consistent with the Children’s Internet Protection Act.

5. *Ethics and Conflicts of Interest.*

The Board shall adopt a Conflict of Interest Policy requiring disclosure of any conflict, recusal from discussion and a vote of disinterested Board members. Board members will execute the “Conflict of Interest Policy” annually. While none exist, any ownership interests in the school building or real estate must be disclosed in the charter school application. A Board member may not usurp a corporate opportunity for personal use that the school may be interested in. The law firm of Fox Rothschild LLP will provide training for Board members on the legal and financial responsibilities of Board members. Fox Rothschild has trained the Board for the Gateway Lab School in Delaware, and a number of charter school boards in other jurisdictions.

(a) 6. *Board Expansion.*

The founding Board of DDLHS will transition to an operating Board by adding Board members with expertise in areas such as education, human resources, finance, development, law and public relations. There will be four key roles for Board members. As governor, they will be required to attend and actively participate in ten monthly Board meetings and the annual retreat. As ambassador, each Board member will host a “Learn about Delaware Design-Lab High School” event at work or home. As a sponsor, each Board member will give a personal gift to the best of their ability. And as consultant, each Board member will serve actively on at least one committee. The Board Governance Committee, not the CEO, will spearhead the Board expansion.

(b) 7. *Board Improvement*

The Board intends to contract experienced consultants to optimize Board meetings and Board member performance. Example: Amma Napier (Appendix C) has worked with charter schools and other educational organizations in this role. She trained the Board of Gateway Lab Charter School, and has worked with charter schools in other jurisdictions as well. Ms. Napier will also help develop a self-evaluation tool for Board members to track the achievement of their goals on an annual basis, with an eye toward taking on leadership in partnership with the CEO. Among the areas to be addressed:

Soliciting participation and feedback
Working in concert to problem-solve and gain consensus
Resolving conflict effectively
Decision-making processes that create buy-in from within and without
Creating safety for Board members to feel comfortable bringing their expertise and passion to the Board

Advisory Bodies [14 Del. C. §§ 512 (1), (2) and (6)]

Delaware Design-Lab High School will have an Advisory Council for its

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Section 6: Governance & Management

Design-Based Learning mission made up of national, state, and local design and education experts. The Advisory Board is independent of the leadership of the school and of the Board, only serving an advisory role. (See Organization Chart, Attachment 15) The CEO based on recommendations from the CAO and the Board will solicit members for the Advisory Council. They will serve indefinite terms while the relationship is mutually beneficial. They will have no voting or decision-making authority and no regularly scheduled meetings but will provide counsel, make recommendations, review activities, advise in fundraising and assist in long-range planning. The CEO and CAO already have working relationships with many of the national and state design organizations and institutions.

Some members of the Advisory Council will be invited to serve as reviewers for Junior Design Portfolios and Senior Capstone Projects at the school. They may, on occasion, be called upon to present or serve on panels at professional development conferences and institutes. Members of the Advisory Council will have representatives drawn from national, state and local levels.

National (proposed representatives)

Industrial Design Society of America (IDSA)
American Institute of Graphic Artists (AIGA)
American Institute of Architects (AIA)
International Technology and Engineering Association (ITEEA)
National Art Education Association (NAEA)
Writers Guild of America (WGA)
Cooper-Hewitt National Design Museum, Smithsonian

State (proposed representatives)

University of Delaware
Delaware Design Institute
Delaware College of Art and Design
Delaware Chapter of IDSA
Delaware Chapter of AIGA

Local (proposed representatives)

Graphic Design
Architecture
Product Design
Media
City Planning

Grievance Process [14 Del. C. § 512 (9)]

In recognition of the fact that families choose to send their children to our school, the Delaware Design-Lab High School will strive to practice extraordinary customer service with parents and students. In the event that a parent or student should have an objection to a governing board policy or decision, administrative procedure, or practice at the school, DDLHS will enact practices consistent with a Board approved Grievance Policy. DDLHS will endeavor to ensure due process for all students. (See Grievance Policy draft, Appendix B).

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Section 6: Governance & Management

As a public record, the original charter application submitted to the Delaware DOE will be made available to parents free of charge, accessible on the DDOE website. The charter application contains sections that include, corporate documents, the Articles of Incorporation, governance, education plan, Founding Group and leadership, performance management, budget, parent and community involvement, etc. The DDLHS website will be the primary venue where parents can access, free of charge, school policies, procedures, information on school opening, nutrition program, student application and admissions process, the *Department's FAQs about DE Charter Schools/Parent Guide to DE Charter Schools*, to Board meeting schedules and minutes of the meeting.

PARENT & COMMUNITY INVOLVEMENT

14 Del. C. §§ 512 (1) and (6)

1. Role of any parents and community members involved in developing DDLHS.

Four of the five DDLHS Founding Board members reside and work in the Wilmington metropolitan area. The Founding Board understands the importance of developing the school with the active participation of parents and community members. The Board met on December 19, 2012 and voted in the By Laws (Attachment 13). The By Laws provide for the participation of parents on the Board of Directors (Article IV, Section 4.2 and 4.4) The Founding Group will take initiative to support substantive participation of parents and community members in the start-up year and thereafter.

2. Informing parents and the community about DDLHS's development.

Initially parents and the community will be informed through the actions outlined in the Student Recruitment Plan (Please refer to Attachment 8).

The school website will be designed as a main communication tool to reach parents and the community about the school's development. The website will be structured as a resource for information, current events, staff contact information, and content informing parents about the curriculum, programs, the enrollment process, and school policies and procedures. The website will be maintained current. After the school opens in 2014, parents will be informed daily of relevant information through a recorded message from the CEO and administrators. The message will automatically go to parent's cellular phones and voice messaging systems.

We will develop a Parent Portal to serve as a technology communication resource system for students and parents to retrieve school information. The parent Portal will host an "Information Center", an organized site where parents and students can find school forms, and news about event, opportunities to volunteer, school policies, contact information and more. The site will be routinely updated.

Furthermore, we will ensure that our parents make use of the resources and benefits of membership of the DE Charter School Network and the DDOE Education Insight Data Warehouse. We want DDLHS parents to be able to use the Parent Dashboard to go online at anytime and view critical measures and data regarding their children's progress.

3. Family-school Partnerships

We explicitly state to our families and to the broader community that "Parents are our Partners" in the education of students at Delaware Design-Lab High School. Engaged and informed parents are a cornerstone of the daily life and culture of Delaware Design-Lab High School. We plan to integrate parents into all aspects of their students' educational experiences and support them as primary educators and advocates for their children, through parent trainings and an active Parent Teacher

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Section 7: Parent & Community Involvement

Association. Parents and staff will actively collaborate to successfully carry out the mission and vision of Delaware Design-Lab High School.

4. Community resources will be available to students and parents.

The CADEkids behavioral intervention program is a resource to parents through quarterly parent education workshops that are included in the service fee and scope of services. (Attachment 18) We will also train parent in the anti-bullying and DE-PBS behavioral intervention programs.

We have begun to develop partnerships with The Delaware College of Art and Design, University of Delaware College of Arts and Sciences, and AIA Delaware. Each of these has an Education initiative that includes outreach to K-12 public charter schools.

START-UP & OPERATIONS

14 Del. C. §§ 512 (1), (8), (9), (10), (12) and (13)

1. **Start-Up Plan.** See Attachment 19 and Budget Sheets.

2. **Transportation.**

Students will be transported via contracted school bus to and from their homes Monday to Friday. Projecting a Wilmington address for the school site and the ten Wilmington zip codes where students are likely to reside, it is estimated that DDLHS will need 6-8 bus routes. Three afternoons per week students in clubs will go home on late buses that DDLHS will also contract. We will have two buses equipped with lifts to transport students in wheelchairs. Two bus aides will also be contracted to provide bus supervision.

The Principal and Clerk will be responsible for oversight of transportation operations. The school will contract buses for field trips at no cost to students on occasional Saturdays for special events. Each bus route is estimated to cost \$38,000. per year. The figure is included in the budget sheets. Advanced Student Transportation, a reputable vendor who works with charter schools, provided this cost estimate.

3. **Safety and Security.**

In the start-up year, in order to provide for the safety and security of students, staff, guests, and property the Delaware Design-Lab High School Founding Group and Board will take the following actions:

Policies -

- adopt a comprehensive school safety plan, including emergency preparedness plan
- approve the purchase of membership in the DE Safety Council and staff certification in CPR/AED life-support techniques
- adopt an Internet Safety Policy consistent with the Children's Internet Protection Act
- approve an Bullying Prevention Policy

Comprehensive School Safety Plan -The Founding Group will develop a comprehensive school safety plan in accordance with the provisions of the Omnibus School Safety Act and in complains with the National Incident Management System. DDLHS will coordinate with the DDOE, the DE Department of Safety and Homeland Security, local law enforcement agencies, the fire department, and local first responders to develop the plan.

Procedures & Operations - In Year 1, DDLHS will develop a School Safety Committee, consisting of school administrators, Local School Council representative, school police, custodian, building engineer, a teacher, and the nurse. The School Safety Committee will meet bi-weekly to address school issues related to health, procedures, and facilities. A core group of 6-8 school personnel will be certified in CPR/AED life-support techniques. At completion participants receive an American Safety and Health Institute (ASHI) CPR Certification Card valid for 2 years. Training will be through the DE

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Safety Council. Training costs, estimated at \$50. per participant, will be expensed to the school budget.

Security Technologies & Equipment - The Technology Plan contains costs and specifications for facilities/building safety equipment, including:

- Alarm system (movement, door latches). The alarm system will not be integrated into the IT Plan as a safety precaution to prevent the alarm system from being disabled by hackers or internet service failures.
- Video surveillance system; 8 camera with recorder; wireless and integrated into the school IT system.
- Electronic wands; for occasional weapons screening of students
- Walkie-talkies (See Technology Plan, Appendix G)

Safety and Security Personnel - In the event that we are awarded a lease in the Community Education Building (CEB), downtown Wilmington, we will coordinate with building management during the start-up year to establish school safety procedures. Lease costs for the CEB include the services of security personnel.

4. Lunch/Breakfast.

Participation -Delaware Design-Lab High intends to participate in the National School Breakfast/Lunch Program, and will contract for meals from a qualified food service vendor. Meals will be served on-site to all students, including those eligible for free/reduced lunches. DDLHS plans to participate in the Farm-to-Plate fresh fruit and vegetable program, which offers fresh produce to students in the afternoon. <http://www.schoolnutrition.org/> The Founding Group will support the health and wellbeing of DDLHS students by maximizing participation in healthy food choice programs.

Eligibility - During the first week of school and in accordance with established state and federal procedures, the school will determine student eligibility for free/reduced meals. Eligibility will be determined annually during the first week of school and in accordance with established state and federal procedures. The CEO and Principal will work with the food service vendor to ensure that all meals are consistent with state and federal guidelines and compliant with USDA regulations.

Vendors - Based on recommendations on their ability to deliver high quality product and service to the Red Clay School District, Keany Produce Co. and US Food Service Co. are the preferred vendors as of the time of the submission of this charter application.

Cost - Breakfast and lunch costs are estimated at \$750. per student, per annum. Funding for the Farm-to-Plate fresh fruit and vegetable program is included in this estimate.

Facilities - DDLHS will comply with all regulations to ensure compliant food preparation facilities; i.e. procure health inspection clearance from the Dept. of Public Health, food establishment permit, etc. In the event that we are awarded a lease in the Community Education Building, we will coordinate with building management during the start-up year to ensure a compliant and quality food service and nutrition program.

5. Insurance Coverage.

Attachment 20, details types of insurance coverage, including liability, workers' compensation, property, indemnity, directors and officers, automobile, and other we will procure.

6. *Student Records.*

We will implement procedures that comply with the Family Education Rights and Privacy Act (FERPA) and implement federal and DDOE regulations regarding disclosure of student records. DDLHS will use the state's eSchoolPLUS pupil accounting system. The use of this system will ensure timely transfer of student data and records to other schools and to the Delaware DOE. The Technology Plan (Appendix G) describes how all staff members will be trained to use the mandatory eSchoolPLUS system as part of their mandatory duties. Professional development will be offered so staff members maintain their skills current in the use of eSchoolPLUS (or another system TBD).

FACILITIES

14 Del. C. § 512 (8) and (12)

1. Facility needs based on the educational program and anticipated enrollment.

For 2014-2015, based on a Year 1 enrollment of 300 students in grades 9 and 10, we identify a need for 27,000 sq. ft. of space for classrooms, design studios, student support services suite (offices for special education coordinator, guidance counselor, nurse) and administrative offices. Additional space for a cafeteria and gym/physical education activities are also required to fulfill Delaware DOE programmatic and health and safety requirements. In Year 4, 2017-2018, we would need 54,000 sq. ft. of classroom space to accommodate an enrollment of 700 students at capacity.

Year 1 - 300 students, class size/25 students, require 14 classrooms, on one floor

Year 2 - 475 students, class size/25 students, require 20 classrooms, on an additional floor

Year 3 - 650 students, class size/25 students, require 26 classrooms

Year 4 - 700 students, class size/25 students, require 28 classrooms

700 students is our enrollment at capacity.

2. Identified facility, location (county, other location specifics) floor plans, number and size of classrooms... How the facility will meet the needs of students and provide an assurance that it will be accessible to students with physical disabilities.

Delaware Design-Lab High School's mission would ideally be served by locating the school in a center city Wilmington facility, for easy access to the universities, cultural institutions and design firms that are commonly found in metropolitan centers. A center city Wilmington site would expose our students to working professionals in the target industries of media and design, and bring alive the curriculum with authentic, real world experiences. Also, we do not plan to offer football and other team sports, that require fields and large outdoor campuses. For these reasons, we are currently assessing facilities options in the metropolitan Wilmington, DE region. All locations under consideration fulfill ADA specifications for students with physical disabilities.

The Founding Group of the Delaware Design-Lab High School has identified the Community Education Building (CEB), <http://www.cebde.org/> 100 West 10th Street, STE 1109, Wilmington, DE 19801 as an ideal location, because it would uniquely fulfill our enrollment and programmatic needs from school opening (Year 1, August 2014) through the end of the first charter period (Year 5, June 2018) and thereafter.

The CEB facility was donated by MBNA (a \$75 million investment) and is being renovated to house four charter schools in what CEB calls an "education village". These are ways the CEB uniquely meets our needs:

- **The central location and proximity to financial resources supports our mission to expose our students to world-class opportunities.** Centrally located in downtown Wilmington, the building is within a few blocks of public transportation, regional rails and the Wilmington's finest theaters, hotels and cultural institutions. The Delaware College of Art and Design, Mobius New Media (owned by Matt Urban, one of our Founding Board members), DE

- chapter of the American Institute of Architects, are walking distance.
- **The educational philosophy articulated by the CEB Board and leadership is aligned to our vision.** The Founding Group of DDLHS consider leasing from the CEB as far more than a typical landlord-tenant relationship. The value-add is our mutually expressed commitment to close the academic achievement gap and to offer world-class educational opportunity to traditionally underserved students. We support the CEB statement, *“Building on a long history of commitment to public education and nonprofits, the Longwood Foundation has established an independent entity, the Community Education Building, to receive a facilities donation and transform it into a home for high-performing charter schools with an emphasis on providing a world class K-12 public education to Wilmington’s children... and creat[ing] an environment of educational excellence...(CEB website, 2012)”*.
 - **The CEB’s “education village” concept supports youth and adult learning and professional development.** Our students, teachers, and administrators would have the opportunity to participate in rigorous pedagogical communities of practice, because the CEB is screening for educational innovation and requiring CEB schools to participate in an on-site Local Building Council.
 - **The CEB stretches resources through cost and service-sharing and economies of scale.** As part of the lease cost, the CEB offers infrastructure and student support resources not readily available to charter schools that operate on independent campuses. The cost savings helps to bridge the approximate \$2500. funding gap per student (lower unit count) that charters experience compared to district schools. Service-sharing would free DDLHS administrators to focus on instructional program thereby, maximizing learning outcomes for students and teachers.

CEB - On-site dedicated space for Delaware Design-Lab High School:

Two (2) floors totaling 54,000 sq. ft.

14 classrooms, on one floor

14 classrooms, on additional floor

28 classrooms total

600 - 800 sq. ft for each classroom, design studio, and science lab

Additional pull-out spaces are available on the higher floors

Content classrooms (English, math, social studies)

1 science lab

6 design studios

Administrative and Student Support spaces – 1 space/office each for CEO, Principal, special education, guidance, nurse, faculty lounge, conference room, main office & visitor reception

CEB - On-site common areas shared with four other CEB schools:

Street level doors and lobby/vestibule for school bus arrival and dismissal, elevators available to students for arrival and dismissal, cafeteria (CEB is designing the cafeteria as a multipurpose room for meals and teacher professional development), food service preparation kitchen area, restrooms for male students, restrooms for

female students, library, computer labs, art room, glass-enclosed 4th floor atrium for year-round recreation, nurse's office/health center, social service office, business administrator office, loading dock for bulk materials delivery and trash disposal, concrete multi-level parking lot with a capacity for 500 vehicles.

CEB - Off-site common areas shared with other CEB schools:

Gymnasium facilities are being renovated in the central YMCA building at 501 West 11th St., Wilmington, DE 19801. School bus parking is planned for a location three blocks from the CEB.

CEB management assures that building renovations will fulfill ADA specifications for students with physical disabilities. All classrooms and studios will offer copious sources of daylight through outside facing windows. Air quality will comply with code, regulations, and building standards through state-of-the-art heating and cooling systems. In cases of emergency evacuation, safe egress is provided through a dedicated stairwell in the center of the building only for high school-aged students. Students in wheelchairs will be assigned to specific clusters of Design-Lab High staff to exit the building. Procedures for emergency egress will be located in the school Health and Safety Plan. Staff will be trained to implement emergency egress procedures through practice drills.

3. Specific lease or purchase terms, and proposed terms and any draft agreements.

The Founding Group of Delaware Design-Lab High School intends to apply for the spring CEB review cycle. Inclusion in the CEB is a competitive RFP process open to existing and new charter schools. Founding Board group members of DDLHS have toured the building, conducted a space analysis and met with CEB management on matters related to the application process and to our school's space needs. Based on our discussions with CEB management, anticipated cost for leasing the space and purchasing services (facilities management, food service, custodial maintenance, building security, school operations, some business manager services, shared nursing services) will be \$14. to \$16. per sq. ft. We have budgeted \$16. per sq. ft. as a conservative figure in forecasting the budget.

Because of the competitive nature of the application process for space in the Community Education Building, it is not feasible to provide specific lease terms or to draw up draft agreements, at this time.

The Founding Group has discussed facilities needs with the Operations and Finance Department of Innovative Schools, Inc. since IS plans to add school facilities and available space data to their portfolio of services. In the first quarter of 2013, Design-Lab High's Founding Group will work with IS and suitable commercial real estate firms to research secondary options to the CEB.

4. Describe renovation plans, including anticipated timing and cost.

CEB management is implementing a facilities master plan to complete renovations by summer 2014, in time for the four chosen charter schools tenants to occupy their respective floors. The CEB building is currently under renovation. The \$16. per sq. ft. cost allotted to facilities in the DDLHS proposed budget includes all renovations.

4. *Organization's capacity/experience in managing facility acquisition/renovations.*

The management team of the CEB <http://cebde.org/team.php> has significant career experience in finance, administration, manufacturing and business. In concert with the CEB Board and the Longwood Foundation, CEB President, Riccardo Stoeckicht has hired Wohlson Construction Company of New Castle, DE to provide full-service preconstruction planning, demolition, and build out services. Wohlson is a 120-year company and a leading provider of construction services for commercial real estate projects throughout the Mid-Atlantic States.

5. *If a facility has not been selected, specify potential locations that are under consideration, and discuss the process and timeline for selecting, acquiring, renovating...*

This question was answered in #3.

6. *Include pursuant to 14 Del. C. § 511(l) an affirmative representation ... Certificate of Occupancy.*

The Founding Group of the Delaware Design-Lab High School affirms that, no later than June 15, 2014 immediately preceding the authorized opening date of the school, we 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, in accordance with 14 Delaware Code, Section 511 (l). The Founding Group of the Delaware Design-Lab High School understands that if the charter is approved and Delaware Design-Lab High School subsequently fails to obtain the necessary Certificate of Occupancy, 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 DE State Board of Education. The Founding Group of the Delaware Design-Lab High School affirm that no waivers are available for this requirement.

BUDGET & FINANCE

(No limit to budget narrative; include as a separate document)

14 Del. C. §§ 512 (8) and (9)

1. See Budget Sheets, **Attachment 21**, which contain a budget based on targeted enrollment and 80% of targeted enrollment.

2. See Budget Narrative, **Attachment 22**

a. **Anticipated Funding Sources.**

The contingency finance plan for Delaware Design-Lab High School, if enrollment falls below the projections as presented in this application, will be to reduce personnel and operating costs to balance the budget. DDLHS has demonstrated in this application that it can operate financially at 80% enrollment and maintain quality programming. In summary, DDLHS can be opened and maintained with the funds provided by state and federal revenue.

The operating budget is sufficient to meet anticipated needs, however, the Board of Directors also intend to engage in aggressive fundraising from private and foundation sources. This is to supplement state and federal funding and will be allocated to support the academic program. An initial fundraising plan is included in Appendix G.

b. Innovative Schools will provide financial controls on a yearly contract basis.

3. **Audits.** Delaware Design-Lab High School will follow the “State Budget and Accounting Policy Manual” as it relates to all transaction regulations, guidelines and filing procedures. The school will use the First State Financials (FSF) system for all financial, accounting, and purchasing transactions. The Financial Position Reports, required by Title 14, will be prepared and submitted to the Department of Education. In addition, the school will commission an annual independent audit of financial accounting and procedures to ensure compliance with the standards of the State Auditor’s Office with respect to process controls and segregation of duties.

Delaware Design-Lab High School will utilize the Payroll Human Resource Statewide Technology (PHRST) system for managing and reporting compensation, payroll, personnel information, and employee benefits. All pension-related functions, from the initial actuarial form at the time of employment through the pension application at retirement, will be processed by Innovative Schools’ charter school finance specialists. All personnel involved in executing these processes will be properly trained in accordance with state requirements.

Delaware Design-Lab High School

Attachments

1. Founding Group Resumes and Biographies
2. Principal/School Leader Candidate Resume and Biography
3. School Administrator Resumes and Biographies (not applicable)
4. Course Scope and Sequence
5. Curriculum Development Timeline
6. Academic and Exit Standards
7. School Calendar and Daily Schedule
8. Enrollment & Withdrawal Policies
9. Student Rights and Responsibilities Manual
10. Staffing Chart
11. Personnel Policy (or Employee Manual, if developed) (not applicable)
12. Principal/School Leader and Faculty Evaluation Tools (not applicable)
13. Articles of Incorporation, Board Bylaws and Policies
14. Statement of Assurances (see "Exhibits" section)
15. Organizational Chart
16. Charter School Board Member Information Form (see "Exhibits" section)
17. Code of Ethics and Conflict of Interest Policy
18. Evidence of Support from Community Partners
19. Start-Up Plan
20. Insurance Coverage
21. Completed Budget Sheets
22. Budget Narrative

Matt Urban

2618 Darby Drive, Wilmington, DE 19808 • matt@mobiusnm.com • (302) 521-4495

SUMMARY

- 20 YEARS EXPERIENCE PLANNING, ORGANIZING, AND EXECUTING HIGH VISIBILITY MEDIA PROJECTS.
- MASTERY OF CUTTING EDGE TECHNOLOGY AND TECHNIQUES IN WEB DESIGN, WEB MARKETING, VIDEO PRODUCTION, PHOTOGRAPHY, DIGITAL IMAGE MANIPULATION, VIDEO ANIMATION, AND AUDIO ENGINEERING.
- PROVEN PROJECT MANAGEMENT, ACCOUNT MANAGEMENT, AND CLIENT RETENTION SKILLS.
- HIGHLY SKILLED IN COMMUNICATION, TRAINING, COACHING, AND PRESENTATION OF CURRICULUM.
- EXCELLENT ORGANIZATIONAL, INTERPERSONAL AND WRITING SKILLS.
- ACCOMPLISHED WRITER, PRODUCER, AND DIRECTOR.

WORK EXPERIENCE

CEO/CO-OWNER - MÖBIUS NEW MEDIA, INC., WILMINGTON, DE APRIL 1996 - PRESENT

LEADERSHIP, VISION, AND MANAGEMENT OF A SUCCESSFUL MULTIMEDIA COMPANY.

- DEVELOP AND MAINTAIN AN EFFECTIVE ORGANIZATION, LEADING SENIOR MANAGEMENT TEAM.
- OVERSEE DESIGN, MARKETING, PROMOTION, DELIVERY AND QUALITY OF PROGRAMS, PRODUCTS, AND SERVICES.
- BUSINESS DEVELOPMENT INCLUDING IDENTIFYING NEW BUSINESS OPPORTUNITIES, RESEARCHING MARKET, ESTABLISHING SALES STRATEGIES, WRITING MAJOR PROPOSALS.
- ESTABLISH YEARLY ORGANIZATIONAL GOALS AND, ANNUAL STRATEGIC AND FINANCIAL PLANS.
- COMMUNITY AND PUBLIC RELATIONS, ASSURING THE ORGANIZATION IS CONSISTENTLY PRESENTED IN A STRONG, POSITIVE IMAGE.
- PROJECT MANAGEMENT, ACCOUNT MANAGEMENT – CURRENTLY MANAGING ACCOUNTS AND PROJECTS RESPONSIBLE FOR 40% OF COMPANY'S ANNUAL REVENUE.
- HANDS-ON MEDIA SERVICES, INCLUDING VIDEO PRODUCTION (SCRIPTING, DIRECTING, FILMING, EDITING, MOTION GRAPHICS, MASTERING, AND DVD AUTHORIZING), PHOTOGRAPHY, DIGITAL IMAGE MANIPULATION, VIDEO ANIMATION, AND AUDIO ENGINEERING.

PHOTOGRAPHER – SELF-EMPLOYED, WILMINGTON, DE OCTOBER 1997 – PRESENT

PROFESSIONAL PHOTOGRAPHY SERVICES TO LOCAL PUBLICATIONS, BUSINESSES, AND INDIVIDUALS

- WORK PUBLISHED IN BIG SHOUT, BRANDYWINE VALLEY WEEKLY, THE NEWS JOURNAL, OUT & ABOUT MAGAZINE, SPARK WEEKLY, AND OTHER PUBLICATIONS.
- PORTRAITS, EDITORIAL, CORPORATE, ARCHITECTURE, PERFORMANCE, MUSIC, LANDSCAPES, NATURE.
- CONCERT PHOTOGRAPHY PORTFOLIO OF OVER 80 MAJOR NATIONAL AND INTERNATIONAL PERFORMERS FROM VENUES ACROSS THE COUNTRY – SEE WWW.STUDIOMLIVE.COM.

MEDIA SPECIALIST/HEAD EDITOR - ARDEN MEDIA RESOURCES, WILMINGTON, DE MARCH 1993 - NOVEMBER 1996

RESPONSIBLE FOR ALL ASPECTS OF CORPORATE VIDEO PRODUCTION & MULTIMEDIA SERVICES.

- NON-LINEAR VIDEO EDITING ON IMIX VIDEO CUBE/MACINTOSH SYSTEM.
- CREATE ALL GRAPHICS, DESIGN ALL VIDEO EFFECTS, CREATE ALL ANIMATION.
- ON LOCATION SHOOTING & DIRECTION.
- PROJECT COORDINATION, CLIENT CONTACT & SCHEDULING OF SHOTS & EQUIPMENT.
- CREATE AND MAINTAIN WORLD WIDE WEB SITES FOR CLIENTS AS WELL AS INTERNAL USE.
- RESEARCH, PURCHASE, INSTALL AND MAINTAIN HARDWARE AND SOFTWARE SYSTEMS.

**COMPUTER ARTIST / DESIGNER - WINTERTHUR MUSEUM, WINTERTHUR, DE.
APRIL 1993 - MARCH 1994.**

GRAPHIC DESIGN AND PROJECT COORDINATION IN THE PRODUCTION OF 6 TOUCH-SCREEN KIOSKS LOCATED PROMINENTLY IN MUSEUM GALLERIES.

- DESIGN AND CREATE ALL NEW INTERFACE SCREENS AND MODIFY EXISTING SCREENS.
- SCAN, PROCESS AND INSERT PHOTOGRAPHS INTO INTERFACE SCREENS.
- OVERSEE PHOTOGRAPHY TO ASSURE IMAGES ARE PROPER FOR COMPUTER USE.
- OVERSEE PROGRAMMING AND GRAPHICS IMPLEMENTATION.

**COMPUTER ARTIST - OFF THE WALL PUBLISHING, INC., NEWARK, DE.
MARCH 1992 - FEBRUARY 1993.**

COMPUTER GRAPHICS AND ANIMATION FOR NATIONAL RELEASE VIDEO GAMES AND OTHER APPLICATIONS

**VIDEO SPECIALIST - FOTOVIDEO ASSOCIATES, INC., OCEAN VIEW, DE.
OCTOBER 1989 - MAY 1991 (P/T), MAY 1991 - MARCH 1992 (F/T).**

RESPONSIBLE FOR ALL ASPECTS OF BROADCAST LEVEL VIDEO PRODUCTION, INCLUDING FILMING, EDITING, GRAPHICS AND ANIMATION

**INTERNSHIP, GRAPHICS DEPARTMENT - THE NEWS JOURNAL Co., WILM., DE.
JUNE 1989 - SEPTEMBER 1989.**

PRODUCE MACINTOSH ILLUSTRATIONS AND GRAPHICS FOR INSERTION INTO DAILY NEWSPAPER.

EDUCATION

BACHELOR OF FINE ARTS, UNIVERSITY OF DELAWARE. 1991. CONCENTRATION IN MULTI-MEDIA SCULPTURE WITH A STUDIO MINOR IN VISUAL COMMUNICATIONS.

**RELATED
EXPERIENCE**

SENIOR VOLUNTEER LEADER – THE SIERRA CLUB, SAN FRANCISCO, CA (2001-PRESENT)

- MEMBER, COUNCIL OF CLUB LEADERS EXECUTIVE COMMITTEE (2011-PRESENT)
- MEMBER, VOLUNTEER LEADERSHIP ADVISORY COMMITTEE (2008-PRESENT)
- CHAIR OF ORGANIZATIONAL EFFECTIVENESS GOVERNANCE COMMITTEE, RESPONSIBLE FOR MANAGING 10 SUBCOMMITTEES, \$300K ANNUAL BUDGET, WORKING DIRECTLY WITH NATIONAL SIERRA CLUB BOARD OF DIRECTORS AND SENIOR CLUB STAFF (2005-2008)
- CHAIR OF SIERRA CLUB, DELAWARE CHAPTER (2002-2006)
- CHAIR, MENTOR PROGRAM ADVISORY BOARD (2005-2007)
- TRAINER AND STRATEGIC PLANNING FACILITATOR (2006-PRESENT)
- FUNDRAISING CHAIR, DELAWARE CHAPTER (2002-2005)

PROGRAM LEADER – LANDMARK EDUCATION, PHILADELPHIA, PA (2003-2005)

- VOLUNTEER PROGRAM LEADER FOR AN INTERNATIONAL PERSONAL TRAINING AND DEVELOPMENT ORGANIZATION.
- LED INTRODUCTORY SEMINARS AND WAS INVOLVED IN COACHING IN TWO OF THE ORGANIZATION'S PRIMARY LEADERSHIP DEVELOPMENT PROGRAMS.
- HIGHLY TRAINED IN INTERPERSONAL COMMUNICATION, TRAINING, COACHING, AND PRESENTATION OF CURRICULUM.

**SOFTWARE
EXPERTISE**

FINAL CUT PRO STUDIO, DVD STUDIO PRO, ADOBE PHOTOSHOP, ADOBE BRIDGE, ADOBE FREEHAND, APPLE LOGIC 7 & 8, ADOBE DREAMWEAVER, MICROSOFT OFFICE, NUMEROUS MEDIA CONVERSION AND VIDEO COMPRESSION TOOLS.

INTERESTS

MUSIC (WRITING, PERFORMING - DRUMMER FOR 21 YEARS, RECORDING, MIXING/MASTERING); PHOTOGRAPHY; TRAVEL; OUTDOOR ACTIVITIES (HIKING, CAMPING, KAYAKING, BIKING); ENVIRONMENTAL CAUSES.

Paul L. Miller

2634 Majestic Drive, Wilmington, DE 19810 • paulmiller155@comcast.net • 302-650-3093

Summary

14 years investment experience as both an asset gatherer and asset allocator. Helped bring the first Delaware based mutual fund public since the Kalmer Funds in 1982. Served as Treasurer for a State Senate run and sit on the Advisory Board of Leadership Delaware.

Education & Certifications

University of Delaware

Newark, DE

B.S., Business Administration, double concentration in Finance and Marketing

Series 7, 52, 63, 65 Licensed

Licensed in Life and Health Insurance in 9 states

Professional Experience

Longview Capital Management, LLC

Wilmington, DE

Partner and Managing Director

2007 – Present

Serve as a member of the Risk Management and Investment Selection Committee, managing \$200 million among our mutual fund and various Separately Managed Account (SMA) platforms. Help train and guide the wholesalers in their efforts to attract new investments into the fund and SMAs.

Olde Stockbrokers

New York, NY

Investment Advisor

1998 – 2007

Grew investments under management from \$0 to \$77 million in a nine year period. Helped over 400 families achieve or move closer to their financial goals.

Personal Development

Member & Treasurer, Leadership Delaware Advisory Board

2012 – Present

Fellow, Leadership Delaware

2011 – Present

Leadership Delaware, Inc. (LDI) is a 501(c)3 nonprofit charitable foundation established for the purpose of identifying, tutoring, and mentoring outstanding young Delawareans who have the capacity, desire, and the courage to seek and excel at community, nonprofit, political, professional, and corporate leadership within the “First State.”

Vice Chairman, SPRC Grace Church

2010 – Present

Deal with all issues related to staff and parish, from salary and benefits to hiring and firing.

Member, Community Outreach Committee, Wilmington Rotary

2010 – Present

Participate in engaging the public in the many ways Rotary has a positive impact on the community.

Member, Loan Review Committee, West End Neighborhood House

2009 – Present

Also mentor one of Delaware’s foster children.

Volunteer, Emmanuel Dining Room

2009 – Present

Help prepare and serve food on a monthly basis for those in need.

Iris Mireya Leon

4430 Dexter Street, Philadelphia, PA 19128 • iris.m.leon@gmail.com • 215-749-2771

Profile

I am an enthusiastic, highly organized, and collaborative nonprofit professional with a proven track record in development, fundraising, grantmaking, and relationship management. I offer experience in strategic planning; branding programs to increase public profile and revenue; facilitating diverse audiences to achieve a common goal. I am adaptive, technically savvy, culturally sensitive, and highly value diversity and inclusiveness.

Education

University of Pennsylvania, School of Social Policy & Practice 2009-2010
M.S., Nonprofit/NGO Leadership

The Wharton School, University of Pennsylvania 2007-2008
Business Essentials Certificate

Tyler School of Art, Temple University 2002-2005
B.A., Art History *magna cum laude*; Minor, Latin American Studies

- Phi Beta Kappa, member
- Golden Key Honour Society, member

The Pennsylvania State University 2001-2002

Professional Experience

University of Pennsylvania, Office of the Vice Provost for University Life (VPUL) Philadelphia, PA
Manager of Development Operations October 2011 – Present
 Responsible for creating and implementing a new strategic development plan to ensure VPUL has the capacity to raise contributed income, strengthen VPUL's brand and campus presence, and build alumni affinity and engagement with VPUL.

National Philanthropic Trust (NPT) Jenkintown, PA
Special Projects Coordinator May 2010 – July 2011
 Responsible for administration of NPT's three grantmaking supporting organizations; liaison to Board of Trustees, with particular focus on the Governance Committee; other organizational development projects as needed.

- Managed the strategic planning process for 2011-2012 plan extension and close of 2007-2010 plan
- Oversaw the transfer of \$44.5 million in assets for a new supporting organization
- Launched, BoardEffect, an online Board management portal to increase Board engagement

Philadelphia Boys Choir & Chorale (PBCC) Philadelphia, PA
Development Manager January 2007 – August 2009
Grant Writer May 2006 – December 2006
 Responsible for securing contributed income from individual, foundation, and corporate sources. Established yearly fundraising targets, maintained donor relationships, and strategized to cultivate and expand the donor base.

- Promoted to Development Manager after demonstrated success as grant writer.
- Under my leadership as Development Manager (PBCC's sole development role), contributed income increased by 51%; grant funding increased 93%, and individual giving increased by 17%.

Professional Affiliations

- Alumni Council Member of the School of Social Policy & Practice, University of Pennsylvania
- Steering Committee Member of the Emerging Practitioners in Philanthropy, Philadelphia Chapter
- Author with the Philadelphia Social Innovations Journal

Publications

- Atlas J., **Leon I.M.** Congreso: Building Nonprofit Partnerships and Determining Their Financial Costs. *Philadelphia Social Innovations Journal*. Issue 2. February 2010.
- **Leon I.M.**, Rosenfeld, R. Adaptive Capacity: The Slought Foundation. *Philadelphia Social Innovations Journal*. Spring 2012 Arts & Culture Edition.

Roxanne Sykes

3210 Sapphire Court, Wilmington, DE 19810 • 302-691-7600

Profile

Twenty-five years of experience in Corporate Purchasing and Office Management. Excellent written and oral communication skills, project management and budget administration experience, specialized expertise in contract negotiation.

Education

Saint Joseph's University	1996
Certified Purchasing Manager Program	
Widener University	1976 – 1980
B.A., Business Management	
Pierce College	1973 – 1975
Associates Degree, Executive Secretarial Studies	

Professional Experience

National Board of Medical Examiners	Philadelphia, PA
Financial Operations/Purchasing – Buyer	1990 – Present
Responsible for purchasing all computer equipment (hardware/software), including: license agreements; office furniture/supplies; electronic components; medical supplies/equipment; and janitorial/housekeeping supplies. Negotiate all bids for capital equipment. Negotiate contracts for copier equipment. Process invitation for RFQS & RFPS. Review bids and select appropriate supplier. Assisted in developing and implementing an electronic purchasing system (Oracle Purchasing). Supervise Administrative Services Department personnel. Prepare budgets for capital expense.	
Franklin Mint	Franklin Center, PA
Senior Buyer	1980 – 1990
Responsibilities included bidding and negotiating contracts. Order placement for maintenance, repairs, and operational supplies. Receive, maintain, and coordinate information from RFPs. Maintain approved vendor list. Coordinate bids and quotations from vendors. Purchase all MRO supplies. Update vendor accounts, set up new vendors, and coordinate appropriate vendor discounts. Authorize purchases up to \$30,000. Responsible for procurement of capital equipment.	
Franklin Mint	Franklin Center, PA
Customer Service Supervisor	1976 – 1980
Responsibilities included supervising a staff of 15+ people; processing timesheets for the division; processing yearly performance assessments; handling customer accounts.	

Current & Past Board Service

First African Baptist Church	Sharon Hill, PA
Member, Board of Trustees, Senior Usher Board	1976 – Present
FABC Federal Credit Union	Sharon Hill, PA
Assistant Treasurer, Board of Directors	1999 – 2007

REBECCA ANNE GIRTEN

1515 Delaware Ave. #3 • Wilmington, DE 19806 • (434) 221.9112 • rebecca.girten@gmail.com

PORTFOLIO: <http://rgirten.carbonmade.com>

WORK HISTORY

August 2009-August 2012

Serviam Girls Academy

New Castle, DE

Development Associate

August 2011-2012

Created digital and print resources for multiple audiences, including annual appeal, biannual newsletter, informational brochure, event posters, invitations, web ad campaigns, and event programs

Integrated unified branding and image through print, website, and social media accounts

Initiated and managed faculty and administration input into school branding guide

Photographed and videotaped students and faculty for use in print and digital media

Assisted with planning and successful execution of three major fundraising events

Developed marketing/communications strategy based on analytics from social and web engagement

Development and Business Assistant via Notre Dame Mission Volunteers AmeriCorps

August 2010-2011

Promoted to Development/Business Assistant

Coordinated, planned, and executed school website redesign

Created an online and social media presence in Delaware and the Tri-State area

Coordinated filming and assisted with production of informational video about the school

Photographed and videotaped students and faculty for use in print and digital media

Developed marketing/communications strategy based on analytics from social and web engagement

Updated school's GuideStar profile, securing GuideStar Seal

Planned school crises response procedures and wrote crisis manual

Monitored tuition payments

Reconciled grant spending

Assistant Teacher via Notre Dame Mission Volunteers AmeriCorps

August 2009-2010

Began at Serviam Girls Academy as teaching assistant for Math and Language Arts for grades six and seven, and primary assistant for all subjects in grade five.

Assisted with curriculum design and implementation

Coached afterschool enrichment programs and sports

Managed school nutrition program and maintained all documentation for state inspection

MARKETING & COMPUTER SKILLS

Branding and Identity, Content Writing, Copy Editing, SEO, Web Analytics, CMS, Social Media Marketing, Media Buying, Marketing Strategy, Project Management, Database Administration, Email Campaigning, Event Planning, Creative Concept Design, Digital Media, Photography and Photo Editing, Video Production

Proficient with 82 North, Basecamp, Constant Contact, Donor Perfect, iDVD, iMovie, Microsoft Office suite, OpenDNS, PC OS, Unify, & Windows Live Movie Maker

Experience with HTML, Java, Linux OS, Mac OS, & Photoshop

AFFILIATIONS & ACCOMPLISHMENTS

Member, Junior League of Wilmington

Social Media Intern, Together We Rise (Chino, CA)

Board of Directors, Gateway Lab School (Secretary, Marketing/Communications Committee Chair)

Collaborated with DDOE, governor's office on a campaign to change perception of DE public schools

EDUCATION

Bachelor of Science, 2009

Mathematics and Physics

Sweet Briar College, Sweet Briar, VA

CRISTINA C. ALVAREZ, Ed.D.

14 Wildwood Avenue
Morton, PA 19070

calvarez@design-labschools.org
(215) 820-7547

OBJECTIVE

My personal and professional mission is to transform PreK-12 education through design innovations in curriculum, teaching and learning practices, leadership, and school design.

QUALITIES & SKILLS

- Visionary, innovative leader with management/education/sales/business experience.
- Effective collaborator with colleagues, clients, Board of Directors, donors, and stakeholders.
- Resourceful connector who expands the organization's influence, revenue and market share.
- Enthusiastic, eager, and outcome-driven leader.
- Open minded, high energy, self-motivated and flexible team player.

ABILITIES AND EXPERIENCE

Leadership... Vision... Change Management... Entrepreneurship... Industry Relations ...
Development & Donor Cultivation... Program & Staff Development ...
Curriculum & Instruction... Assessment & Accountability...
Talent Development... Financial Accountability... Operations... Technology Implementation...

PROFESSIONAL EXPERIENCE

Chief Executive Officer - (2012 to present)

Design-Lab Schools LLC, Philadelphia, PA, offers educational and management services to K-12 public, parochial, independent, and charter schools. **Design-Lab Schools LLC** aims to establish design-based K-12 demonstration schools that highlight Design-learning as a premier method to prepare youth for college and career success.

Management and Educational Consultant - (2011 to present)

The Vallas Group, Inc., New Orleans, LA

The Vallas Group, Inc., offers expertise to reform and revitalize education in the wake of natural and man-made disasters. My skills include leadership and expertise to assess systemic needs, analyze data, develop strategy, guide change management, recommend best practices, implement technology, and improve operations. Completed project: Blueprinted on-line learning modules for educational leadership curriculum for aspiring principals and school superintendents.

Adjunct Instructor - (May 2011)

Moravian College, Bethlehem, PA - MEDU 668 *Data-driven Instructional Systems*

Co-taught a Master's level course to pre-service Principals. Students developed skills of analyzing and reporting student performance data, using student data to plan for school improvement, aligning curriculum and instruction with multiple data sources, and reporting results to multiple audiences.

Curriculum and Instruction/Data Consultant - March 2011 to present

Environmental Community Opportunity Charter School, Camden, NJ

Advise Head of School in ways to refine systems and structures to increase student achievement and develop a leadership succession plan. Responsibilities:

- Coach Head of School to align curriculum, instructional practices, assessments, and staff development to the charter application goals and to Common Core Standards
- Direct implementation of effective research-based curriculum, instruction and assessment practices that support all students
- Provide technical support to effectively analyze data to evaluate and improve programs. Includes collecting, analyzing, and reporting data; completion of accountability reports; school improvement planning; and state and federal reporting requirements
- Evaluate the effectiveness of the school's academic initiatives, assessment programs, and grant-funded programs; providing critical feedback to school leader

- Write the school-wide professional development plan and support Head of School to tie assessment data to teacher professional development needs
- Conduct teacher supervision, evaluation & staff development

CEO/Principal - (2010-11)

Ross Global Academy Charter School, New York, NY

Recruited by the Board to stabilize the lowest performing charter school in New York City. Despite positive school turnaround, the NYC DOE denied charter renewal due to instability over the previous

5-year period. My team and I achieved verifiable improvements in 2010-11:

- Stabilized Operations in all Departments
- Drastically Improved School-wide Culture and Climate
- Increased Student Enrollment – from 375 to 412
- Measurably Increased Parental Satisfaction
- Improved Communications and Transparency
- Increased Teacher Retention and Quality
- Implemented Technology in all classrooms – SmartBoards, mobile carts, and Apple laptops
- Offered all Teachers Professional Development in Technology Integration

Principal - (2008-10)

William H. Hunter Elementary School, School District of Philadelphia, Philadelphia, PA

PreK-8 community urban school of 515 students. 100% free/reduced lunch, 22% Special Education, and 20% English Language Learners. Led a staff of 100; including operations, curriculum and instruction, evaluation and supervision of school personnel, and community partnerships. Prepared the annual budget, (\$3,479,984. in 2010-11) allocated finances and increase revenue through development, marketing, branding, and outreach.

I designed an innovative school improvement turnaround by increasing and integrating technologies to create a 21st century digital learning environment. Set up the systems and structures for a culture of high accountability for student achievement. Cultivated new relationships with central office district leaders and formed new partnerships. In 2010 Hunter School met academic accountability goals for the first time in 8 years. I increased Hunter School's financial, social, and political capital and revenue across the board. Achievements and outcomes:

- In 2010 Hunter School was listed as the most improved elementary public school in Philadelphia and the 11th most improved in the state of Pennsylvania. - National Center for Education Statistics, U.S. Dept of Education.
- Improved School Climate- Student disciplinary incidents dropped to <1%, teacher and student attendance improved
- Re-Branding and Marketing Hunter as a 21st century School of the Future
- Awarded *Classrooms of the Future* Technology Grant – Apple platform technologies
- Hosted district-wide trainings for Technology, Guidance, Behavioral Interventions, and Response to Intervention/Special Education
- Created a Computer Clubhouse Network digital arts technology lab – disruptive innovation & digital learning environment
- Awarded membership in the National Staff Development Council, *Learning School Alliance*
- Cultivated Teacher Leadership – inquiry groups, scholarships for teachers, awards, presentations at national conferences
- Stabilized School Climate - 100% Teacher Retention for first time in 8 years
- New University Partnerships – University of Pennsylvania, Thomas Jefferson University
- Implemented new system for teacher evaluation and supervision – Danielson-based model
- Hunter School was the regional center for students with severe Special Education IEPs. We became known as a “best practices” school for SPED compliance and Response to Intervention (RTI)
- Awarded *Educator 500* - from West Chester University Institute for Educational Excellence and Entrepreneurship for Brand Management and Entrepreneurship projects in Hunter School's digital arts technology lab

Intervention Administrator - (2005-08)

School District of Philadelphia, Office of School Intervention and Support (OSIS), Office of Accountability, Assessment and Standards, Philadelphia, PA

Provided leadership and coaching to thirty-five K-12 schools within a highly diverse region.

Worked closely in the field with the Regional Superintendent, Director of Instruction, regional team, Principals, and school leadership teams to increase student achievement by:

- Conducting rigorous evaluation of school quality (School Quality Audits)
- School Improvement Planning
- The School Assistance Team (SAT) process
- Focused School Walkthroughs
- Charter School Site Visits for evaluation and contract renewal
- Data Profile and Analysis Task Force to develop the District Strategic Plan
- Best Practices/Effective Teaching Standards
- Philadelphia Academy for Professional Developers, National Staff Development Council
- Professional Development of Principals and school leadership teams in the areas of data analysis for instructional improvement
- Equity - Special assignment to conduct LeGare Impartial Reviews to provide equitable high school placements for special education students.

Charter High School for Architecture + Design, (CHAD) Philadelphia, PA - (2001-05)

Deputy CEO and Principal

Provided strategic leadership and vision for institutional advancement to expand the school's profile in the business community and promote CHAD's financial, curricular, and public scope. I had primary responsibility for Board and community relations, strategic planning, marketing & branding, communications, innovative programs, instructional leadership, and teacher supervision. Cultivated donors that led to the acquisition of the \$12.5 million building that is now CHAD's permanent home. By initiating improvements in teaching and learning, in 2005, CHAD made Adequately Year Progress under No Child Left Behind and met all academic measures for the first time since its founding.

- Business Advisory Council – Mentoring Committee & Public Relations/Marketing
- Designing Futures Foundation
- Board of Directors Facilities Committee
- Board of Directors Marketing/Communications Committee
- Board of Directors Curriculum Committee
- Scheduling Committee
- Board of Directors Technology Committee

Assistant Principal

Overall leadership and management of curriculum and instruction, evaluation and supervision of teachers and Dean, student discipline and improved school culture, student mentoring and internships in businesses and architecture/design firms, facilities improvements, parent and industry relations, ESL Program, Special Education Program, establishing special projects and grants.

Through relentless marketing and recruitment/admissions I increased student enrollment from 220 to 580 students, resulting in the school's financial stability. I established a mandatory high stakes test-tutoring program for students. In 2005 CHAD met all academic accountability goals in reading, math, student attendance, test participation, and graduation rate.

In the start-up years, I helped to develop these areas:

- Student Recruitment and Admissions
- Evaluation/Supervision, Curriculum and Instruction
- Policy and Special Education Compliance
- Technology Infrastructure and Integration
- Parental Involvement
- Human Resources
- Departments Supervised – Guidance, Discipline and Deans, Special Education, Facilities & Security, Mentoring, Math, Science, English, Humanities, Foreign Language, Design

Coordinator of Administrative Services and School Operations - (2000-01)

LEAP Academy Charter School, Camden, NJ

In this K-12 school, I filled a central administrator's role, responsible for the coordination, supervision, compliance, and reporting of all key program areas: Personnel/Human Resources, Student Enrollment, Nutrition Program, Transportation & Technology Infrastructure.

Significant accomplishments include:

- Increased revenue to the school by documenting service to students and collecting nearly \$100,000. in past due funds from fifteen outlying districts.
- Increased coordination among the operational departments by articulating goals and working closely with key managers such as the Business Administrator, Data Systems Specialist, Food Service Manager, Facilities Manager and Technology Coordinator.

Co-owner & General Manager - (1990-2000)

Of the subsidiary, **Iris Graphic Services LLC, Automation Engineering**, Philadelphia, PA

Automation Engineering was the authorized national service center for GretagMacbeth. We supported software and equipment for the graphic arts and printing industry. Responsible for management of finance, employee benefits, workers' compensation, staffing, and client & business relations. From 1990-95, I focused on marketing and branding, international sales, building the customer service department, and managing outreach and company growth. Key accomplishments:

- Developed a department to market, brand, and sell our technical/educational supports of color measuring instruments to Latin American companies throughout the Americas, generating \$1.7 million in sales revenue.

Bilingual Supervisor, Elementary - (1986-90)

The Camden City Schools Camden, NJ

The Camden City Schools is an urban public school district of approximately 30,000 pre-K –12 grade students, 30% of whom qualified for bilingual and/or ESL education. As Elementary Bilingual Supervisor, reporting to the Director of Bilingual Education, my duties included developing curriculum and supervision and evaluating 65 teachers in 11 schools district-wide.

EDUCATION

Doctorate in Educational and Organizational Leadership, University of Pennsylvania, Phila, PA

- Dissertation Title: *Principal Leadership: Factors Sustaining Successful School Innovation*

Superintendent Letter of Eligibility, Saint Joseph's University, Philadelphia, PA

Master of Educational Administration, Temple University, Philadelphia, PA

Master's Level Computer Education, (three credits, 12 quality points) Rider University, NJ

Bachelor of Fine Arts, Tyler School of Art, Elkins Park, PA

PROFESSIONAL QUALIFICATIONS: CERTIFICATIONS

Elementary Principal	Commonwealth of PA
Principal/Supervisor	State of NJ
General Administrative K-12	State of Illinois
Elementary School Teacher	State of NJ
Art, K-12	Commonwealth of PA
Superintendent Letter of Eligibility	Commonwealth of PA, permanent
Superintendent Letter of Eligibility	State of NJ, permanent
School District Leader Certification	State of NY, pending

PROFESSIONAL QUALIFICATIONS: ACCREDITATIONS

Philadelphia, Academy of Professional Developers, National Staff Development Council January 2006 to April 2007. Earned national certification as a staff developer through the National Staff Development Council's leadership academy

School Quality Review Team Leader October 2005 to August 2008. Trained to audit the practices of schools to determine their effectiveness as learning organizations.

Effective Teaching Standards Certification - I am certified to observe instruction, extract evidence, rate performance, and analyze classroom instruction with John Schacter's Effective Teaching Standards instrument, used to determine best instructional practices.

Alumnus of Leadership, Inc, Class of 2005 - Premier national leadership training and networking program. The goal of my participation was to market the school and attract donors and supporters.

<http://www.leadershipphiladelphia.org/>

CONFERENCES & PRESENTATIONS

National Staff Development Council 2010 Summer Conference. Charting the Course for School-Based Professional Learning: A Conference for Teacher Leaders and the Administrators Who Support Them, Seattle, WA, July 2010. Presented action research findings. Session title: *Improving Learning with Technology and Professional Learning Communities*.

National Science Teachers Association, 2010 National Conference on Science Education, NSTA 2010 Teacher Researcher Day, Philadelphia, Pennsylvania, March, 2010. Co-presented research findings. Session Title: *Mixed Methods Study on the Effect of Classroom Interruptions on Teacher Instruction*.

31st Annual Ethnography in Education Research Forum: "Creativity, Crisis and Qualitative Research: Re-imagining Education in a Changing World", Center for Urban Ethnography, University of Pennsylvania, Philadelphia, PA, February 2010. Session Chair for Session: *Developing Digital Literacies as a Model for Social Justice in Urban Schools*.

EduCon 2.2 – Educational Technology Conference, Philadelphia, PA, January 2010. Panelist for discussion of the role of policy in educational technology school reform.

Conference on English Leadership Convention, National Council of Teachers of English, Philadelphia, PA, November 2009. Presented preliminary dissertation research results. Session Title: *21st Century Technology Tools For Differentiated Learning in an Urban Classroom*.

National Staff Development Council, Summer Conference, Boston, MA, July 2009. Took a teacher leader team for Hunter School's induction in the NSDC *Learning School Alliance*.

National Art Education Association (NAEA) National Convention, New Orleans, LA, March 2008. Co-presented with Martin Rayala, Ph. D. Session title: *The Role of Design Thinking in School Reform*.

Architecture + Design Educators National Conference (A+DEN), Chicago, IL, October 2006 to 2009. Conference and work groups devoted to exploring the role of design education in K-12 schools.

RESEARCH & PUBLICATIONS

The Journal of Media Literacy: Globaloria Issue, A JML Special Report. Summer 2012. Published article on how educators can integrate game-making into the school curriculum.

Title: *The Do-it-Yourself Game Generation*

Article: University of Pennsylvania website. (2010a). Graduate school of education: Penn GSE.

A school built on hope. <http://www.gse.upenn.edu/features/leadership/alvarez>.

Article: University of Pennsylvania website. (2010b). Graduate school of education: Penn GSE. **Dewey for the 21st century: Cristina Alvarez**.

<http://www.gse.upenn.edu/features/leadership/alvarez2>.

Featured Story: University of Pennsylvania website. (2010c). Graduate school of education: Penn GSE.

Investing in leadership. <http://www.gse.upenn.edu/>.

Doctoral Research in Educational and Organizational Leadership, University of Pennsylvania, Philadelphia, PA, July 2007 to December 2010. Dissertation Title: *Principal Leadership: Factors Sustaining Successful School Innovation*

Qualitative Research: Educational and Organizational Leadership, University of Pennsylvania, Philadelphia Study Title: *School 2.0: Using Social Networking to Create a 21st Century School*

SPECIAL PROJECTS, AFFILIATIONS & AWARDS

Board Member, Norris Square Civic Association & Norris Square Education Corporation, Philadelphia, PA. We are implementing a \$5.5 million RACP matching federal grant for the St. Boniface School and community center redevelopment.

Penn Mid-Career Doctorate Alumni Advisory Committee. University of Pennsylvania, Philadelphia PA, January 2011 to present.

Penn's Americas Educational Leadership Network (PAELN). University of Pennsylvania, Philadelphia PA, January 2010 to present.

Educator 500 Award- from West Chester University 3E Institute (Institute for Educational Excellence and Entrepreneurship), May 2010. For Brand Management and Entrepreneurship projects in Hunter School's digital arts technology lab <http://www.3einstitute.org/>

Central Delaware Riverfront Planning Process, Philadelphia, PA, January 2007 to 2010.

BRIDGE Project (Bringing Race into Dialogue for Greater Engagement), Philadelphia, PA, October 2006 to June 2007.

Disney's Lion King Benefit for Meredith (Arts-based) School, School District of Philadelphia, Philadelphia, PA, August 2006.

Cooper-Hewitt National Design Museum and School District of Philadelphia Partnership, New York City & Philadelphia, PA, February 2006 to 2009.

Structure and Curriculum Planning, Proposed Renaissance 2010 Performance-based School, Chicago Public Schools – Chicago, IL, August to October 2005.

Designing Education, Learn, and Teaching Through Assessment (D.E.L.T.A.), Los Angeles Unified School District, Los Angeles, CA, May 2005.

I am **bilingual and bicultural** with native fluency in English and Spanish. My interests include design, hiking, and traveling to Cuba for humanitarian projects.

Martin Rayala, Ph.D.
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Philadelphia, PA 19145
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**CURRENT
PROJECTS**

- DEVELOPING CURRICULUM FOR MEDIA AND DESIGN EDUCATION IN K-12 SCHOOLS
- WRITING TEAM FOR NATIONAL MEDIA ARTS STANDARDS FOR NCCAS
- DESIGN THINKING COLUMNIST FOR SCHOOL ARTS MAGAZINE (MONTHLY)
- EDITOR OF ANDDESIGN ONLINE MAGAZINE

**WORK
EXPERIENCE**

**CHIEF ACADEMIC OFFICER – DESIGN-LAB SCHOOLS, LLC, PHILADELPHIA, PA
JULY 2012 - PRESENT**

- CONCEPTUAL DEVELOPMENT FOR INNOVATIVE EDUCATION PROGRAMS
- LONG-RANGE PLANNING AND VISION FOR MEDIA AND DESIGN EDUCATION.

**ASSISTANT PROFESSOR – KUTZTOWN UNIVERSITY OF PENNSYLVANIA, KUTZTOWN, PA
AUGUST 2006 – JUNE 2012**

- TEACHING AND SUPERVISION OF ART, MEDIA AND DESIGN TEACHERS

**DIRECTOR OF CURRICULUM – CHARTER HIGH SCHOOL FOR ARCHITECTURE AND DESIGN
AUGUST 2004 - JUNE 2005**

- DEVELOP CURRICULUM FOR CHAD – FIRST CHARTER HIGH SCHOOL FOR ARCHITECTURE & DESIGN IN COUNTRY.

**ASSOCIATE DEAN – RIVERSIDE SCHOOL FOR THE ARTS, RIVERSIDE, CA
JANUARY 2003 - JUNE 2004**

- DEVELOP CURRICULUM FOR COMBINED 4 YEAR HIGH SCHOOL AND 4 YEAR COLLEGE.

**STATE ART, MEDIA AND DESIGN SUPERVISOR - WI DEPARTMENT OF PUBLIC INSTRUCTION
JUNE 1983 - JUNE 2003**

- LEADERSHIP FOR K-12 ART, MEDIA AND DESIGN PROGRAMS IN 427 SCHOOL DISTRICTS AND 30 COLLEGES AND UNIVERSITIES .

**ART TEACHER – FINE ARTS ELEMENTARY SCHOOL, RACINE, WI
SEPTEMBER 1976 - JUNE 1980**

- FOUNDING STAFF OF FIRST ELEMENTARY ARTS MAGNET SCHOOL IN NATION.

EDUCATION

PH.D, UNIVERSITY OF OREGON, EUGENE, OR. 1983. ART EDUCATION.
MA UNIVERSITY OF WISCONSIN-MADISON 1973. ART EDUCATION.
BS UNIVERSITY OF WISCONSIN-MADISON 1969. ART EDUCATION.

**RELATED
EXPERIENCE**

WRITING TEAM – NATIONAL MEDIA ARTS STANDARDS (2012-PRESENT)
• NATIONAL COUNCIL FOR CORE ARTS STANDARDS (NCCAS)

COLUMNIST – SCHOOL ARTS MAGAZINE (MONTHLY) (2010-PRESENT)
• DESIGN THINKING WRITER FOR THE OLDEST ARTS MAGAZINE FOR K-12 SCHOOLS

EDITORIAL BOARD – JOURNAL OF MEDIA LITERACY (1986-PRESENT)
• NATIONAL TELEMEDIA COUNCIL (NTC)

EDUCATION COMMITTEE – COOPER-HEWITT NATIONAL DESIGN MUSEUM (1999-2003)
• ADVISOR FOR SMITHSONIAN'S SUMMER DESIGN INSTITUTE – NEW YORK, NY

CURRICULUM ADVISOR – GETTY INSTITUTE FOR ARTS EDUCATION (1985-1995)
• ADVISOR FOR DISCIPLINE BASED ART EDUCATION DEVELOPMENT – LOS ANGELES, CA

BOARD MEMBER – NATIONAL ART EDUCATION ASSOCIATION (1991-1992)
• SUPERVISION AND ADMINISTRATION DIVISION CHAIR

INTERNATIONAL PRESS PHOTOGRAPHER – U.S. ARMY, WURZBURG, GERMANY (1970-71)
• COVERED EUROPE FOR FRONTLINE AND STARS AND STRIPES NEWSPAPERS

LIFE-DRAWING INSTRUCTOR – U.S. ARMY, FT. CAMPBELL, KY (1969-1970)
• TAUGHT DRAWING TO ADULT DEPENDENTS AND OFFICERS

Olivia Dreibelbis

14 Wildwood Ave, Morton PA 19070 • 484-326-1703 • odreibel@yahoo.com

OBJECTIVE

To participate as a volunteer active member of the planning team for the Delaware Design-Lab High School in Wilmington, DE. I will specifically look at services for English Language Learners and Special Education students, as well as the support systems in place for students at risk of school failure.

SKILLS SPECIFIC TO THE POSITION

- Served as a full time appointed Administrator (Special Education Supervisor, Assistant Principal and Principal) in the School District of Philadelphia for over twenty years
- Served as an Elementary Supervisor, lead teacher and Special Education teacher in the Camden City School District, NJ, for eight years
- Have served as a member of a team that supervises Philadelphia schools that are in most need of improvement (Empowerment Schools and Promised Academies) from July 2009 to June 2012
- As a Principal, I received training and maintained the required certificate as a active member of the Comprehensive Student Assistance Team (CSAP=RTI)
- As a Principal, I participated as a member of the CSAP team at all levels of the intervention process: Tier I, Tier II and Tier III and managed the effective and timely implementation of this program
- Have experience and training in effective, research based ESOL programs
- Am fully bilingual (Spanish-English)

CERTIFICATIONS AND AWARDS

• Elementary Principal	Commonwealth of Pennsylvania
• Secondary Principal	Commonwealth of Pennsylvania
• Supervisor Special Education	Pennsylvania and New Jersey
• Teacher: Mentally and/or Phys Handicapped	Pennsylvania and New Jersey
• LASPAU Scholarship	Four-year full college scholarship
• Temple University	Tuition merit grant

HIGHER EDUCATION

• Temple University	Master in Education Administration
• Barnard College, Columbia University	BA in Economics
• Columbia University School of Business	non-degree (15 credits)
• Glassboro State College	non-degree: Bilingual Education (12 credits)
• Rider College on NJ	non-degree: Computer Education (3 credits)

Work-Related History

• School Principal: Middle S., K-8, Elementary	Philadelphia (14 years)
• Administrator: A.P and Bil. Sp. Ed. Supervisor	Philadelphia (6 years)
• Elementary Supervisor	Camden, NJ (2 years)
• Teacher coach and teacher	Camden, NJ (6 years)

Curriculum Vitae

JENNIFER KEY BAKER, M.A.T.

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PROFESSIONAL PROFILE

Energizing, enthusiastic, and effective design and art educator with excellent vision-communication abilities, teambuilding strengths, and interpersonal skills; Innovative technology and resource person, problem solver, and collaborator; Accomplished creative career reflects 17 years of experience in film and television production, toy design, and educational interactive digital media, and entrepreneurship

EDUCATION

Masters in Teaching Visual Arts , University of the Arts, Philadelphia, PA	2004
Bachelor of Fine Art , Temple University, Philadelphia, PA	1989

PROFESSIONAL EDUCATION EXPERIENCE

Charter High School for Architecture + Design (CHAD), Philadelphia, PA

Assistant Director of Admissions and Enrollment for External Affairs 2009-2012

Marketing, Public Relations & Communications

- Design and implement media events to raise school profile
- Plan, advertise, and lead school events such as presenting at high school fairs and hosting open houses, admissions workshops, and prospective family tours

Graphic Design

- Develop and implement admissions marketing and branding plan
- Develop and supervise admissions programs and freshmen orientation

Presentations

- Develop and deliver presentations at area middle schools
- Conduct school tours

Design Department Chair 2006-2012

Budget

- Managed allotment of department budget
- Organized distribution of materials
- Negotiated vendor agreements
- Developed budget proposals and generated periodic budget reports

Communications

- Chaired department meeting
- Maintained department records
- Developed and supervised auxiliary programs and clubs including: *The Mural Arts Program, The Big Pitch Program, The Book Arts Club, Architectural Walking Tours Club, Interior Design Club*
- Created and fostered many community partnerships, including: *Cooper-Hewitt Design Museum, Center City District, Independence Seaport Museum, National Liberty Museum, The Athenaeum, National Organization of Minority Architects, and the Philadelphia Jeweler's Row Association*
- Directed school-wide events and exhibitions such as: First Fridays, Fashion Shows, Senior Shows
- Collaborated on the development of admissions and enrollment criteria and communications

Curriculum

- Oversaw collaboration of curriculum mapping
- Prepared department objectives
- Reviewed syllabi and lesson plans
- Coordinated and supervised grade level and department level guest speakers and field trips
- Designed and implemented school programs that remove barriers to student success; *for example, significantly increased college admission figures and national merit scholarship awards for seniors by proposing and instituting the digital portfolio system for CHAD students*

Design Teacher 9th – 11th grade

2004-2012

- Developed curriculum specific to design education
- Developed and organized student portfolios - traditional and digital
- Served as student advisor
- Attended regular meetings regarding student academics, discipline, and special education
- Co-developed a fashion curriculum that featured an annual fashion show
- Served as Yearbook Club Leader, Architecture Club and “Big Pitch” Club Leader
- Key member of CHAD Technology Advisory Committee and Academic Working Group
- Successfully lobbied for the expansion of CHAD technology plan

PROFESSIONAL DESIGN EXPERIENCE

The Get Set Club Inc., Philadelphia, PA

Founder, President, and Designer

1996-2002

- Founded a start-up toy company, The Get Set Club Inc., that designed and marketed the GFIVE product line: an educational and multicultural line of dolls geared towards girls ages 7-10
- Applied for and received a U.S. utility patent for a method of teaching founded on career-based play sets with a multidimensional play curriculum, which focused on the interdisciplinary exploration of careers through guided activities and play
- Designed toys and packaging
- Managed all aspects of internal operations; assumed primary responsibility for strategic planning
- Directed all creative development, including generating prototypes and story lines
- Prepared quarterly budgets and managed corporate finances; hired and supervised personnel
- Generated and implemented sales, public relations, and marketing plans; conducted product pitches
- Sourced manufacturing and provided oversight of production
- Traveled to China and Taiwan to oversee sourcing and production with factories

Freelance Stylist, Philadelphia, PA

Fashion & Prop Stylist for Film, Television, and Print

1989-2005

- Provided prop and fashion styling services for advertising agencies, publishing companies, television production companies, and corporations; clients included: NFL Films, MTV, VH1, NBC, CBS, WHYY, Banyan Productions,
- Better Homes and Gardens, Philadelphia Magazine, Tyco Toys, and others
- Responsibilities included sourcing materials, props, and costumes; managing budgets; designing and styling during preproduction and production of film shoots, photo shoots, and trade shows

Remo Saraceni Museum Interactive Technologies, Philadelphia, PA

Marketing Consultant & Project Manager

1987-1997

- Collaborated on the design and managed the production and installation of interactive and educational exhibits for children’s museums, hospitals, and corporate clients
- Responsible for proposal writing, sales, pre-production planning, and installation of interactive exhibits
- Consulted on the design and installation of interactive exhibits at Sloan Kettering Memorial Hospital, Children’s
- Hospital of Philadelphia, Phoenix Children’s Hospital, and The Franklin Institute
- Collaborated on the design and implementation of websites and social networking sites
- Designed marketing, public relations, and print materials
- Assisted on development and marketing for a variety of interactive products including The Big Piano as seen in the movie BIG, starring Tom Hanks

PRESENTATIONS & PANELS

University of The Arts - <i>Guest Lecturer on Design Education</i>	2011
University of The Arts - <i>Guest Lecturer on The Design Process</i>	2010
University of The Arts - <i>Guest Lecturer on Classroom Management</i>	2009
Millersville University - <i>Institute for Critical Thinking and Creativity</i>	2010
Shipley School, MCRC - <i>The Design Process-Interdisciplinary Methods</i>	2008

Association of Collegiate Schools of Architecture - <i>CHAD A New Model Of Education</i>	2007
Yale School of Management - <i>Case Study of A Start Up: The Get Set Club Inc</i>	2001
The Greater Philadelphia Chamber of Commerce - <i>Women's History Month</i>	2000
Moore College of Art - <i>The Get Set Club Inc.</i> , Studio visit	2000
University of the Arts - <i>The Get Set Club Inc.</i> , Studio visit	2000
The Franklin Institute - <i>Toy Making Workshop</i>	1999

ACHIEVEMENTS & AWARDS

Ms. Foundation - <i>Take Our Daughters To Work Day, Official Product of The Year</i>	2001
Oppenheim Toy Portfolio Gold Award - <i>Excellence within The Children's Toy Market</i>	2001
US Utility Patent - <i>Method of Teaching</i>	1996

RESEARCH AND PUBLICATIONS

<i>Cultural Environments for Creativity and Design - A Case Study</i>	2012
Council on Technology Teacher Education, McGraw-Hill	
Research Assistant, Slavko Milekic, Ph.D. University of The Arts	2003

PROFESSIONAL AFFILIATIONS

National Art Education Association (NAEA)
 Pennsylvania Art Education Association (PAEA)

ADDITIONAL SKILLS

Adobe Creative Suite, Microsoft Office, SketchUp, Windows, MAC, Moodle, and Google in Education, Web 2.0

Matt Urban

Matt Urban, CEO and co-founder of Möbius New Media, in downtown Wilmington, has over 20 years of experience in diverse multi-media marketing, web experience and business management. Matt and his team successfully apply their deep knowledge of traditional and online marketing, search engine optimization/marketing to deliver local, regional, and national marketing and advertising campaigns for online and brick-and-mortar businesses. He leads talented technical and design teams with a proven track record of delivering complex and sophisticated web applications. Matt has deep, media production expertise in video production, photography, graphic design, audio production and animation. Matt is a senior volunteer leader with The Sierra Club, the nation's largest and most influential environmental advocacy organization. At the local and national levels, Matt supports the Sierra Club's leadership development and organizational effectiveness. Matt is a 1991 graduate of the University of Delaware, with a Bachelor of Fine Arts and is a lifelong Delaware resident.

Paul Miller

Paul L Miller is Managing Director of the Private Client Group at Longview Capital Management, LLC. He also serves on the risk management and investment selection committees for the Longview Global portfolios. Paul grew up in Wilmington, Delaware and graduated from the University of Delaware with degrees in both Finance and Marketing. Upon graduation he was afforded the opportunity to work on Wall Street to begin his career in finance. He now lives in Wilmington with his wife and two children. He is active in several organizations, including Grace Church where he sits on the Staff Parish Relations Committee and is Coordinator for Volunteers In Mission. He also serves on the Loan Review Committee at West End Neighborhood House, and is a member of the Wilmington Rotary Club.

Iris Mireya Leon

Iris Mireya Leon is a dynamic and collaborative nonprofit professional with a proven track record in development, fundraising, grantmaking, and relationship management. She currently serves as the Manager of Development Operations for the Vice Provost for University Life at the University of Pennsylvania. In that role Iris strategizes to identify priorities and grow revenue for a complex network of programs that enhance student life at Penn. Previously, Iris was with the National Philanthropic Trust, where she managed grantmaking for several entities and oversaw organizational development ventures such as strategic planning and board governance. Iris also has extensive experience in fundraising for nonprofits, including a 51 percent increase in contributed income over two years under her leadership

as Development Manager for Philadelphia Boys Choir & Chorale. Iris is also a member of the Alumni Council of Penn's School of Social Policy and Practice, on the steering committee of Emerging Practitioners in Philanthropy, Philadelphia chapter, and author with the Philadelphia Social Innovations Journal. Iris Leon holds a B.A. in Art History from Temple University and an M.S. in Nonprofit Leadership from the School of Social Policy and Practice at the University of Pennsylvania, graduating *magna cum laude*.

Roxanne Sykes

Roxanne Sykes is a thoughtful and dedicated business professional with over twenty-five years experience in corporate purchasing and office management. Roxanne has been with the National Board of Medical Examiners (NBME) as a Buyer in the Finance Division for 23 years, where she is responsible for negotiating contracts and purchasing all IT equipment and services for the entire company. During her tenure with NBME, Roxanne has received numerous certifications and recognition awards for her outstanding service to the supply chain industry. Roxanne is also committed to improving communities through volunteer service. She has been a member of the Senior Usher Board of Trustees for the First African Baptist Church in Sharon Hill, PA for over 30 years and served as Assistant Treasurer on the Board of the FABC Credit Union for 8 years.

Rebecca Girtten

A native Delawarean, Rebecca Girtten is a marketing/communications professional with a background in education, mathematics, and science. Previously an employee of Serviam Girls Academy in New Castle, where she worked both in the classroom as an AmeriCorps teacher and behind the scenes in Development and Communications as a staff member, Rebecca now supports a variety of initiatives to help children and advance the Delaware community. In addition to her role as Secretary of Gateway Lab School's Board of Directors, Miss Girtten is currently a social media strategist with Together We Rise in Chino, CA, webmaster for Duffy's Hope in Wilmington, chair of Gateway Lab School's Marketing and Communications Committee and event marketing subcommittee, and a member of the Junior League of Wilmington. Her interests include women's education, at-risk children, STEM and cultural arts school programs, emerging technology, and youth-driven philanthropy.

Cristina C. Alvarez, Ed.D.

Dr. Cristina Alvarez is CEO of Design-Lab Schools LLC, offering educational services in school leadership, curriculum, research and evaluation. Dr. Alvarez has a varied career as an urban public school educator holding the positions of teacher, technology coordinator, curriculum supervisor, principal, accountability administrator and School Leader in charter schools. Dr. Alvarez spent a decade

as an entrepreneur in the graphics arts industry. These led to leadership positions in start-up charter schools where she combined educational expertise and business acumen to develop systems and structures for admissions, marketing and communications, recruitment and staffing, and developing educational brands to increase school resources. The hallmark of Dr. Alvarez's leadership is verifiable student achievement and increased opportunity for traditionally under-served students.

Dr. Alvarez's work as the Deputy CEO/Principal of the Charter High School for Architecture + Design of Philadelphia, the first design-based public charter school for minority students in the nation, is highlighted by Daniel Pink in *A Whole New Mind: Moving from the Information Age to the Conceptual Age*. Dr. Alvarez holds a BFA from Tyler School of Art, M.Ed Admin. from Temple University, and a Doctorate in Educational and Organizational Leadership from the University of Pennsylvania. Dr. Alvarez is bilingual and bicultural.

Martin Rayala, Ph.D.

Dr. Martin Rayala is the Chief Academic Officer for Design-Lab Schools, LLC. He is the former State Art, Media and Design Education Supervisor for the Wisconsin Department of Public Instruction and, most recently, was an Assistant Professor in Art and Design Education at Kutztown University of Pennsylvania. Dr. Rayala served for several years as an advisor for the Cooper-Hewitt National Design Museum, the Getty Institute for Education in the Arts, and the National Telemedia Council. He has served on the Boards of the National Art Education Association, the Wisconsin Alliance for Arts Education and the National Telemedia Council. He writes a monthly column on Design Thinking for School Arts Magazine, publishes andDESIGN magazine online, and edits the Journal of Media Literacy. He recently co-authored the chapter "*The Knowledge and Skills of Creativity and Design*" in the book "*Creativity and Design in Technology & Engineering Education*" published by the Council on Technology Teacher Education (CTTE) in 2011.

Olivia V. Dreibelbis (Londoño)

Olivia V. Dreibelbis is a career educational administrator who believes that positive expectations and a can-do attitude will propel inner-city children of all backgrounds into the competitive educational arena, leading them to the path of successful adulthood. Olivia retired from the School District of Philadelphia where she worked both as a Principal and Special Education Supervisor. For two years afterward, she worked tirelessly on a variety of initiatives that promoted equity for children with special educational and linguistic needs. She has had special interests in the education of the gifted and talented, in technology-aided education, and in the arts education. Born in Medellin, Colombia, SA, Olivia earned a BA in Economics at Barnard College, Columbia University through a full merit scholarship. Olivia continues to aspire to facilitate educational opportunities for inner-city children because she sees education as "The Avenue" to a life well-lived.

Jennifer Baker

Jennifer Baker holds a BFA from Tyler School of Art, Temple University, and an MAT from The University of the Arts. Her professional experience includes over fifteen years of freelance fashion experience in film and television along with project management expertise in interactive exhibition space design. Her interest in design education sprung from her experience as the founder and president of a toy company built upon a utility patent she received for a method of teaching. Jennifer has spent the past seven years teaching at the Charter High School for Architecture + Design where she also served as design department Chair. Jennifer enjoys supporting urban educational reform through a vision that all students can achieve through design education. Jennifer enjoys leading professional seminars and workshops specific to business, design, and education. Jennifer's speaking engagements include The Greater Philadelphia Chamber of Commerce, The Franklin Institute, ASCA national conference, The Multi-Cultural Resource Center of Philadelphia Area Independent Schools, Millersville University, University of The Arts, and The Yale School of Management.

CRISTINA C. ALVAREZ, Ed.D.

14 Wildwood Avenue
Morton, PA 19070

calvarez@design-labschools.org
(215) 820-7547

OBJECTIVE

My personal and professional mission is to transform PreK-12 education through design innovations in curriculum, teaching and learning practices, leadership, and school design.

QUALITIES & SKILLS

- Visionary, innovative leader with management/education/sales/business experience.
- Effective collaborator with colleagues, clients, Board of Directors, donors, and stakeholders.
- Resourceful connector who expands the organization's influence, revenue and market share.
- Enthusiastic, eager, and outcome-driven leader.
- Open minded, high energy, self-motivated and flexible team player.

ABILITIES AND EXPERIENCE

**Leadership... Vision... Change Management... Entrepreneurship... Industry Relations ...
Development & Donor Cultivation... Program & Staff Development ...
Curriculum & Instruction... Assessment & Accountability...
Talent Development... Financial Accountability... Operations... Technology Implementation...**

PROFESSIONAL EXPERIENCE

Chief Executive Officer - (2012 to present)

Design-Lab Schools LLC, Philadelphia, PA, offers educational and management services to K-12 public, parochial, independent, and charter schools. **Design-Lab Schools LLC** aims to establish design-based K-12 demonstration schools that highlight Design-learning as a premier method to prepare youth for college and career success.

Management and Educational Consultant - (2011 to present)

The Vallas Group, Inc., New Orleans, LA

The Vallas Group, Inc., offers expertise to reform and revitalize education in the wake of natural and man-made disasters. My skills include leadership and expertise to assess systemic needs, analyze data, develop strategy, guide change management, recommend best practices, implement technology, and improve operations. Completed project: Blueprinted on-line learning modules for educational leadership curriculum for aspiring principals and school superintendents.

Adjunct Instructor - (May 2011)

Moravian College, Bethlehem, PA - MEDU 668 *Data-driven Instructional Systems*

Co-taught a Master's level course to pre-service Principals. Students developed skills of analyzing and reporting student performance data, using student data to plan for school improvement, aligning curriculum and instruction with multiple data sources, and reporting results to multiple audiences.

Curriculum and Instruction/Data Consultant - March 2011 to present

Environmental Community Opportunity Charter School, Camden, NJ

Advise Head of School in ways to refine systems and structures to increase student achievement and develop a leadership succession plan. Responsibilities:

- Coach Head of School to align curriculum, instructional practices, assessments, and staff development to the charter application goals and to Common Core Standards
- Direct implementation of effective research-based curriculum, instruction and assessment practices that support all students
- Provide technical support to effectively analyze data to evaluate and improve programs. Includes collecting, analyzing, and reporting data; completion of accountability reports; school improvement planning; and state and federal reporting requirements
- Evaluate the effectiveness of the school's academic initiatives, assessment programs, and grant-funded programs; providing critical feedback to school leader
- Write the school-wide professional development plan and support Head of School to tie assessment data to teacher professional development needs
- Conduct teacher supervision, evaluation & staff development

CEO/Principal - (2010-11)**Ross Global Academy Charter School, New York, NY**

Recruited by the Board to stabilize the lowest performing charter school in New York City. Despite positive school turnaround, the NYC DOE denied charter renewal due to instability over the previous 5-year period. My team and I achieved verifiable improvements in 2010-11:

- Stabilized Operations in all Departments
- Drastically Improved School-wide Culture and Climate
- Increased Student Enrollment – from 375 to 412
- Measurably Increased Parental Satisfaction
- Improved Communications and Transparency
- Increased Teacher Retention and Quality
- Implemented Technology in all classrooms – SmartBoards, mobile carts, and Apple laptops
- Offered all Teachers Professional Development in Technology Integration

Principal - (2008-10)**William H. Hunter Elementary School, School District of Philadelphia, Philadelphia, PA**

PreK-8 community urban school of 515 students. 100% free/reduced lunch, 22% Special Education, and 20% English Language Learners. Led a staff of 100; including operations, curriculum and instruction, evaluation and supervision of school personnel, and community partnerships. Prepared the annual budget, (\$3,479,984. in 2010-11) allocated finances and increase revenue through development, marketing, branding, and outreach.

I designed an innovative school improvement turnaround by increasing and integrating technologies to create a 21st century digital learning environment. Set up the systems and structures for a culture of high accountability for student achievement. Cultivated new relationships with central office district leaders and formed new partnerships. In 2010 Hunter School met academic accountability goals for the first time in 8 years. I increased Hunter School's financial, social, and political capital and revenue across the board. Achievements and outcomes:

- In 2010 Hunter School was listed as the most improved elementary public school in Philadelphia and the 11th most improved in the state of Pennsylvania. - National Center for Education Statistics, U.S. Dept of Education.
- Improved School Climate- Student disciplinary incidents dropped to <1%, teacher and student attendance improved
- Re-Branding and Marketing Hunter as a 21st century School of the Future
- Awarded *Classrooms of the Future* Technology Grant – Apple platform technologies
- Hosted district-wide trainings for Technology, Guidance, Behavioral Interventions, and Response to Intervention/Special Education
- Created a Computer Clubhouse Network digital arts technology lab – disruptive innovation & digital learning environment
- Awarded membership in the National Staff Development Council, *Learning School Alliance*
- Cultivated Teacher Leadership – inquiry groups, scholarships for teachers, awards, presentations at national conferences
- Stabilized School Climate - 100% Teacher Retention for first time in 8 years
- New University Partnerships – University of Pennsylvania, Thomas Jefferson University
- Implemented new system for teacher evaluation and supervision – Danielson-based model
- Hunter School was the regional center for students with severe Special Education IEPs. We became known as a “best practices” school for SPED compliance and Response to Intervention (RTI)
- Awarded *Educator 500* - from West Chester University Institute for Educational Excellence and Entrepreneurship for Brand Management and Entrepreneurship projects in Hunter School's digital arts technology lab

Intervention Administrator - (2005-08)**School District of Philadelphia, Office of School Intervention and Support (OSIS), Office of Accountability, Assessment and Standards, Philadelphia, PA**

Provided leadership and coaching to thirty-five K-12 schools within a highly diverse region. Worked closely in the field with the Regional Superintendent, Director of Instruction, regional team, Principals, and school leadership teams to increase student achievement by:

- Conducting rigorous evaluation of school quality (School Quality Audits)
- School Improvement Planning
- The School Assistance Team (SAT) process
- Focused School Walkthroughs
- Charter School Site Visits for evaluation and contract renewal
- Data Profile and Analysis Task Force to develop the District Strategic Plan
- Best Practices/Effective Teaching Standards
- Philadelphia Academy for Professional Developers, National Staff Development Council
- Professional Development of Principals and school leadership teams in the areas of data analysis for instructional improvement
- Equity - Special assignment to conduct LeGare Impartial Reviews to provide equitable high school placements for special education students.

Charter High School for Architecture + Design, (CHAD) Philadelphia, PA - (2001-05)

Deputy CEO and Principal

Provided strategic leadership and vision for institutional advancement to expand the school's profile in the business community and promote CHAD's financial, curricular, and public scope. I had primary responsibility for Board and community relations, strategic planning, marketing & branding, communications, innovative programs, instructional leadership, and teacher supervision. Cultivated donors that led to the acquisition of the \$12.5 million building that is now CHAD's permanent home. By initiating improvements in teaching and learning, in 2005, CHAD made Adequately Year Progress under No Child Left Behind and met all academic measures for the first time since its founding.

- Business Advisory Council – Mentoring Committee & Public Relations/Marketing
- Designing Futures Foundation
- Board of Directors Facilities Committee
- Board of Directors Marketing/Communications Committee
- Board of Directors Curriculum Committee
- Scheduling Committee
- Board of Directors Technology Committee

Assistant Principal

Overall leadership and management of curriculum and instruction, evaluation and supervision of teachers and Dean, student discipline and improved school culture, student mentoring and internships in businesses and architecture/design firms, facilities improvements, parent and industry relations, ESL Program, Special Education Program, establishing special projects and grants.

Through relentless marketing and recruitment/admissions I increased student enrollment from 220 to 580 students, resulting in the school's financial stability. I established a mandatory high stakes test-tutoring program for students. In 2005 CHAD met all academic accountability goals in reading, math, student attendance, test participation, and graduation rate.

In the start-up years, I helped to develop these areas:

- Student Recruitment and Admissions
- Evaluation/Supervision, Curriculum and Instruction
- Policy and Special Education Compliance
- Technology Infrastructure and Integration
- Parental Involvement
- Human Resources
- Departments Supervised – Guidance, Discipline and Deans, Special Education, Facilities & Security, Mentoring, Math, Science, English, Humanities, Foreign Language, Design

Coordinator of Administrative Services and School Operations - (2000-01)

LEAP Academy Charter School, Camden, NJ

In this K-12 school, I filled a central administrator's role, responsible for the coordination, supervision, compliance, and reporting of all key program areas: Personnel/Human Resources, Student Enrollment, Nutrition Program, Transportation & Technology Infrastructure.

Significant accomplishments include:

- Increased revenue to the school by documenting service to students and collecting nearly \$100,000. in past due funds from fifteen outlying districts.

- Increased coordination among the operational departments by articulating goals and working closely with key managers such as the Business Administrator, Data Systems Specialist, Food Service Manager, Facilities Manager and Technology Coordinator.

Co-owner & General Manager - (1990-2000)

Of the subsidiary, **Iris Graphic Services LLC, Automation Engineering**, Philadelphia, PA Automation Engineering was the authorized national service center for GretagMacbeth. We supported software and equipment for the graphic arts and printing industry. Responsible for management of finance, employee benefits, workers' compensation, staffing, and client & business relations. From 1990-95, I focused on marketing and branding, international sales, building the customer service department, and managing outreach and company growth. Key accomplishments:

- Developed a department to market, brand, and sell our technical/educational supports of color measuring instruments to Latin American companies throughout the Americas, generating \$1.7 million in sales revenue.

Bilingual Supervisor, Elementary - (1986-90)

The Camden City Schools Camden, NJ

The Camden City Schools is an urban public school district of approximately 30,000 pre-K –12 grade students, 30% of whom qualified for bilingual and/or ESL education. As Elementary Bilingual Supervisor, reporting to the Director of Bilingual Education, my duties included developing curriculum and supervision and evaluating 65 teachers in 11 schools district-wide.

EDUCATION

Doctorate in Educational and Organizational Leadership, University of Pennsylvania, Phila, PA

- Dissertation Title: *Principal Leadership: Factors Sustaining Successful School Innovation*

Superintendent Letter of Eligibility, Saint Joseph's University, Philadelphia, PA

Master of Educational Administration, Temple University, Philadelphia, PA

Master's Level Computer Education, (three credits, 12 quality points) Rider University, NJ

Bachelor of Fine Arts, Tyler School of Art, Elkins Park, PA

PROFESSIONAL QUALIFICATIONS: CERTIFICATIONS

Elementary Principal	Commonwealth of PA
Principal/Supervisor	State of NJ
General Administrative K-12	State of Illinois
Elementary School Teacher	State of NJ
Art, K-12	Commonwealth of PA
Superintendent Letter of Eligibility	Commonwealth of PA, permanent
Superintendent Letter of Eligibility	State of NJ, permanent
School District Leader Certification	State of NY, pending

PROFESSIONAL QUALIFICATIONS: ACCREDITATIONS

Philadelphia, Academy of Professional Developers, National Staff Development Council

January 2006 to April 2007. Earned national certification as a staff developer through the National Staff Development Council's leadership academy

School Quality Review Team Leader October 2005 to August 2008. Trained to audit the practices of schools to determine their effectiveness as learning organizations.

Effective Teaching Standards Certification - I am certified to observe instruction, extract evidence, rate performance, and analyze classroom instruction with John Schacter's Effective Teaching Standards instrument, used to determine best instructional practices.

Alumnus of Leadership, Inc, Class of 2005 - Premier national leadership training and networking program. The goal of my participation was to market the school and attract donors and supporters.

<http://www.leadershipphiladelphia.org/>

CONFERENCES & PRESENTATIONS

National Staff Development Council 2010 Summer Conference. Charting the Course for

School-Based Professional Learning: A Conference for Teacher Leaders and the

Administrators Who Support Them, Seattle, WA, July 2010. Presented action research findings.

Session title: *Improving Learning with Technology and Professional Learning Communities.*

National Science Teachers Association, 2010 National Conference on Science Education, NSTA 2010 Teacher Researcher Day, Philadelphia, Pennsylvania, March, 2010. Co-presented research findings. Session Title: *Mixed Methods Study on the Effect of Classroom Interruptions on Teacher Instruction*.

31st Annual Ethnography in Education Research Forum: "Creativity, Crisis and Qualitative Research: Re-imagining Education in a Changing World", Center for Urban Ethnography, University of Pennsylvania, Philadelphia, PA, February 2010. Session Chair for Session: *Developing Digital Literacies as a Model for Social Justice in Urban Schools*.

EduCon 2.2 – Educational Technology Conference, Philadelphia, PA, January 2010. Panelist for discussion of the role of policy in educational technology school reform.

Conference on English Leadership Convention, National Council of Teachers of English, Philadelphia, PA, November 2009. Presented preliminary dissertation research results. Session Title: *21st Century Technology Tools For Differentiated Learning in an Urban Classroom*.

National Staff Development Council, Summer Conference, Boston, MA, July 2009. Took a teacher leader team for Hunter School's induction in the NSDC *Learning School Alliance*.

National Art Education Association (NAEA) National Convention, New Orleans, LA, March 2008. Co-presented with Martin Rayala, Ph. D. Session title: *The Role of Design Thinking in School Reform*.

Architecture + Design Educators National Conference (A+DEN), Chicago, IL, October 2006 to 2009. Conference and work groups devoted to exploring the role of design education in K-12 schools.

RESEARCH & PUBLICATIONS

The Journal of Media Literacy: Globaloria Issue, A JML Special Report. Summer 2012.

Published article on how educators can integrate game-making into the school curriculum.

Title: *The Do-it-Yourself Game Generation*

Article: University of Pennsylvania website. (2010a). Graduate school of education: Penn GSE.

A school built on hope. <http://www.gse.upenn.edu/features/leadership/alvarez>.

Article: University of Pennsylvania website. (2010b). Graduate school of education: Penn GSE.

Dewey for the 21st century: Cristina Alvarez.

<http://www.gse.upenn.edu/features/leadership/alvarez2>.

Featured Story: University of Pennsylvania website. (2010c). Graduate school of education: Penn GSE.

Investing in leadership. <http://www.gse.upenn.edu/>.

Doctoral Research in Educational and Organizational Leadership, University of Pennsylvania, Philadelphia, PA, July 2007 to December 2010. Dissertation Title: *Principal Leadership: Factors Sustaining Successful School Innovation*

Qualitative Research: Educational and Organizational Leadership, University of Pennsylvania, Philadelphia Study Title: *School 2.0: Using Social Networking to Create a 21st Century School*

SPECIAL PROJECTS, AFFILIATIONS & AWARDS

Board Member, Norris Square Civic Association & Norris Square Education Corporation, Philadelphia, PA. We are implementing a \$5.5 million RACP matching federal grant for the St. Boniface School and community center redevelopment.

Penn Mid-Career Doctorate Alumni Advisory Committee. University of Pennsylvania, Philadelphia PA, January 2011 to present.

Penn's Americas Educational Leadership Network (PAELN). University of Pennsylvania, Philadelphia PA, January 2010 to present.

Educator 500 Award- from West Chester University 3E Institute (Institute for Educational Excellence and Entrepreneurship), May 2010. For Brand Management and Entrepreneurship projects in Hunter School's digital arts technology lab <http://www.3einstitute.org/>

Central Delaware Riverfront Planning Process, Philadelphia, PA, January 2007 to 2010.

BRIDGE Project (Bringing Race into Dialogue for Greater Engagement), Philadelphia, PA, October 2006 to June 2007.

Disney's Lion King Benefit for Meredith (Arts-based) School, School District of Philadelphia, Philadelphia, PA, August 2006.

Cooper-Hewitt National Design Museum and School District of Philadelphia Partnership, New York City & Philadelphia, PA, February 2006 to 2009.

Structure and Curriculum Planning, Proposed Renaissance 2010 Performance-based School, Chicago Public Schools – Chicago, IL, August to October 2005.

Designing Education, Learn, and Teaching Through Assessment (D.E.L.T.A.), Los Angeles Unified School District, Los Angeles, CA, May 2005.

I am **bilingual and bicultural** with native fluency in English and Spanish. My interests include design, hiking, and traveling to Cuba for humanitarian projects.

Cristina C. Alvarez, Ed.D.

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BIOLOGY: Scope & Sequence

Time frame	UNIT	Topics	Assessments
1 week (	Introduction	What is biology Scientific Method	Jump rope lab
1 ½ weeks	Chemistry of Life	Atoms + ions Organic molecules Basic bonding Enzymes Diffusion Osmosis	Enzyme lab First quiz
1 ½ weeks	Cells	Cell parts and functions Cell membrane/communication	Cell Project
2 weeks (	Cellular Energy	Cellular Respiration Fermentation Photosynthesis Leaf lab	Science Theater Elodea Lab Leaf Lab Making Bread Photosynthesis song
1 week	Cell division	Mitosis and Meiosis	Mitosis Lab Quiz
2 weeks	Human Biology: Structure	Tissue types Skeletal System Integumentary System (skin) Muscles	ADAM- tutorial Chicken wing lab
2 weeks	Cardiovascular System	Heart Lungs- circulation Veins/arteries	Cow heart/lung lab Blood Drive ADAM Test
1 ½ weeks	Digestive System	Digestive Sys Excretory systems	Digestive system project ADAM
3 weeks	Nervous system	Brain Nerve communication Reflex response Senses (Drugs)	Science theater ADAM Sensory Lab
1 ½ weeks	Endocrine System	Glands Hormones Negative feedback loops	ADAM Menstrual cycle lab
2 Weeks	Immune System	Levels of defense Lymphatic system Diseases	ADAM Disease project
2 weeks	Reproductive System	Male and Female anatomy and systems Birth Control	ADAM Test with endocrine system
4 ½ weeks	Genetics	Mendelian Genetics DNA Structure Genetic Engineering	Making Babies Lab Mendelian Problems Science theater Recombinant DNA Lab <i>Gattaca</i> -based Reflection Paper
2 weeks	Evolution and	Theories of evolution	Natural selection lab

**Delaware Design-Lab School
Education Plan**

Attachment 4

	Natural Selection	Darwin Natural Selection Population biology	Natural Selection game
1 week	Classification		Shoe taxonomy Shark lab
2 weeks	Taxonomy	Kingdoms Animal Phylum Vertebrate Classes	Presentations about phyla Lab test
2 Weeks	Botany	Evolution of plants Reproduction flowering plants	Flower lab Gardening
2 weeks	Ecology	Nutrient Cycles Trophic Pyramid Food chains/webs Intro Enviro. Science issues	Presentations of cycles Human knot/food web Pred-prey game Nature Hike

Curriculum Scope & Sequence

Delaware Design Lab High School

Course Box City

Teacher _____

Unit Order By unit title and/or time frame	Learning Targets Content Standards, Grade Level Expectations, Proficiency Level Expectations, or Grade Cluster Benchmarks	Theme/Big Idea/Concept	Enduring Understandings and/or Essential Questions
What is Box City? Types of City Plans Looking at Wilmington Systems in Cities - Transportation, Pedestrians, Utilities, etc. Understanding Land Usage – Zoning, Parks, Parking, etc. City Government City Planning Principles Base Model Plan Architecture Principles Understanding Scale Constructing Models Evaluating our Box City Celebrating the City	Civics Standard 1: Students will examine the structure and purposes of governments with specific emphasis on constitutional democracy Civics Standard 2: Students will understand the principles and ideals underlying the American political system Civics Standards 3: Students will understand the responsibilities, rights, and privileges of United States citizens Civics Standard Three 9-12a: Students will understand that citizens are individually responsible for keeping themselves informed about public policy issues on the local, state, and federal levels; participating in the civic process; and upholding the laws of the land. Civics Standard 4: Students will develop and employ the civic skills necessary for effective, participatory citizenship	Concepts learned in Civics class have implications for city planning Cities have different plans City planners help save the past as well as create the future Planning can make the city a safer place Cities can be more sustainable through design Scale is important in city planning Architects make models of building they design	Architects and city planners have a responsibility to the people and the land. Good design can help the city but bad design can hurt it. What is important to preserve? How can we manage growth? How can design make the city safer? How can design make life easier for people with special needs? How can city planning help poor and homeless people? How can design nourish rather than pollute the environment?

Chemistry

Unit One: Atomic Structure

Timeline : 6-10 Days

Standard 2: Materials and Their Properties

Strand 1: Properties and Structures of Materials

Substrand A: All matter is composed of minute particles called atoms. Most of the mass of an atom is concentrated in the nucleus. In the nucleus, there are neutrons with no electrical charge and positively charged protons. Negatively charged electrons surround the nucleus and overall, the atom is electrically neutral.

Substrand C: Isotopes of a given element differ in the number of neutrons in the nucleus. Their chemical properties remain essentially the same.

Strand 3: Conservation of Matter,

Substrand B: Radioactive isotopes are unstable and undergo spontaneous and predictable nuclear reactions emitting particles and/or radiation, and become new isotopes that can have very different properties. In these nuclear changes, the total of the mass and energy remains the same.

Standard 3: Energy and Its Effects,

Strand 2: Forces and the Transfer of Energy

Substrand A: Forces change the motion of objects. Newton's Laws can be used to predict these changes.

Substrand F: Electric forces between charged objects are attractive or repulsive.

The structures of materials determine their properties.

When materials interact within a closed system, the total mass of the system remains the same.

When materials interact within a closed system, the total mass of the system remains the same.

Changes take place because of the transfer of energy. Energy is transferred to matter through the action of forces. Different forces are responsible for the transfer of the different forms of energy.

How do the structures of materials determine their properties?

Learning Targets:

GLEs 11th grade:

- Evolution of Scientific Thought
- Atoms and Atomic Structure
- Periodic Table
- Lewis Dots Structures
- Isotopes
- Radioactive Decay
- Alpha, Beta, Gamma Radiation

Informal:

- Describe the evolution of scientific thought concerning the atoms and elements
- Outline the characteristics of the major particles in the atom
- Characteristics of Elements in a Group and in a Period on the Periodic Table,
- Electromagnetic Spectrum
- Compare and contrast isotopes and radioactive isotopes
- Radioactive Decay
- Define the value and problems associated with radioactive decay,
- STEM: Determine the relationship between a Microwave for cooking food and the Electromagnetic Spectrum. Then investigate how the technology that led to Microwave ovens may be extended to other applications for human use.

Formal: (Atomic Structure):

- Predicting Properties
- Periodic Table of The Elements
- Modeling Isotopes

- Modeling Radioactive Decay

The electric forces between electrons and protons are attractive, determine the structure of atoms, and are involved in all chemical reactions. The electromagnetic forces acting between atoms or molecules are much stronger than the gravitational forces between the same atoms or molecules and are friction, tensions and supporting forces.

- Summative Assessment

Unit Two: Electron Configuration

Timeline: 5-7 Days

Standard 2: Materials and Their Properties

Strand 1: Properties and Structure of Materials

Substrand B: Elements and compounds are pure substances. Elements cannot be decomposed into simpler materials by chemical reactions. Elements can react to form compounds. Elements and/or compounds may also be physically combined to form mixtures.

Substrand E: An atom's electron structure determines its physical and chemical properties. Metals have valence electrons that can be modeled as a sea of electrons where the valence electrons move freely and are not associated with individual atoms.

These freely moving electrons explain the metallic properties such as conductivity, malleability, and ductility.

Standard 3: Energy and Its Effects

Strand 3: Energy Interacting With Materials

Substrand F: When radiant energy is absorbed or emitted by individual atoms or molecules, the changes in energy involve the jump of an electron from one distinct energy level to another.

The structures of materials determine their properties.

Energy readily transforms from one form to another, but these transformations are not always reversible.

The details of these transformations depend upon the initial form of the energy and the properties of the materials involved. Energy may transfer into or out of a system and it may change forms, but the total energy cannot change.

Why do elements of the same group on the Periodic Table have similar characteristics?

Learning Targets:

GLEs 11th Grade

- Atomic Structure of Elements and Compounds
- Lewis Dot Structures

Informal:

- Electron configurations of elements,
 - Determining the number of valence electrons for various elements
 - Lewis Dot Structure of various elements
 - Relative energy levels of the orbits
 - STEM: Investigate how gemstones used for making jewelry get their colors in nature. Then investigate how color can be added to man-made glass.
- Can color be added to plastics using this process? Explain.

Formal:

- Versatile Materials
 - Iron Versus Rust,
 - Review Strategies
- Lewis Dot Diagrams
- Line Spectra
 - Flame Tests
 - Summative Assessment

Unit Three: Ions

Timeline: 4-6 Days

Standard 2: Materials and Their Properties

Strand 1: Properties and Structures of Materials

Substrand A: All matter is composed of minute particles called atoms. Most of the mass of an atom is concentrated in the nucleus. In the nucleus, there are neutrons with no electrical charge and positively charged protons. Negatively charged electrons surround the nucleus and overall, the atom is electrically neutral.

Substrand D: The periodic table arranges the elements in order of atomic number (the number of protons). The elements are grouped according to similar chemical and physical properties. Properties vary in a regular pattern across the rows (periods) and down the columns (families or groups). As a result, an element's chemical and physical properties can be predicted knowing only its position on the periodic table.

Substrand F: Ionic compounds form when atoms transfer electrons. Covalent compounds form when atoms share electrons.

Both types of interactions generally involve valence electrons and produce chemical bonds that determine the chemical property of the compound.

The structures of materials determine their properties.

How do ions form, how is an ionic charge determined, and how is the ionic radii related to the atomic reactivity of an element?

Learning Targets:

GLEs: 11th Grade

- Transfer of Electrons
- Ionic Charges
- Ionic compounds
- Ionic Reactivity

Informal:

- Transferring Electrons
- Predicting Ionic Charges
- Ionic Compounds
- The Octet Rule
- STEM: Investigate why detergents are more effective than soaps in hard water?

Formal:

- The formation of Ionic Compounds.
- The Formation and Decomposition of Zinc Iodide
- Trends in atomic Radii
- Summative Assessment

Unit Four: Chemical Bonding

Timeline: 5-6 Days

Standard 2: Materials and Their Properties

Strand 1: Properties and Structure of Materials

Substrand E: An atom's electron structure determines its physical and chemical properties. Metals have valence electrons

The structures of materials determine their properties.

How do the types of chemical bonding affect the way we can use a material?

Learning Targets:

Informal:

- Chemical Bonding
- Ionic and Covalent Bonding
- Ionic and Metallic Bonding
- STEM: Investigate the relationship between Linus Pauling's work that can be modeled as a sea of electrons where the valence electrons move freely and are not associated with individual atoms. These freely moving electrons explain the metallic properties such as conductivity, malleability, and ductility.

Substrand F: Ionic compounds form when atoms transfer electrons. Covalent compounds form when atoms share electrons.

Both types of interactions generally involve valence electrons and produce chemical bonds that determine the chemical property of the compound.

Substrand G: A change in physical properties does not change the chemical composition of the substance. The physical properties of elements and compounds (such as melting and boiling points) reflect the nature of the interactions among their atoms, ions, or molecules and the electrical forces that exist between.

GLEs: 11th Grade

- Chemical Bonding
- Types of Bonding
- Lewis Dot Structures to distinguish between Ionic and Covalent bonding concerning understanding chemical bonds with the discovery of the structure of DNA.

Formal:

- Separating Candy Colors
- Ionic and Covalent Compounds
- Lewis Dot Gumdrops models for NaCl, SiO₂, O₂, H₂, CO₂, Page 313 (GLE compounds) and/or Model Molecules,
- Summative Assessment

Unit Five: Writing and Naming Chemical Formulas

Timeline: 3-5 Days

GLE: Determine how the mass of the products compares to the mass of the reactants in chemical investigations. Show how this comparison links to the appropriate balanced chemical equation.

The mass of products is equivalent to the mass of the reactants in a chemical equation.

How does the naming of ionic compounds differ from the naming of covalent compounds?

Learning Targets:

GLEs: 11th Grade

- Ionic Compounds
- Covalent Compounds
- Balanced Chemical Equation

Informal:

- Chemical Formulas for Ionic Compounds
- Chemical Formulas for Covalent Compounds
- STEM: No STEM application

Formal

- Variable Oxidation States
- Chemical Bonds in Bone
- Ionic or Covalent Compounds
- Summative Assessment

Unit Six: Chemical Reactions and Equations

Timeline: 8-10 Days

Standard 2: Materials and Their Properties

Strand 3: Conservation of Matter **Substrand**

A: The total mass of the system remains the same regardless of how atoms and molecules in a closed system interact with one another, or how they combine or break apart.

Strand 4: Chemical Reactions **Substrand A:**

Chemical reactions result in new substances with properties that are different from those of the component parts (reactants).

Substrand B: There are different types of chemical reactions. Precipitation reactions produce insoluble substances (e.g., double replacement). The transfer of electrons between atoms is a reduction-oxidation (redox) reaction (e.g., single-replacement combustion, synthesis, decomposition).

Some acid/base reactions involve the transfer of hydrogen ions

Substrand C: The rate of a chemical reaction depends on the properties and concentration of the reactants, temperature, and the presence or absence of a catalyst.

Substrand D: Energy is transformed in chemical reactions. Energy diagrams can illustrate this transformation. Exothermic reactions release energy. Endothermic reactions absorb energy.

Substrand E: A catalyst lowers the activation energy of a chemical reaction. The catalyst remains unchanged and is not consumed in the overall reaction. Enzymes are protein molecules that catalyze chemical reactions in living systems.

Standard 3: Energy and Its Effects Strand

When materials interact within a closed system, the total mass of the system remains the same.

There are several ways in which elements and/or compounds react to form new substances and each reaction involves energy.

Energy takes many forms.

These forms can be grouped into types of energy that are associated with the motion of mass (kinetic energy), and types of energy associated with the position of mass and with energy fields (potential energy).

How does the Law of Conservation of Mass apply to the interaction of materials in a closed system?

Learning Targets:

GLEs: 11th Grade

- Law of Conservation of Mass
- Chemical Reactions
- Chemical Formulae
- Chemical Equations
- Nuclear Reactions
- Catalysts
- Energy Reaction Diagrams

Informal:

- Chemical Reactions
- Chemical Equations
- Electrolysis of Water
- Balanced Chemical Equations
- Nature of Reactions
- Nuclear Reactions
- Cloud Chamber
- A Model Science
- Catalysts
- Energy Reaction Diagrams
- STEM: Investigate the discovery of bleach and why it is used to remove stains. Does bleach remove stains better than other chemical formulas

Formal:

- Observe a chemical reaction
- Energy Change
- A simple Exchange
- Explore Chemical Changes
- Starch-Iodine Clock Reaction
- Heat In, Heat Out
- Summative Assessment

1: The Forms and Sources of Energy

Substrand F: Chemical energy is derived from the making and breaking of chemical bonds.

Unit Seven: Chemical Quantities

Timeline: 4-6 Days

Standard 2: Materials and Their Properties

Strand 2: Mixtures and Solutions **Substrand**

A: Properties of solutions, such as pH, solubility, and electrical conductivity depend upon the concentration and interactions of the solute and solvents.

The properties of a mixture are based on the properties of its components.

How is molarity calculated?

Learning Targets:

GLEs: 11th Grade

- Solutions
- Molarity
- Unknown concentrations in a solution

Informal:

- Solutions
- Molarity
- Solution concentration
- STEM: Investigate the invention of hot and cold packs and how they work to alleviate injuries. Could this invention have other applications? Explain.

- STEM: Investigate why Antifreeze is a good coolant for the radiator of an automobile. Could another solution be used as effectively? Explain.

Formal:

- Solution Formation
- Solutions and Their Properties
- Hard and Soft Water
- Identify Solutions
- Summative Assessment

Unit Eight: Stoichiometry

Timeline: 5-7 Days

Standard 2: Materials and Their Properties

Strand 3: Conservation of Matter **Substrand**

A: The total mass of the system remains the same regardless of how atoms and molecules in a closed system interact with one another, or how they combine or break apart.

When materials interact within a closed system, the total mass of the system remains the same.

How can we measure the quantity of a material in solution?

Learning Targets:

GLEs: 11th Grade

- Stoichiometry
- Law of Conservation of

Informal:

- Stoichiometry
- Molar Mass
- Molar Mass of a compound
- Molar Ratios
- Molar Calculations
- STEM: Investigate the invention of Mass
- Expression of various quantities of matter in terms of moles
- Molar calculations air bags and how air bags save lives in an automobile crash. Could this invention have other applications? Explain.

Formal:

- How much is a mole?
- Counting by Mass
- Determine the Amount of a Reactant
- Analyze a Mixture
- Summative Assessment

Unit Nine: Gas

Timeline: 5-7 Days

Standards 2: Materials and Their Properties

Strand 1: Properties and Structures of Materials

Substrand I: Temperature, pressure, and volume are important properties of a gas. A change in two of these properties results in predictable changes in the third.

The structures of materials determine their properties.

Why are temperature, pressure and volume important properties of a gas?

Learning Targets:

GLEs: 11th Grade

- Kinetic Molecular Theory
- Changes in gas volume, pressure, and Temperature
- Boyles Law
- Charles's Law

Informal:

- Gas Pressure
- Temperature, Pressure and Volume
- Boyles Law
- Charles Law
- STEM: Investigate Tire Gauges; How do they work and how do they work differently under varying conditions?

Formal:

- Volume and Temperature of a Gas
- Mass and Volume of a Gas
- How Straws Work
- Boyles Law
- Summative Assessment

Unit Ten: Solutions, Acids, Bases

Timeline: 5-7 Days

Standard 2: Materials and Their Properties

Strand 2: Mixtures and Solutions,

Substrand A: Properties of solutions, such

The properties of a mixture are based on the properties of its components.

How do the properties of solutions, such as pH, solubility, and electric conductivity depend upon the

Informal:

- Buffers and pH
- Acid and Base Reactions as pH, solubility, and electrical conductivity depend upon the concentration and interactions of the solute and solvents.

Strand 4: Chemical Reactions,

Substrand B: There are different types of chemical reactions. Precipitation reactions produce insoluble substances (e.g., double replacement). The transfer of electrons between atoms is a reduction-oxidation (redox) reaction (e.g., single-replacement combustion, synthesis, decomposition).

Some acid/base reactions involve the transfer of hydrogen ions.

There are several ways in which elements and/or compounds react to form new substances and each

reaction involves energy concentration and interactions of the solute and solvents?

Learning Targets:

GLEs: 11th Grade

- Solute and solubility
- Solutions
- pH, solubility, and electric conductivity of solutions
- Interactions of solute and solvents
- Acid-Base Titrations
- Solutes and solvents
- Conductivity
- STEM: Investigate a variety of “cures” for hiccups. Choose the cure you think is best and explain how and why chemistry supports that cure.

Formal:

- Buffers
- Acid, Base, or Neutral
- Titration of Vinegar
- Summative Assessment

Unit Eleven: Organic Chemistry

Timeline: 5-7 Days

Standard 2: Materials and Their Properties

Strand 4: Chemical Reactions **Substrand F:**

Certain small molecules (monomers) react with one another in repetitive fashion (polymerization) to form long chain macromolecules (polymers). The properties of the macromolecules depend on the properties of the molecules used in their formation and on the lengths and structure of the polymer chain. Polymers can be natural or synthetic.

Strand 5: Material Technology **Substrand**

A: Materials' properties determine their use.

New materials can improve the quality of life. However, their development and production often raise social, economic, and environmental issues that require analyses of the risks and benefits.

There are several ways in which elements and/or compounds react to form new substances and each reaction involves energy.

People develop new materials as a response to the needs of society and the pursuit of knowledge. This development may have risks and benefits to humans and the environment.

How do monomers react with one another in a repetitive fashion to form long chain macromolecules?

Learning Targets:

GLEs: 11th Grade

- Polymers
- Monomers
- Chemical structure of polymers
- Structure of materials and their uses

Informal:

- Organic compounds
- Alkanes, Alkenes, Alkynes
- The Active Alkane
- Alcohols, Acids, and Esters
- STEM: Research Kevlar and Gortex to determine how their individual chemistries determined their use in society. Are there other uses for these materials? Explain.

Formal:

- Model Simple Hydrocarbons

Delaware Design-Lab School Education Plan

Attachment 4

- Test for Unsaturated Oil
- A Synthetic Aroma
- Identify Polymers
- Absorbent Polymers
- Summative Assessment

Curriculum Scope & Sequence

Delaware Design Lab High School

Course Civics

Teacher _____

Unit Order By unit title and/or time frame	Learning Targets Content Standards, Grade Level Expectations, Proficiency Level Expectations, or Grade Cluster Benchmarks	Theme/Big Idea/Concept	Enduring Understandings and/or Essential Questions
The role of government	Civics Standard 1: Students will examine the structure and purposes of governments with specific emphasis on constitutional democracy	We have governments to establish and constrain authority The structure of government addresses our needs	Constitutional democracy as a structure of government developed from the tension between the need for authority and the need to constrain authority.
The structure of government	Civics Standard One 9-12a: Students will analyze the ways in which the structure and purposes of different governments around the world reflect differing ideologies, cultures, values, and histories.	Governments reflect different cultures, values, ideologies and histories Governments have underlying principles and ideals	Governments are structured to address the basic needs of the people in a society. What is the relationship between the general differences between societies and types of government structure?
Purposes and Principles of Government	Civics Standard 2: Students will understand the principles and ideals underlying the American political system	People have a right to be free Political parties encourage compromise, blunt tensions, and marginalize extremism.	The principles and ideals underlying American democracy are designed to promote the freedom of the American people.
The Role of Political Parties	Civics Standard Two 9-12a: Students will examine and analyze the extra-Constitutional role that political parties play in American politics.	Government is inherently a dynamic process	To what extent are political parties necessary to democracy? Why do two political parties dominate in America but other democracies have more?
Rights and Responsibilities of Citizens	Civics Standards 3: Students will understand the responsibilities, rights, and privileges of United States	Citizens have responsibilities as well as rights	Under what conditions might political parties evolve or collapse? What problems would arise if a government failed to adapt to

Being Informed Citizens	citizens Civics Standard Three 9-12a: Students will understand that citizens are individually responsible for keeping themselves informed about public policy issues on the local, state, and federal levels; participating in the civic process; and upholding the laws of the land.	Citizens are responsible for keeping themselves informed	changing needs and desires of the people? To what extent do the structures and traditional processes of government minimize the dangers of change?
Participating as Citizens	Civics Standard 4: Students will develop and employ the civic skills necessary for effective, participatory citizenship	There are many ways for citizens to participate	Effective citizens are committed to protecting rights for themselves, other citizens, and future generations, by upholding their civic responsibilities and are aware of the potential consequences of inaction.
Communicating with Government	Civics Standard Four 9-12a: Students will develop and employ the skills necessary to work with government programs and agencies	There are many ways to communicate with Government	Distinctions between a citizen's rights, responsibilities, and privileges help to define the requirements and limits of personal freedom. What are the consequences of citizens not participating in democracy? Effective citizens can research issues, form reasoned opinions, support their positions, and engage in the political process. Effective governance requires responsible participation from diverse individuals who translate beliefs and ideas into lawful action and policy. How should interest groups most effectively communicate with government?

English Language Arts

The following standards offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

Reading - Literature

Literature: Key Ideas and Details	
College and Career Readiness (CCR) Anchor Standard 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	
Grade	Grade-Specific Standard
Grades 9-10	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
Grades 11-12	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Literature: Key Ideas and Details	
CCR Anchor Standard 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	
Grade	Grade-Specific Standard
Grades 9-10	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
Grades 11-12	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

Literature: Key Ideas and Details	
CCR Anchor Standard 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	
Grade	Grade-Specific Standard
Grades 9-10	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
Grades 11-12	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the

	action is ordered, how the characters are introduced and developed).

Literature: Craft and Structure	
CCR Anchor Standard 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	
Grade	Grade-Specific Standard
Grades 9-10	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
Grades 11-12	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

Literature: Craft and Structure	
CCR Anchor Standard 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	
Grade	Grade-Specific Standard
Grades 9-10	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
Grades 11-12	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

Literature: Craft and Structure	
CCR Anchor Standard 6: Assess how point of view or purpose shapes the content and style of a text.	
Grade	Grade-Specific Standard
Grades 9-10	Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
Grades 11-12	Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

Literature: Integration of Knowledge and Ideas	
CCR Anchor Standard 7: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.*	
Grade	Grade-Specific Standard
Grades 9-10	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's <i>Landscape with the Fall of Icarus</i>).
Grades 11-12	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)

Literature: Integration of Knowledge and Ideas	
CCR Anchor Standard 8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	
Grade	Grade-Specific Standard
All grades	(Not applicable to literature)

Literature: Integration of Knowledge and Ideas	
CCR Anchor Standard 9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	
Grade	Grade-Specific Standard
Grades 9-10	Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).
Grades 11-12	Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.

Literature: Range of Reading and Level of Text Complexity	
CCR Anchor Standard 10: Read and comprehend complex literary and informational texts independently and proficiently.	
Grade	Grade-Specific Standard
Grades 9-10	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.
Grades 11-	By the end of grade 11, read and comprehend literature, including

12	stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.

Reading – Informational

Informational Text: Key Ideas and Details	
College and Career Readiness (CCR) Anchor Standard 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	
Grade	Grade-Specific Standard
Grades 9-10	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
Grades 11-12	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Informational Text: Key Ideas and Details	
CCR Anchor Standard 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	
Grade	Grade-Specific Standard
Grade 9-10	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
Grades 11-12	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

Informational Text: Key Ideas and Details	
CCR Anchor Standard 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	
Grade	Grade-Specific Standard
Grades 9-10	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
Grades 11-12	Analyze a complex set of ideas or sequence of events and explain how specific

	individuals, ideas, or events interact and develop over the course of the text.

Informational Text: Craft and Structure	
CCR Anchor Standard 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	
Grade	Grade-Specific Standard
Grades 9-10	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
Grades 11-12	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10).

Informational Text: Craft and Structure	
CCR Anchor Standard 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	
Grade	Grade-Specific Standard
Grades 9-10	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
Grades 11-12	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

Informational Text: Craft and Structure	
CCR Anchor Standard 6: Assess how point of view or purpose shapes the content and style of a text.	
Grade	Grade-Specific Standard
Grades 9-10	Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
Grades 11-12	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.

Informational Text: Integration of Knowledge and Ideas

CCR Anchor Standard 7: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.*	
Grade	Grade-Specific Standard
Grades 9-10	Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
Grades 11-12	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

Informational Text: Integration of Knowledge and Ideas	
CCR Anchor Standard 8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	
Grade	Grade-Specific Standard
Grades 9-10	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
Grades 11-12	Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., <i>The Federalist</i> , presidential addresses).

Informational Text: Integration of Knowledge and Ideas	
CCR Anchor Standard 9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	
Grade	Grade-Specific Standard
Grades 9-10	Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.
Grades 11-12	Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.

Informational Text: Range of Reading and Level of Text Complexity	
CCR Anchor Standard 10: Read and comprehend complex literary and informational texts independently and proficiently.	
Grade	Grade-Specific Standard
Kindergarten	Actively engage in group reading activities with purpose and understanding.

Grades 9-10	By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.
Grades 11-12	By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.

Writing

Text Types and Purposes	
College and Career Readiness (CCR) Anchor Standard 1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	
Grade	Grade-Specific Standard
Grades 9-10	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. - Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. - Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. - Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. - Provide a concluding statement or section that follows from and supports the argument presented.
Grades 11-12	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. - Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. - Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. - Use words, phrases, and clauses as well as varied syntax to link the major

	sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from and supports the argument presented.

Text Types and Purposes	
CCR Anchor Standard 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	
Grade	Grade-Specific Standard
Grades 9-10	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. - Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. - Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. - Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. - Use precise language and domain-specific vocabulary to manage the complexity of the topic. - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. - Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
Grades 11-12	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. - Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. - Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. - Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. - Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

	e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

Text Types and Purposes	
CCR Anchor Standard 3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	
Grade	Grade-Specific Standard
Grades 9-10	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
Grades 11-12	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Production and Distribution of Writing	
CCR Anchor Standard 4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	
Grade	Grade-Specific Standard

Grades 9-10	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
Grades 11-12	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

Production and Distribution of Writing	
CCR Anchor Standard 5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	
Grade	Grade-Specific Standard
Grades 9-10	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10 on page 54.)
Grades 11-12	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12 on page 54.)

Production and Distribution of Writing	
CCR Anchor Standard 6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	
Grade	Grade-Specific Standard
Grades 9-10	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
Grades 11-12	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Research to Build and Present Knowledge	
CCR Anchor Standard 7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	
Grade	Grade-Specific Standard
Grades 9-10	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
Grades 11-12	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Research to Build and Present Knowledge	
CCR Anchor Standard 8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	
Grade	Grade-Specific Standard
Grades 9-10	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
Grades 11-12	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

Research to Build and Present Knowledge	
CCR Anchor Standard 9: Draw evidence from literary or informational texts to support analysis, reflection, and research.	
Grade	Grade-Specific Standard
Grades 9-10	Draw evidence from literary or informational texts to support analysis, reflection, and research. - Apply <i>grades 9-10 Reading standards</i> to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]"). - Apply <i>grades 9-10 Reading standards</i> to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").
Grades 11-12	Draw evidence from literary or informational texts to support analysis, reflection, and research. - Apply <i>grades 11-12 Reading standards</i> to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics"). - Apply <i>grades 11-12 Reading standards</i> to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., <i>The Federalist</i>, presidential addresses]").

Range of Writing
CCR Anchor Standard 10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Grade	Grade-Specific Standard
Grades 9-10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
Grades 11-12	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Speaking and Listening

Comprehension and Collaboration	
College and Career Readiness (CCR) Anchor Standard 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	
Grade	Grade-Specific Standard
Grades 9-10	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 9-10 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively. - Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. - Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. - Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. - Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
Grades 11-12	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 11-12 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively. - Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. - Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. - Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. - Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and

	determine what additional information or research is required to deepen the investigation or complete the task.

Comprehension and Collaboration	
CCR Anchor Standard 2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	
Grade	Grade-Specific Standard
Grades 9-10	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
Grades 11-12	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

Comprehension and Collaboration	
CCR Anchor Standard 3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	
Grade	Grade-Specific Standard
Grades 9-10	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
Grades 11-12	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

Presentation of Knowledge and Ideas	
CCR Anchor Standard 4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	
Grade	Grade-Specific Standard
Grades 9-10	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
Grades 11-12	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

Presentation of Knowledge and Ideas	
CCR Anchor Standard 5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	
Grade	Grade-Specific Standard

Grades 9-10	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
Grades 11-12	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Presentation of Knowledge and Ideas	
CCR Anchor Standard 6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	
Grade	Grade-Specific Standard
Grades 9-10	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9-10 Language standards 1 and 3 on pages 54 for specific expectations.)
Grades 11-12	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11-12 Language standards 1 and 3 on page 54 for specific expectations.)

Language

Conventions of Standard English	
College and Career Readiness (CCR) Anchor Standard 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
Grade	Grade-Specific Standard
Grades 9-10	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use parallel structure.* b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
Grades 11-12	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. b. Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster's Dictionary of English Usage</i>, <i>Garner's Modern American Usage</i>) as needed.

Conventions of Standard English	
CCR Anchor Standard 2: Demonstrate command of the conventions of standard English	

capitalization, punctuation, and spelling when writing.

Grade	Grade-Specific Standard
Grades 9-10	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. - Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. - Use a colon to introduce a list or quotation. - Spell correctly.
Grades 11-12	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. - Observe hyphenation conventions. - Spell correctly.

Knowledge of Language

CCR Anchor Standard 3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Grade	Grade-Specific Standard
Grades 9-10	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i>, <i>Turabian's Manual for Writers</i>) appropriate for the discipline and writing type.
Grades 11-12	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Vary syntax for effect, consulting references (e.g., <i>Tufte's Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

Vocabulary Acquisition and Use

CCR Anchor Standard 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

Grade	Grade-Specific Standard
Grades 9-10	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9-10 reading and content</i> , choosing flexibly from a range of strategies. - Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. - Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate,</i>

	<i>advocacy</i>). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
Grades 11-12	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11-12 reading and content</i>, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive</i>, <i>conception</i>, <i>conceivable</i>). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

Vocabulary Acquisition and Use	
CCR Anchor Standard 5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
Grade	Grade-Specific Standard
Grades 9-10	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations.
Grades 11-12	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations.

Vocabulary Acquisition and Use	
CCR Anchor Standard 6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.	
Grade	Grade-Specific Standard
Grades 9-10	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when

	considering a word or phrase important to comprehension or expression.
Grades 11-12	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

HISTORY

History organizes events and phenomena in terms of *when* they occur. Students study the ways in which individuals and societies have changed and interacted over time. They practice the skills of gathering historical data, and examining, analyzing, and interpreting these data. They learn to organize events through chronologies, and to suggest and evaluate cause-and-effect relationships among those events. Before choosing a position or acting, citizens need to be able to research issues in order to understand the effect of historical developments and trends on contemporary events. The study of history empowers them to form reasonable conclusions about the potential consequences of available options.

Attachment 4

U.S. History

History Standard One: Students will employ chronological concepts in analyzing historical phenomena [Chronology].

Historical inquiry is not limited to the study of specific events, but may also focus on ideas or trends which extend across space and time. The continuing migrations of a population, the development of a religion or a philosophy, or the gradual change in the social status of a particular group all represent possible subjects for investigation. Such investigations depend heavily on the ability to construct accurate chronologies and draw logical conclusions regarding cause and effect.

The complexity of the standard will increase at each succeeding grade cluster:

9-12a: Students will analyze historical materials to trace the development of an idea or trend across space or over a prolonged period of time in order to explain patterns of historical continuity and change.

Essential for Grade 11

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History Standard Two: Students will gather, examine, and analyze historical data [Analysis].

The basic sources of history are the documents and artifacts created in the past, which provide direct evidence of historical phenomena. Systematic collection of such materials as are available is a prerequisite for historical research. Critical examination of historical materials requires logical analysis, an appreciation of context, and an understanding of the principles of evidence.

The complexity of the standard will increase at each succeeding grade cluster:

9-12a: Students will develop and implement effective research strategies for investigating a given historical topic. **Essential for Grade 11**

9-12b: Students will examine and analyze primary and secondary sources in order to differentiate between historical facts and historical interpretations. **Essential for Grade 11**

HISTORY

History organizes events and phenomena in terms of *when* they occur. Students study the ways in which individuals and societies have changed and interacted over time. They practice the skills of gathering historical data, and examining, analyzing, and interpreting these data. They learn to organize events through chronologies, and to suggest and evaluate cause-and-effect relationships among those events. Before choosing a position or acting, citizens need to be able to research issues in order to understand the effect of historical developments and trends on contemporary events. The study of history empowers them to form reasonable conclusions about the potential consequences of available options.

History Standard Three: Students will interpret historical data [Interpretation].

Historians collect and analyze both primary and secondary sources in order to describe, compare, and interpret historical phenomena. The same phenomenon or event may be presented from a variety of perspectives by different historians because they choose different questions to guide their inquiries, may have varied access to historical materials, analyze those sources differently, and are led by their own beliefs and points of view to weigh causes in distinct manners. Any comparison or evaluation of competing historical interpretations has to take these factors into account.

The complexity of the standard will increase at each succeeding grade cluster:

9-12a: Students will compare competing historical narratives, by contrasting different historians' choice of questions, use and choice of sources, perspectives, beliefs, and points of view, in order to demonstrate how these factors contribute to different interpretations. [Essential for Grade 11](#)

History Standard Four: Students will develop historical knowledge of major events and phenomena in world, United States, and Delaware history [Content].

An organized mental framework of events, people, trends, and other historical phenomena is essential to understanding, evaluating, and constructing historical interpretations. Such a framework allows us to draw logical inferences concerning the continuing impact of the past on the present. Individual periods, regions, or events should not be studied in isolation but rather in comparison to one another. Nor should the broad sweep of events or an emphasis on leaders, great works, and pivotal events obscure the importance of seeking to understand the everyday life of ordinary people in other times and places.

The complexity of the standard will increase at each succeeding grade cluster:

9-12a: Students will develop an understanding of modern United States history, its connections to both Delaware and world history, including:

- Civil War and Reconstruction (1850-1877)
- Development of an industrialized nation (1870-1900)
- Emergence of modern America (1890-1930)
- Great Depression and World War II (1929-1945)
- Postwar United States (1945-early 1970s)
- Contemporary United States (1968-present)

Mathematics

Scope and Sequence

Grades 9–12

Students can choose a traditional approach with math courses organized around Algebra I and II, Geometry, Pre-Calculus and Calculus or an Integrated Mathematics model in which similar content is covered in a more integrated manner.

This Scope and Sequence shows the course offerings for the first 2 years of the school. Several topics can be covered in a single period so the total number of days on all topics exceed the number of days in the term.

Traditional Model

Algebra One

Grade 9

1 credit

Topic	Unit	Days
Introductory Unit	5	5
Modeling with Functions	15	20
Linear Functions	15	35
Linear Equations and Inequalities in One Variable	15	50
Modeling	4	54
Linear Equations and inequalities in Two Variables	15	69
Project	5	74
Quadratic Functions	20	94
Quadratic Equations	26	120
Modeling	4	124
Statistics	30	154
Project	5	158

Geometry

Grade 10

1 credit

Topic	Unit	Days
Introduction and Construction	12	12
Basic Definitions and Rigid Motions	20	32
Geometric Relationships and Properties	15	47
Similarity	20	67
Modeling Unit	14	71
Project	5	76
Coordinate Geometry	15	91
Circles and Conics	15	106
Geometric Measurement and Dimensions	15	121
Trigonometric Ratios	15	136
Capstone Geometric Modeling Project	10	146
Project	5	152

Algebra Two

Grade 11

1 credit

Topic	Unit	Days
Introductory Unit	5	5
Exponential Functions	25	30

Trigonometric Functions	15	45
Functions	15	60
Modeling	8	68
Project	5	73
Rational and Polynomial Expressions	20	93
Probability	28	121
Statistics (Random Processes)	26	147
Modeling Unit	4	151
Project	5	156

**Integrated Math
Grade 9**

Topic	Unit	Days
Introductory Unit	5	5
Modeling with Functions	15	20
Linear Functions	15	35
Linear Equations and Inequalities in One Variable	15	50
Linear Equations and Inequalities in Two variables	15	65
Modeling Unit	4	69
Project	5	74
Tools and Construction Unit	10	84
Basic Definitions and Rigid Motions	20	104
Geometric Relationships and Properties	15	119
Modeling Unit	4	123
Statistics	30	153
Project	5	158

**Integrated Math
Grade 10**

Topic	Unit	Days
Introductory Unit	5	5
Coordinate Geometry	5	20
Quadratic Functions	20	40
Quadratic Equations	26	66
Modeling Unit	4	70
Project	5	75
Similarity	20	95
Circles and Conics	20	115
Probability	28	143
Capstone Geometric Modeling Project	10	153
Project	5	158

**Integrated Math
Grade 11**

Topic	Unit	Days
Introductory Unit	5	5
Geometric Measurement and Dimension	15	20
Exponential Functions	25	45
Trigonometric Ratios	15	60
Modeling Unit	8	68

Project	5	73
Trigonometric Functions	15	88
Functions	15	103
Rational and Polynomial Expressions	20	123
Statistics (Random Processes)	26	150
Modeling Unit	4	154
Project	5	149

Algebra

Introductory Unit (5 days)

This unit will review expressions and manipulations of expression.

Modeling with Functions (15 days)

This initial unit starts with a treatment of quantities as preparation for work with modeling. The work then shifts to a general look at functions with an emphasis on representation in graphs, and interpretation of graphs in terms of a context. More emphasis is placed on qualitative analyses than calculation and symbolic manipulation. Linear and non-linear examples are explored.

Quantities

A short treatment of the general notion of a "quantity" thought of as a number with a specific unit of measure. Includes unit analysis (dimensional analysis). Examples of simple quantities with standard units of measure; the fundamental dimensions of quantities (length, time, weight, temperature, counts); division of quantities: quotient units; examples of quantities with quotient units: speed, flow rate, frequency, price, density, pressure; quotient units and "rates"; quotient units and unit conversion; unit analysis/dimensional analysis; multiplication of quantities: product units; area and volume as examples of quantities with product units; person-days and kilowatt hours as other examples of product units;

Functions

A general treatment of the function concept with minimal use of symbolic expressions, and instead emphasis on the idea of a function as a mapping represented in graphs or tables. The functions used in this unit, will be mostly linear and 'baby exponential'. In grade 11, student will thoroughly study exponential functions. But they will be introduced to them here so they can compare two different types of functions. Quadratics or piecewise functions can be used to illustrate the properties of functions. Domain and range; functions defined by graphs and their interpretation; functions defined by tables and their interpretation; properties of particular functions (rate of change, zeros) and their meaning in an application; sums and differences of two functions; product of a function and a constant; vertical shifts and horizontal shifts; equality of two functions vs. values where two functions are equal; equations defined in terms of functions and their solution; functions defined by geometric conditions (projections); functions defined recursively; sequences.

Quantities: Subunit 1

Reason quantitatively and use units to solve problems. Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.

Define appropriate quantities for the purpose of descriptive modeling.

Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.

Functions: Subunit 2

Interpreting Functions

Understand the concept of a function and use function notation.

Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If f is a function and x is an element of its domain, then $f(x)$ denotes the output of f corresponding to the input x . The graph

of f is the graph of the equation $y = f(x)$.

Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.

Understand the concept of a function and use function notation.

F-IF 3 (page 69)

Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers. *For example, the Fibonacci sequence is defined recursively by $f(0) = f(1) = 1$, $f(n+1) = f(n) + f(n-1)$ for $n \geq 1$*

Interpret functions that arise in applications in terms of the context.

For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. *Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.**

Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. *For example, if the function $h(n)$ gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function.**

Interpreting Functions

Analyze functions using different representations.

Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). *For example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum.*

Linear, Quadratic, and Exponential Models* F-LE

(Only linear, simple quadratic, and simple exponential functions.)

Construct and compare linear, quadratic, and exponential models and solve problems.

Distinguish between situations that can be modeled with linear functions and with exponential functions. Prove that linear functions grow by equal differences over equal intervals, and that exponential functions grow by equal factors over equal intervals.

Recognize situations in which one quantity changes at a constant rate per unit interval relative to another.

Observe using graphs and tables that a quantity increasing exponentially eventually exceeds a quantity increasing linearly, quadratically, or (more generally) as a polynomial function.

Interpret expressions for functions in terms of the situation they model.

Interpret the parameters in a linear or exponential function in terms of a context.

A2 Linear Functions (15 days)

A thorough treatment of linear functions of one variable $f(x) = y_0 + kx$.

Contents:

Representation of linear functions using expressions, graphs, and tables; identifying and interpreting the three parameters x -intercept x_0 , y -intercept y_0 , and rate of change k ; creating expressions for linear functions using each pair of parameters

($y = y_0 + kx$, $y = k(x - x_0)$, $(x/x_0) + (y/y_0) = 1$); understanding geometrically why the graph is a line; seeing uniform change as the unique feature of linear functions; modeling a variety of situations using functions; working at in-depth solutions of selected problems; looking at the special properties of pure linear functions $y = ax$ and their role in representing proportional relationships; linear sequences ("arithmetic" sequences); working with the absolute value function $f(x) = |y_0 + kx|$.

Expressions and Equations: Understand the connections between proportional relationships, lines, and linear equations.

Functions: Define, evaluate, and compare functions.

Use functions to model relationships between quantities.

Interpreting Functions

Interpret functions that arise in applications in terms of the context.

Calculate and interpret the average rate of change of a function (presented symbolically or as a

table) over a specified interval. Estimate the rate of change from a graph.*
(Just introduce concept — will be covered again in quadratics and in other functions units.)

Interpreting Functions

Analyze functions using different representations.

Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.

Graph linear functions and show intercepts, maxima, and minima.

Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). *For example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum* (Only linear functions.)

Building functions

Build a function that models a relationship between two quantities.

Write a function that describes a relationship between two quantities.* (Only linear functions.)

Determine an explicit expression, a recursive process, or steps for calculation from a context.

Build a function that models a relationship between two quantities (Only arithmetic sequences.)

Write arithmetic and geometric sequences both recursively and with an explicit formula, use them to model situations, and translate between the two forms.

Build new functions from existing functions

Find inverse functions.

Solve an equation of the form $f(x) = c$ for a simple function f that has an inverse and write an expression for the inverse. *For example, $f(x) = 2x^3$ or $f(x) = (x+1)/(x-1)$ for $x \neq 1$*

Linear, Quadratic, and Exponential Models

Construct and compare linear, quadratic, and exponential models and solve problems

Distinguish between situations that can be modeled with linear functions and with exponential functions.

Prove that linear functions grow by equal differences over equal intervals, and that exponential functions grow by equal factors over equal intervals.

Recognize situations in which one quantity changes at a constant rate per unit interval relative to another. (Only linear functions.)

Linear Equations and Inequalities in One Variable (15 days)

A thorough treatment to solution of linear equations in one unknown $ax + b = cx + d$, with an extension to solution of linear inequalities $ax + b < c$.

Solving Linear Equations and Inequalities:

Connecting linear equations to linear functions; solving linear equations both through manipulation of expressions and graphically; understanding the conditions under which a linear equation has no solution, one solution, or an infinite number of solutions; seeing the solution of a linear equation $ax + b = cx + d$ as involving the intersection of the graphs of two linear functions; also seeing the solution x as the number where two linear functions have the same value; solving a linear equation step by step and graphing each step; reducing any linear equation to the normal form $Ax + B = 0$, and finding the solution $x = -(B/A)$; solving linear inequalities $ax + b < c$ and $|ax + b| < c$, and representing the solution on a number line;

Creating Linear Equations:

Solving a wide variety of problems in applied settings; seeing that in order to obtain an equation we have to express the same quantity in two different ways; solving a linear equation in an applied setting to get a number, then replacing one of the numerical parameters in the setting with a parameter, and solving again, this time getting a function of the parameter.

Expressions and Equations: Analyze and solve linear equations and pairs of simultaneous linear equations.

Solving Linear Equations and Inequalities: Subunit 1

Reasoning with Equations and Inequalities

Understand solving equations as a process of reasoning and explain the reasoning.

Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution.

Construct a viable argument to justify a solution method.

Reasoning with Equations and Inequalities

Solve equations and inequalities in one variable.

Solve linear equations and inequalities and inequalities in one variable, including equations with coefficients represented by letters.

Reasoning with Equations and Inequalities

Represent and solve equations and inequalities graphically.

Explain why the x -coordinates of the points where the graphs of the equations $y = f(x)$ and $y = g(x)$ intersect are the solutions of the equation $f(x) = g(x)$; find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where $f(x)$ and/or $g(x)$ are linear, polynomial, rational, absolute value, exponential, and logarithmic functions.*

Creating Linear Equations: Subunit 2

Creating equations

Create equations that describe numbers or relationships.

Create equations and inequalities in one variable and use them to solve problems. *Include equations arising from linear and quadratic functions, and simple rational and exponential functions.*

Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context. *For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.*

Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. For example, rearrange Ohm's law $V = IR$ to highlight resistance R .

Linear Equations and Inequalities in Two Variables (15 days)

A thorough treatment of linear equations in two unknowns $ax + by + c = 0$, including simultaneous solution of two such equations.

Seeing the differences among the solution to a single equation in one unknown, solutions to a single equation in two unknowns, and "simultaneous" solutions to two equations in two unknowns; explore briefly linear functions in two variables $F(x,y) = ax + by + c$ and the three-dimensional graph (a plane) $z = ax + by + c$ of such functions; see the solution to an equation $ax + by + c = 0$ in two unknowns as the intersection of the graph of this function with the x - y plane; make the analogy with functions and equations of one variable/unknown; explore the symmetric form $(x/x_0) + (y/y_0) = 1$ of a linear equation in two unknowns and compare equations of conic sections; see the solution of any equation in two unknowns as a line or curve in the x - y plane; find simultaneous solutions to pairs of equations $ax + by + c = 0$ and $a'x + b'y + c' = 0$ symbolically; solve many problems set in an applied context using such equations.

Creating equations

Create equations that describe numbers or relationships

Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.

Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context. *For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.*

Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. For example, rearrange Ohm's law $V = IR$ to highlight resistance R .

Reasoning with Equations and Inequalities

Solve systems of equations.

Prove that, given a system of two equations in two variables, replacing one equation by the sum of that equation and a multiple of the other produces a system with the same solutions.

Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.

Reasoning with Equations and Inequalities

Represent and solve equations and inequalities graphically.

Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line

Graph the solutions to a linear inequality in two variables as a half-plane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes.

Quadratic Functions (20 days)

A treatment of quadratic functions in one variable $f(x) = ax^2 + bx + c$ and their applications.

See that the product of two linear expressions $(mx + n)$ and $(px + q)$ leads to a quadratic function of the form $f(x) = ax^2 + bx + c$; represent quadratic functions symbolically and graphically; know that the graph of a quadratic function is a parabola; see the effect of each

of the parameters a , b , and c on the graph of $ax^2 + bx + c$; express the vertex of the parabolic graph in terms of these parameters; see the graph of any quadratic function $ax^2 + bx + c$ is a scaled and shifted version of the parabola $y = x^2$; solve max-min problems involving quadratic functions; explore applications of quadratic functions to problems involving area, motion under gravity, stopping distance of a car, and revenue in terms of demand and price.

Interpreting Functions

Interpret functions that arise in applications in terms of the context.

For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. *Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.*

Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. *For example, if the function $h(n)$ gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function.*

Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.*

Interpreting Functions

Analyze functions using different representations.

Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.*

Graph quadratic functions and show intercepts, maxima, and minima.

Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function.

Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context.

Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). *For example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum.*

Building functions

Build a function that models a relationship between two quantities.

Write a function that describes a relationship between two quantities.

Determine an explicit expression, a recursive process, or steps for calculation from a context.

Combine standard function types using arithmetic operations. For example, build a function that models the temperature of a cooling body by adding a constant function to a decaying exponential, and relate these functions to the model.

Build new functions from existing functions.

Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, $k f(x)$, $f(kx)$, and $f(x + k)$ for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them

Quadratic Equations (26 days)

A treatment of the solution of quadratic equations in one unknown $ax^2 + bx + c = 0$ and applications.

Explore the solution of the special cases $ax^2 + c = 0$ and $ax^2 + bx = 0$ of quadratic equations both graphically and through symbol manipulation; explore the square root functions ; see that the product of two linear expressions

$(mx + n)$ and $(px + q)$ leads to a quadratic function of the form $f(x) = ax^2 + bx + c$ and that any quadratic expression $ax^2 + bx + c$ can be factored into a product of two such linear expressions; solve quadratic equations $ax^2 + bx + c = 0$ by completing the square and by factoring; derive the quadratic formula $x = \pm \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$.

Solve quadratic equations in applied contexts; work with a variety of problems, including max min- problems, that involve setting up and solving a quadratic equation.

The Complex Number System

Use complex numbers in polynomial identities and equations.

Solve quadratic equations with real coefficients that have complex solutions.

Seeing Structure in Expressions

Write expressions in equivalent forms to solve problems.

Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.

Factor a quadratic expression to reveal the zeros of the function it defines.

Complete the square in a quadratic expression to reveal the maximum or minimum value of the function it defines.

Reasoning with Equations and Inequalities

Solve equations and inequalities in one variable.

Solve quadratic equations in one variable.

Use the method of completing the square to transform any quadratic equation in x into an equation of the form $(x - p)^2 = q$ that has the same solutions. Derive the quadratic formula from this form.

Solve quadratic equations by inspection (e.g., for $x^2 = 49$), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation.

Recognize when the quadratic formula gives complex solutions and write them as $a \pm bi$ for real numbers a and b .

Reasoning with Equations and Inequalities

Solve systems of equations.

Solve a simple system consisting of a linear equation and a quadratic equation in two variables algebraically and graphically. *For example, find the points of intersection between the line $y = -3x$ and the circle $x^2 + y^2 = 3$.*

Exponential Functions (25 days)

A treatment of exponential functions

Laws of exponents: definition of exponent notation; sum law for exponents; product law for exponents; definition of negative exponent notation; value of b^0 ; definition of unit fractional exponent notation; definition of fractional exponent notation; distributive law for exponent notation; basic characteristics of exponential functions; symbolic representation $y = ab^{kx}$; computing exponential functions; parallels to linear functions; growth and decay; repeated multiplication as the big idea; geometric sequences; geometry of repeated multiplication; recursive definitions; the meaning of the dependent variable; the meaning of the independent variable; parameters and their meanings; the parameter a ; the parameter b ; the parameter k ; ways of measuring amount of growth (difference, ratio); proportional change; measuring amount of growth of exponential functions; ways of measuring rate of growth; measuring growth rate of exponential functions; compound interest; continuous growth; polynomial approximations.

The Real Number System N-RN

Extend the properties of exponents to rational exponents.

Explain how the definition of the meaning of rational exponents follows from extending the properties of integer exponents to those values, allowing for a notation for radicals in terms of

rational exponents. *For example, we define $5^{1/3}$ to be the cube root of 5 because we want $(5^{1/3})^3 = 5^{(1/3)3}$ to hold, so $5^{1/3}$ must equal 5.*

Rewrite expressions involving radicals and rational exponents using the properties of exponents

Seeing Structure in Expressions

Write expressions in equivalent forms to solve problems.

Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.

Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.

c. Use the properties of exponents to transform expressions for exponential functions. *For example the expression $1.15t$ can be rewritten as $(1.151/12)^{12t} \approx 1.012^{12t}$ to reveal the approximate equivalent monthly interest rate if the annual rate is 15%.*

Derive the formula for the sum of a finite geometric series (when the common ratio is not 1), and use the formula to solve problems. For example, calculate mortgage payments.*

Creating Equations

Create equations that describe numbers or relationships

1. Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.

Reasoning with Equations and Inequalities

Represent and solve equations and inequalities graphically.

Explain why the x -coordinates of the points where the graphs of the equations $y = f(x)$ and $y = g(x)$ intersect are the solutions of the equation $f(x) = g(x)$; find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where $f(x)$ and/or $g(x)$ are linear, polynomial, rational, absolute value, exponential, and logarithmic functions.*

Interpreting Functions F-IF

Understand the concept of a function and use function notation.

Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers. *For example, the Fibonacci sequence is defined recursively by $f(0) = f(1) = 1$, $f(n+1) = f(n) + f(n-1)$ for $n \geq 1$*

Interpreting Functions

Analyze functions using different representations.

Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.

e. Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude.

Interpreting Functions

Analyze functions using different representations.

Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function.

Use the properties of exponents to interpret expressions for exponential functions. For example, identify percent rate of change in functions such as $y = (1.02)^t$, $y = (0.97)^t$, $y = (1.01)^{12t}$, $y = (1.2)^{t/10}$, and classify them as representing exponential growth or decay.

Building functions

Build a function that models a relationship between two quantities

Write a function that describes a relationship between two quantities.

Combine standard function types using arithmetic operations. For example, build a function that models the temperature of a cooling body by adding a constant function to a decaying exponential, and relate these functions to the model.

Write arithmetic and geometric sequences both recursively and with an explicit formula, use them to model situations, and translate between the two forms.

Building functions

Build new functions from existing functions.

Find inverse functions.

Solve an equation of the form $f(x) = c$ for a simple function f that has an inverse and write an

expression for the inverse. For example, $f(x) = 2x^3$ or $f(x) = (x+1)/(x-1)$ for $x \neq 1$.

Linear, Quadratic, and Exponential Models

Construct and compare linear, quadratic, and exponential models and solve problems.

Distinguish between situations that can be modeled with linear functions and with exponential functions.

Prove that linear functions grow by equal differences over equal intervals, and that exponential functions grow by equal factors over equal intervals.

Recognize situations in which one quantity changes at a constant rate per unit interval relative to another.

Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another.

Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table).

Observe using graphs and tables that a quantity increasing exponentially eventually exceeds a quantity increasing linearly, quadratically, or (more generally) as a polynomial function.

For exponential models, express as a logarithm the solution to ab^{ct} where a , c , and d are numbers and the base b is 2, 10, or e ; evaluate the logarithm using technology.

Interpret expressions for functions in terms of the situation they model.

Interpret the parameters in a linear or an exponential function in terms of a context.

Trigonometric Functions (15 days)

Trigonometric ratios can be thought of as functions of the angles. With the help of the unit circle, the angles do not need to be between 0 and 90 degrees. By extending the domains to all real numbers, these trigonometric functions are used to model circular and periodic motions.

Interpreting Functions

Analyze functions using different representations.

Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases. Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude.

Trigonometric Functions

Extend the domain of trigonometric functions using the unit circle.

Understand radian measure of an angle as the length of the arc on the unit circle subtended by the angle.

Explain how the unit circle in the coordinate plane enables the extension of trigonometric functions to all real numbers, interpreted as radian measures of angles traversed counterclockwise around the unit circle.

Trigonometric Functions

Model periodic phenomena with trigonometric functions.

Choose trigonometric functions to model periodic phenomena with specified amplitude, frequency, and midline

Trigonometric Functions

Prove and apply trigonometric identities.

Prove the Pythagorean identity $\sin^2(\theta) + \cos^2(\theta) = 1$ and use it to find $\sin(\theta)$, $\cos(\theta)$, or $\tan(\theta)$ given $\sin(\theta)$, $\cos(\theta)$, or $\tan(\theta)$ and the quadrant of the angle.

Functions (15 days)

Inverse functions; inverse functions and solving equations; logarithms; logarithmic functions as inverses of exponential functions; logarithmic scales; semi-log plots; the role of the numbers 0 and 1; the laws of exponents and logarithms; polynomial approximations; applications.

The Real Number System

Extend the properties of exponents to rational exponents.

Explain how the definition of the meaning of rational exponents follows from extending the

properties of integer exponents to those values, allowing for a notation for radicals in terms of rational exponents. *For example, we define $5^{1/3}$ to be the cube root of 5 because we want $(5^{1/3})^3 = 5^{(1/3)3}$ to hold, so $5^{1/3}$ must equal 5.*

Rewrite expressions involving radicals and rational exponents using the properties of exponents.

Seeing Structure in Expressions

Interpret the structure of expressions.

Interpret expressions that represent a quantity in terms of its context.

Interpret parts of an expression, such as terms, factors, and coefficients.

Interpret complicated expressions by viewing one or more of their parts as a single entity. *For example, interpret $P(1+r)^n$ as the product of P and a factor not depending on P .*

Reasoning with Equations and Inequalities

Represent and solve equations and inequalities graphically.

Explain why the x -coordinates of the points where the graphs of the equations $y = f(x)$ and $y = g(x)$ intersect are the solutions of the equation $f(x) = g(x)$; find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where $f(x)$ and/or $g(x)$ are linear, polynomial, rational, absolute value, exponential, and logarithmic functions.

Interpreting Functions F-IF

Interpret functions that arise in applications in terms of the context.

For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. *Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.*

Interpreting Functions

Analyze functions using different expressions

Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases

Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions.

Graph polynomial functions, identifying zeros when suitable factorizations are available, and showing end behavior.

Building functions

Build a function that models a relationship between two quantities.

Write a function that describes a relationship between two quantities.

Determine an explicit expression, a recursive process, or steps for calculation from a context.

Combine standard function types using arithmetic operations. *For example, build a function that models the temperature of a cooling body by adding a constant function to a decaying exponential, and relate these functions to the model.*

Building Functions

Build new functions from existing functions.

Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, $k f(x)$, $f(kx)$, and $f(x + k)$ for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them

Linear, Quadratic, and Exponential Models

Construct and compare linear, quadratic, and exponential models and solve problems

Observe using graphs and tables that a quantity increasing exponentially eventually exceeds a quantity increasing linearly, quadratically, or (more generally) as a polynomial function.

Rational and Polynomial Expressions (20 days)

This unit focus on performing operations on rational and polynomial expressions and simplifying them. In order to understand the rational expressions, students review the real number system.

The Real Number System

Use properties of rational and irrational numbers.

Explain why the sum or product of two rational numbers is rational; that the sum of a rational number and an irrational number is irrational; and that the product of a nonzero rational number and an irrational number is irrational.

The Complex Number System

Perform arithmetic operations with complex numbers.

Know there is a complex number i such that $i^2 = -1$, and every complex number has the form $a + bi$ with a and b real.

Use the relation $i^2 = -1$, and the commutative, associative, and distributive properties to add, subtract, and multiply complex numbers.

The Complex Number System

Use complex numbers in polynomial identities and equations.

Solve quadratic equations with real coefficients that have complex solutions.

Seeing Structure in Expressions

Interpret the structure of expressions.

Interpret expressions that represent a quantity in terms of its context.*

Interpret parts of an expression, such as terms, factors, and coefficients.

Interpret complicated expressions by viewing one or more of their parts as a single entity. *For example, interpret $P(1+r)^n$ as the product of P and a factor not depending on P .*

Use the structure of an expression to identify ways to rewrite it. *For example, see $x^4 - y^4$ as $(x^2)^2 - (y^2)^2$, thus recognizing it as a difference of squares that can be factored as $(x^2 - y^2)(x^2 + y^2)$.*

Arithmetic with Polynomials and Rational Expressions

Perform arithmetic operations on polynomials

Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.

Understand the relationship between zeros and factors of polynomials.

Know and apply the Remainder Theorem: For a polynomial $p(x)$ and a number a , the remainder on division by $x - a$ is $p(a)$, so $p(a) = 0$ if and only if $(x - a)$ is a factor of $p(x)$.

Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the function defined by the polynomial.

Arithmetic with Polynomials and Rational Expressions

Use polynomial identities to solve problems.

Prove polynomial identities and use them to describe numerical relationships. *For example, the polynomial identity $(x^2 + y^2)^2 = (x^2 - y^2)^2 + (2xy)^2$ can be used to generate Pythagorean triples.*

Arithmetic with Polynomials and Rational Expressions

Rewrite rational expressions.

Rewrite simple rational expressions in different forms; write $a(x)/b(x)$ in the form $q(x) + r(x)/b(x)$, where $a(x)$, $b(x)$, $q(x)$, and $r(x)$ are polynomials with the degree of $r(x)$ less than the degree of $b(x)$, using inspection, long division, or, for the more complicated examples, a computer algebra system.

Reasoning with Equations and Inequalities A-REI

Understand solving equations as a process of reasoning and explain the reasoning.

Solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may arise.

Reasoning with Equations and Inequalities

Represent and solve equations and inequalities graphically.

Explain why the x -coordinates of the points where the graphs of the equations $y = f(x)$ and $y = g(x)$ intersect are the solutions of the equation $f(x) = g(x)$; find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where $f(x)$ and/or $g(x)$ are linear, polynomial, rational, absolute value, exponential, and logarithmic functions.*

Geometry

Introductory Unit: Tools of Geometry (10 days)

Students explore geometric ideas using key tools of geometry. This unit focuses on classical Euclidean compass and straightedge constructions, both by hand and in dynamic geometry environments. The goal is to both create constructions and explore why they work. The unit then considers other tools, such as string, paper folding, etc. As with the compass and straightedge constructions, it is important to both mechanically use these tools and to work toward mathematical explanations and justifications. In dynamic geometry environments, a key distinction is between drawing and constructing figure with particular characteristics. For example, if a rectangle is merely drawn to look like a rectangle, then it is easy to mess up the figure by dragging parts of the diagram. But a rectangle that is “constructed” as a rectangle will remain rectangular even when parts of the figure are dragged about. Following Cuoco, we call these “unmessupable” figures.

Congruence

Make geometric constructions.

Make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic geometric software, etc.). *Copying a segment; copying an angle; bisecting a segment; bisecting an angle; constructing perpendicular lines, including the perpendicular bisector of a line segment and constructing a line parallel to a given line through a point not on the line.*

Construct an equilateral triangle, a square, and a regular hexagon inscribed in a circle.

Basic Definitions and Rigid Motions (20 days)

Building upon the informal experiences with basic geometric objects and relationships, the goal is to start increasing the precision of the definitions. The emphasis should be on the role of definitions and communicating mathematical explanations and arguments rather than on developing a deductive axiomatic system. In Grade 8 rigid motions were explored, here they are defined more precisely and their properties explored.

Basic Geometric Definitions: Subunit 1.1

Congruence

Experiment with transformations in the plane.

Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc.

Given of a rectangle, parallelogram, trapezoid, or regular polygon, and describe the rotations and reflections that carry it onto itself.

Rigid Motions: Subunit

Congruence

Experiment with transformations in the plane.

Represent transformations in the plane using, e.g., transparencies and geometry software; describe transformations as functions that take points in the plane as inputs and give other points as outputs. Compare transformations that preserve distance and angle to those that do not (e.g., translation versus horizontal stretch).

Develop definitions of rotations, reflections, and translations in terms of angles, circles, perpendicular lines, parallel lines, and line segments.

Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure using, e.g., graph paper, tracing paper, or geometry software. Specify a sequence of transformations that will carry a given figure onto another.

Use geometric descriptions of rigid motions to transform figures and to predict the effect of a given rigid motion on a given figure; given two figures, use the definition of congruence in terms of rigid motions to decide if they are congruent..

Use the definition of congruence in terms of rigid motions to show that two triangles are congruent if and only if corresponding pairs of sides and corresponding pairs of angles are congruent.

Explain how the criteria for triangle congruence (ASA, SAS, and SSS) follow from the definition of congruence in terms of rigid motions.

Geometric Relationships and Properties (15 days)

This unit brings together many of the “classic” theorems of geometry. The emphasis should be on the many roles of proof (a la Devilliers) and a focus on the mathematical practice of making viable arguments and critiquing the reasoning of others. Multiple representations (coordinates sythematic, and algebraic proofs of properties can be analyzed and compared)

Congruence

Prove geometric theorems.

Prove theorems about lines and angles. Theorems include: vertical angles are congruent; when a transversal crosses parallel lines, alternate interior angles are congruent and corresponding angles are congruent; points on a perpendicular bisector of a line segment are exactly those equidistant from the segment's endpoints.

Prove theorems about triangles. Theorems include: measures of interior angles of a triangle sum to 180° ; base angles of isosceles triangles are congruent; the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length; the medians of a triangle meet at a point.

Prove theorems about parallelograms. Theorems include: opposite sides are congruent, opposite angles are congruent, the diagonals of a parallelogram bisect each other, and conversely, rectangles are parallelograms with congruent diagonals.

Circles

Construct the inscribed and circumscribed circles of a triangle, and prove properties of angles for a quadrilateral inscribed in a circle.

Similarity (20 days)

Similarity is defined using congruence and dilation. This geometric transformation definition of similarity and congruence is more general than comparing sides and angles.

Define a similarity transformation as the composition of a dilation followed by a congruence and prove that the meaning of similarity for triangles is the equality of all corresponding pairs of angles and the proportionality of all corresponding pairs of sides.

The connection is made between similarity and linearity (why the graph of a linear function is a straight line).

This formalizes the Grade 8 standard

Understand the connections between proportional relationships, lines, and linear equations.

Dilations and Similarity: Subunit 1

Similarity, Right Triangles, and Trigonometry

Understand similarity in terms of similarity transformations.

Verify experimentally the properties of dilations given by a center and a scale factor:

a. A dilation takes a line not passing through the center of the dilation to a parallel line, and leaves a line passing through the center unchanged.

b. The dilation of a line segment is longer or shorter in the ratio given by the scale factor.

Given two figures, use the definition of similarity in terms of similarity transformations to decide if they are similar; explain using similarity transformations the meaning of similarity for triangles as the equality of all corresponding pairs of angles and the proportionality of all corresponding pairs of sides.

Similarity Theorems: Subunit 2

Explore properties of similarity and prove theorems involving similarity.

Use the properties of similarity transformations to establish the AA criterion for two triangles to be similar.

Prove theorems about triangles. *Theorems include: a line parallel to one side of a triangle divides the other two proportionally, and conversely; the Pythagorean Theorem proved using triangle similarity.*

Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures.

Coordinate Geometry (15 days)

Making connections between geometric relationships and properties and algebraic expressions is

a powerful mathematical tool. This unit provides opportunities to go back and forth between the algebra and geometry. It also builds upon the previous unit making connections between similarity and linearity, for example in $f(x) = mx$ the slope m can be seen as a shape invariant of a right triangle and the x can be viewed as the scale factor of the dilation centered at the origin.

Coordinates were introduced in grade 5:

Grade 5 Geometry 1: Graph points on the coordinate plane to solve real-world and mathematical problems.

Expressing Geometric Properties with Equations G-GPE

Use coordinates to prove simple geometric theorems algebraically.

Use coordinates to prove simple geometric theorems algebraically. *For example, prove or disprove that a figure defined by four given points in the coordinate plane is a rectangle; prove or disprove that the point $(1, \sqrt{3})$ lies on the circle centered at the origin and containing the point $(0, 2)$.*

Prove the slope criteria for parallel and perpendicular lines and use them to solve geometric problems (e.g., find the equation of a line parallel or perpendicular to a given line that passes through a given point).

Find the point on a directed line segment between two given points that partitions the segment in a given ratio.

Use coordinates to compute perimeters of polygons and areas of triangles and rectangles, e.g., using the distance formula.*

Circles and Conics (15 days)

This unit includes key results about circles, treated both synthetically, with attention to constructions, and analytically.

Conic sections can arise out of mechanical constructions (e.g. loop of string around two fixed nails to produce an ellipse, paper folding to produce a parabola). Applications can be considered such as elliptic orbits, parabolic motion of projectiles.

Circle Theorems: Subunit

Circles

Understand and apply theorems about circles.

Prove that all circles are similar.

Identify and describe relationships among inscribed angles, radii, and chords. Include the relationship between central, inscribed, and circumscribed angles; inscribed angles on a diameter are right angles; the radius of a circle is perpendicular to the tangent where the radius intersects the circle.

Derive using similarity the fact that the length of the arc intercepted by an angle is proportional to the radius, and define the radian measure of the angle as the constant of proportionality; derive the formula for the area of a sector.

Conic Sections: Subunit

Expressing Geometric Properties with Equations

Translate between the geometric description and the equation for a conic section.

Derive the equation of a circle of given center and radius using the Pythagorean Theorem; complete the square to find the center and radius of a circle given by an equation.

Derive the equation of a parabola given a focus and direction.

Trigonometric Ratios (15 days)

The class of right triangles can be classified up to similarity using “within” comparisons, i.e. the ratio of the lengths of two edges in a right triangle is an important “shape invariant”.

These ratios have been given names: sine = opposite/hypotenuse, cosine = adjacent/hypotenuse.

Trigonometric Ratios: Subunit

Similarity, Right Triangles, and Trigonometry

Define trigonometric ratios and solve problems involving right triangles.

Understand that by similarity, side ratios in right triangles are properties of the angles in the triangle, leading to definitions of trigonometric ratios for acute angles.

Explain and use the relationship between the sine and cosine of complementary angles. Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems.

Geometric Measurement and Dimension (15 days)

This unit should treat geometric measurement more comprehensively and make connections and explain the various volume formulae with attention to the structure of the algebraic expressions. Moving between 2 and 3 dimensions such as via slicing and rotation, and establishing phenomena as fundamental contexts for quadratic relationships and volume phenomena as fundamental contexts for cubic relationships. .

This builds on the 7th grade geometry standard:

Solve real-life and mathematical problems involving angle measure, area, surface area, and volume

Geometric Measurement and Dimension

Explain volume formulas and use them to solve problems.

Give an informal argument for the formulas for the circumference of a circle, area of a circle, volume of a cylinder, pyramid, and cone. Use dissection arguments, Cavalieri's principle, and informal limit arguments.

Use volume formulas for cylinders, pyramids, cones, and spheres to solve problems.

Geometric Measurement and Dimension

Visualize relationships between two-dimensional and three-dimensional objects.

Identify the shapes of two-dimensional cross-sections of three-dimensional objects, and identify three-dimensional objects generated by rotations of two-dimensional objects.

Capstone Geometric Modeling Project (10 days)

Modeling with Geometry

Apply geometric concepts in modeling situations.

Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder)

Apply concepts of density based on area and volume in modeling situations (e.g., persons per square mile, BTUs per cubic foot)

Apply geometric methods to solve design problems (e.g., designing an object or structure to satisfy physical constraints or minimize cost; working with typographic grid systems based on ratios).

Probability and Statistics

Probability (28 days)

Builds upon knowledge of probability first learned in seventh grade that includes uses of random sampling to draw inferences, compares inferences between populations, investigates chance processes, and develops, uses and evaluates probability models.

The unit introduces foundational properties and rules of probabilities, starting with events as subsets of sample space and introducing independence and conditional probability. The unit includes treatment of rules of probability to determine likelihood of compound events and introduces counting principals to calculate probability.

Content:

Understand independence and conditional probability and uses them to interpret data. Describe events as subsets of a sample space. Understand independence of events A and B as $P(A \text{ and } B) = P(A) \cdot P(B)$, conditional probability as $P(A \text{ and } B)/P(B)$. Construct and use two-way frequency tables. Use rules of probabilities to calculate the probability of compound events. Apply the Addition Rule and interpret the answer in terms of the model. Use permutations and combinations to compute probabilities..

Conditional Probability and the Rules of Probability

Understand independence and conditional probability and use them to interpret data.

Describe events as subsets of a sample space (the set of outcomes) using characteristics (or categories) of the outcomes, or as unions, intersections, or complements of other events (“or,” “and,” “not”).

Understand that two events A and B are independent if the probability of A and B occurring together is the product of their probabilities, and use this characterization to determine if they are independent.

Understand the conditional probability of A given B as $P(A \text{ and } B)/P(B)$, and interpret independence of A and B as saying that the conditional probability of A given B is the same as the probability of A , and the conditional probability of B given A is the same as the probability of B .

Construct and interpret two-way frequency tables of data when two categories are associated with each object being classified. Use the two-way table as a sample space to decide if events are independent and to approximate conditional probabilities. *For example, collect data from a random sample of students in your school on their favorite subject among math, science, and English. Estimate the probability that a randomly selected student from your school will favor science given that the student is in tenth grade. Do the same for other subjects and compare the results.*

Recognize and explain the concepts of conditional probability and independence in everyday language and everyday situations. *For example, compare the chance of having lung cancer if you are a smoker with the chance of being a smoker if you have lung cancer.*

Use the rules of probability to compute probabilities of compound events in a uniform probability model.

Find the conditional probability of A given B as the fraction of B 's outcomes that also belong to A , and interpret the answer in terms of the model.

Apply the Addition Rule, $P(A \text{ or } B) = P(A) + P(B) - P(A \text{ and } B)$, and interpret the answer in terms of the model.

Statistics (30 days)

Builds upon statistics introduced in sixth and eighth grades that includes understanding statistical variability, interpreting and describing distributions of data and understanding the association in bivariate data.

The unit begins with interpreting, summarizing and representing single variable categorical and quantitative data sets using plots, graphs, measures of center and spread. The treatment continues with two variables data sets. The unit introduces statistical tools to investigate bivariate data that include frequency tables, scatterplots, and lines that fit the data.

Students interpret, describe and summarize the data to make determinations regarding linear and non-linear associations, clustering, outliers, positive, negative and no correlations. The treatment continues by using linear, quadratic and exponential functions and correlation coefficients to make inferences and solve problems in the context of data sets. The students learn to distinguish between correlation and causation.

Subunit 1

Interpreting Categorical and Quantitative Data

Summarize, represent, and interpret data on a single count or measurement variable.

Represent data with plots on the real number line (dot plots, histograms, and box plots).

Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.

Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers).

Subunit 2

Interpreting Categorical and Quantitative Data

Summarize, represent, and interpret data on two categorical and quantitative variables.

Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies). Recognize possible associations and trends in the data.

Represent data on two quantitative variables on a scatter plot, and describe how the variables are

related.

Fit a function to the data; use functions fitted to data to solve problems in the context of the data. Use given functions or choose a function suggested by the context. Emphasize linear, quadratic, and exponential models.

Informally assess the fit of a function by plotting and analyzing residuals.

Fit a linear function for a scatter plot that suggests a linear association.

Interpreting Categorical and Quantitative Data

Interpret linear models.

Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data.

Compute (using technology) and interpret the correlation coefficient of a linear fit.

Distinguish between correlation and causation.

Statistics (Random processes) (26 days)

This unit builds on the prior high school units of probability and statistics and involves significant use of modeling. The treatment begins with understanding the random processes that underlie statistical experiments. The unit connects processes of inference from statistics with tools and techniques from probability. This includes taking random samples to make judgments about a population and determining whether a model is consistent from the empirical data retrieved. Surveys, experiments, simulations and observational studies are used to collect and study data. Students make inferences and justify conclusions from analyzing the margin of error, examining the standard deviation of distributions, comparing difference between populations, and calculating whether a difference is significant. The unit culminates with a project in which a situation is modeled, analyzed, and a concluding report is generated.

Subunit 1

Making Inferences and Justifying Conclusions

Understand and evaluate random processes underlying statistical experiments.

Understand statistics as a process for making inferences about population parameters based on a random sample from that population.

Decide if a specified model is consistent with results from a given data-generating process, e.g., using simulation. For example, a model says a spinning coin falls heads up with probability 0.5.

Would a result of 5 tails in a row cause you to question the model?

Making Inferences and Justifying Conclusions S-IC

Make inferences and justify conclusions from sample surveys, experiments, and observational studies.

Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each.

Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling.

Use data from a randomized experiment to compare two treatments; use simulations to decide if differences between parameters are significant.

Evaluate reports based on data.

Subunit 2

Interpreting Categorical and Quantitative Data

Summarize, represent, and interpret data on a single count or measurement variable.

Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve.

Media Literacy

The following standards offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

Viewing – Media Production

Media: Key Ideas and Details	
College and Career Readiness (CCR) Anchor Standard 1: Watch and listen closely to determine what the production says explicitly and to make logical inferences from it; cite specific visual and aural evidence when working or speaking to support conclusions drawn from the production.	
Grade	Grade-Specific Standard
Grades 9-10	Cite strong and thorough visual evidence to support analysis of what the production says explicitly as well as inferences drawn from the production.
Grades 11-12	Cite strong and thorough visual and aural evidence to support analysis of what the work says explicitly as well as inferences drawn from the work, including determining where the work leaves matters uncertain.

Media: Key Ideas and Details	
CCR Anchor Standard 2: Determine central ideas or themes of a production and analyze their development; summarize the key supporting details and ideas.	
Grade	Grade-Specific Standard
Grades 9-10	Determine a theme or central idea of a production and analyze in detail its development over the course of the work, including how it emerges and is shaped and refined by specific details; provide an objective summary of the production.
Grades 11-12	Determine two or more themes or central ideas of a production and analyze their development over the course of the work, including how they interact and build on one another to produce a complex account; provide an objective summary of the work.

Media: Key Ideas and Details	
CCR Anchor Standard 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a production.	
Grade	Grade-Specific Standard
Grades 9-10	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a production, interact with other characters, and advance the plot or develop the theme.
Grades 11-12	Analyze the impact of the director's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how

	the action is ordered, how the characters are introduced and developed).

Media: Craft and Structure	
CCR Anchor Standard 4: Interpret shots and scenes as they are used in a production, including determining technical, connotative, and figurative meanings, and analyze how specific image and sound choices shape meaning or tone.	
Grade	Grade-Specific Standard
Grades 9-10	Determine the meaning of shots and scenes as they are used in the production, including figurative and connotative meanings; analyze the cumulative impact of specific image choices on meaning and tone (e.g., how the visual and aural visual and aural languages evoke a sense of time and place; how it sets a formal or informal tone).
Grades 11-12	Determine the meaning of shots and scenes as they are used in the production, including figurative and connotative meanings; analyze the impact of specific image and sound choices on meaning and tone, including shots with multiple meanings or visual visual and aural language that is particularly fresh, engaging, or beautiful. (Include traditional as well as contemporary directors.)

Media: Craft and Structure	
CCR Anchor Standard 5: Analyze the structure of media productions, including how specific images, shots, scenes, and larger portions of the work (e.g., a point of view, shot choice, or scene) relate to each other and the whole.	
Grade	Grade-Specific Standard
Grades 9-10	Analyze how a director's choices concerning how to structure a media production, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
Grades 11-12	Analyze how a director's choices concerning how to structure specific parts of a media production (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

Media: Craft and Structure	
CCR Anchor Standard 6: Assess how point of view or purpose shapes the content and style of a media production.	
Grade	Grade-Specific Standard
Grades 9-10	Analyze a particular point of view or cultural experience reflected in a media production from outside the United States, drawing on a wide reading of world media.
Grades 11-12	Analyze a case in which grasping point of view requires distinguishing what is directly stated in a visual and aural form from what is really meant (e.g., satire, sarcasm, irony, or understatement).

Media: Integration of Knowledge and Ideas	
CCR Anchor Standard 7: Integrate and evaluate content presented in diverse formats and media, including visually, spatially, aurally and quantitatively, as well as in words.*	
Grade	Grade-Specific Standard
Grades 9-10	Analyze the representation of a subject or a key scene in three different artistic mediums (a book or short story, the screenplay, and the film), including what is emphasized or absent in each treatment (e.g., Phillip K. Dick's short story and Steven Spielberg's film, "The Minority Report").
Grades 11-12	Analyze multiple interpretations of a media production (e.g., movie or live production of a play, or a film remake), evaluating how each version interprets the source. (Include at least one classic film and one film by a contemporary director.)

Media: Integration of Knowledge and Ideas	
CCR Anchor Standard 8: Delineate and evaluate the argument and specific claims in a media production, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	
Grade	Grade-Specific Standard
All grades	

Media: Integration of Knowledge and Ideas	
CCR Anchor Standard 9: Analyze how two or more media productions address similar themes or topics in order to build knowledge or to compare the approaches the directors take.	
Grade	Grade-Specific Standard
Grades 9-10	Analyze how a director draws on and transforms source material in a specific work (e.g., movies based on stories in the Bible or plays by Shakespeare).
Grades 11-12	Demonstrate knowledge of twentieth-century foundational works of American media, including how two or more productions from the same period treat similar themes or topics.

Media: Range of Viewing and Level of Production Complexity	
CCR Anchor Standard 10: Watch and comprehend complex visual and informational media productions independently and proficiently.	
Grade	Grade-Specific Standard
Grades 9-10	By the end of grade 9, view and comprehend media productions, including television, films, and video games, in the grades 9–10 works complexity band proficiently, with scaffolding as needed at the high end of the range.

	By the end of grade 10, view and comprehend media productions, including television, films, and video games, at the high end of the grades 9–10 work complexity band independently and proficiently.
Grades 11-12	By the end of grade 11, view and comprehend media productions, including television, films, and video games, in the grades 11–CCR work complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, view and comprehend media productions, including television, films, and video games, at the high end of the grades 11–CCR works complexity band independently and proficiently.

Viewing Media – Informational

Informational Media: Key Ideas and Details	
College and Career Readiness (CCR) Anchor Standard 1: Watch closely to determine what the media production says explicitly and to make logical inferences from it; cite specific visual and aural evidence when working or speaking to support conclusions drawn from the work.	
Grade	Grade-Specific Standard
Grades 9-10	Cite strong and thorough visual and aural evidence to support analysis of what the production says explicitly as well as inferences drawn from the work.
Grades 11-12	Cite strong and thorough visual and aural evidence to support analysis of what the media production says explicitly as well as inferences drawn from the work, including determining where the work leaves matters uncertain.

Informational Media: Key Ideas and Details	
CCR Anchor Standard 2: Determine central ideas or themes of a media production and analyze their development; summarize the key supporting details and ideas.	
Grade	Grade-Specific Standard
Grade 9-10	Determine a central idea of a media production and analyze its development over the course of the work, including how it emerges and is shaped and refined by specific details; provide an objective summary of the production.
Grades 11-12	Determine two or more central ideas of a media production and analyze their development over the course of the production, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the work.

Informational Media: Key Ideas and Details	
CCR Anchor Standard 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a media production.	

Grade	Grade-Specific Standard
Grades 9-10	Analyze how the director unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
Grades 11-12	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the production.

Informational Media: Craft and Structure	
CCR Anchor Standard 4: Interpret shots and scenes as they are used in a media production, including determining technical, connotative, and figurative meanings, and analyze how specific image and sound choices shape meaning or tone.	
Grade	Grade-Specific Standard
Grades 9-10	Determine the meaning of shots and scenes as they are used in media production, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific image and sound choices on meaning and tone (e.g., how the visual and aural language of a documentary differs from that of a news cast).
Grades 11-12	Determine the meaning of shots and scenes as they are used in a media production, including figurative, connotative, and technical meanings; analyze how a director uses and refines the meaning of a key images or shots over the course of a work (e.g., how Ken Burns defines <i>conflict</i> in <i>The Civil War</i>).

Informational Media: Craft and Structure	
CCR Anchor Standard 5: Analyze the structure of media productions, including how specific shots, scenes, and larger portions of the work (e.g., shot, scene, or story line) relate to each other and the whole.	
Grade	Grade-Specific Standard
Grades 9-10	Analyze in detail how a director's ideas or claims are developed and refined by particular shots, scenes, or larger portions of a work (e.g., a sequence of scenes).
Grades 11-12	Analyze and evaluate the effectiveness of the structure a director uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

Informational Media: Craft and Structure	
CCR Anchor Standard 6: Assess how point of view or purpose shapes the content and style of a media production.	
Grade	Grade-Specific Standard
Grades 9-10	Determine a director's point of view or purpose in a media production and analyze how a director uses visual and aural language to

	advance that point of view or purpose.
Grades 11-12	Determine a director's point of view or purpose in a media production in which the visual and aural visual and aural language is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the work.

Informational Media: Integration of Knowledge and Ideas	
CCR Anchor Standard 7: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.*	
Grade	Grade-Specific Standard
Grades 9-10	Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
Grades 11-12	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

Informational Media: Integration of Knowledge and Ideas	
CCR Anchor Standard 8: Delineate and evaluate the argument and specific claims in a media production, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	
Grade	Grade-Specific Standard
Grades 9-10	Delineate and evaluate the argument and specific claims in a media production, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
Grades 11-12	Delineate and evaluate the reasoning in seminal media productions, including the application of constitutional principles and use of legal reasoning (e.g., in documentaries by Ken Burns and Michael Moore) and the premises, purposes, and arguments in works of public advocacy (e.g., <i>political ad campaigns</i> , and <i>product commercials</i>).

Informational Media: Integration of Knowledge and Ideas	
CCR Anchor Standard 9: Analyze how two or more media productions address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	
Grade	Grade-Specific Standard
Grades 9-10	Analyze seminal media productions of historical and media significance (e.g., Spielberg's <i>"Schindler's List"</i> , Tom Hooper's <i>"The King's Speech"</i> , and Kathryn Bigelow's <i>"Zero Dark Thirty"</i>) including how they address related themes and concepts.
Grades 11-12	Analyze twentieth century foundational media productions of historical and

	media significance (including <i>Birth of a Nation</i> , <i>Casablanca</i> , <i>North by Northwest</i> , <i>Fantasia</i> , <i>Bladerunner</i> , and <i>To Kill a Mockingbird</i>) for their themes, purposes, visual and aural features.

Informational Media: Range of Viewing and Level of Media Complexity	
CCR Anchor Standard 10: Watch and comprehend complex dramatic and informational media independently and proficiently.	
Grade	Grade-Specific Standard
Grades 9-10	By the end of grade 9, watch and comprehend media nonfiction in the grades 9–10 viewing complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, watch and comprehend media nonfiction at the high end of the grades 9–10 viewing complexity band independently and proficiently.
Grades 11-12	By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR viewing complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, watch and comprehend media nonfiction at the high end of the grades 11–CCR viewing complexity band independently and proficiently.

Producing Media

Media Types and Purposes	
College and Career Readiness (CCR) Anchor Standard 1: Create visual and aural arguments to support claims in an analysis of substantive topics or media productions, using valid reasoning and relevant and sufficient evidence.	
Grade	Grade-Specific Standard
Grades 9-10	Create visual and aural arguments to support claims in an analysis of substantive topics or media productions, using valid reasoning and relevant and sufficient evidence. a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create a visual organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. c. Use images, shots and scenes to link the major sections of the work, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are working. e. Provide a concluding visual and aural statement or section that follows from and supports the argument presented.
Grades 11-	Produce visual and aural arguments to support claims in an analysis of

12	substantive topics or media productions, using valid reasoning and relevant and sufficient evidence. - Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. - Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. - Use images, shots and scenes as well as varied visual syntax to link the major sections of the work, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are working. - Provide a concluding visual and aural statement or section that follows from and supports the argument presented.

Media Types and Purposes	
CCR Anchor Standard 2: Produce informative/explanatory media productions to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	
Grade	Grade-Specific Standard
Grades 9-10	Produce informative/explanatory media works to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. - Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., establishing shots), graphics (e.g., figures, tables), and multimedia to aid comprehension. - Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. - Use appropriate and varied transitions to link the major sections of the work, create cohesion, and clarify the relationships among complex ideas and concepts. - Use precise visual and aural language and domain-specific visual vocabulary to manage the complexity of the topic. - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are working. - Provide a concluding scene or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
Grades 11-12	Produce informative/explanatory media productions to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified

	whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use appropriate and varied transitions and visual syntax to link the major sections of the work, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise visual and aural language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are working. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

Media Types and Purposes	
CCR Anchor Standard 3: Produce visual narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	
Grade	Grade-Specific Standard
Grades 9-10	Produce visual narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. b. Use narrative techniques, such as shots, framing, movement, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. d. Use precise shots and scenes, telling details, and sensory visual and aural language to convey a vivid picture of the experiences, events, setting, and/or characters. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
Grades 11-12	Produce visual narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. b. Use visual narrative techniques, such as editing, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or

	characters. c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). d. Use precise shots and scenes, telling details, and sensory visual and aural language to convey a vivid picture of the experiences, events, setting, and/or characters. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Production and Distribution of Media	
CCR Anchor Standard 4: Produce clear and coherent media productions in which the development, organization, and style are appropriate to task, purpose, and audience.	
Grade	Grade-Specific Standard
Grades 9-10	Produce clear and coherent works in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for working types are defined in standards 1-3 above.)
Grades 11-12	Produce clear and coherent works in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for media types are defined in standards 1-3 above.)

Production and Distribution of Media	
CCR Anchor Standard 5: Develop and strengthen media productions as needed by planning, revising, editing, reworking, or trying a new approach.	
Grade	Grade-Specific Standard
Grades 9-10	Develop and strengthen media productions as needed by planning, revising, editing, reworking, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of visual and aural language standards 1-3 up to and including grades 9-10 on page 54.)
Grades 11-12	Develop and strengthen working as needed by planning, revising, editing, reworking, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of visual and aural language standards 1-3 up to and including grades 11-12 on page 54.)

Production and Distribution of Media	
CCR Anchor Standard 6: Use technology, including the Internet, to produce and publish media and to interact and collaborate with others.	
Grade	Grade-Specific Standard
Grades 9-10	Use technology, including the Internet, to produce, publish, and update individual or shared media products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
Grades 11-12	Use technology, including the Internet, to produce, publish, and update individual or shared media products in response to ongoing feedback, including new

	arguments or information.

Research to Build and Present Knowledge

CCR Anchor Standard 7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

Grade	Grade-Specific Standard
Grades 9-10	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
Grades 11-12	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Research to Build and Present Knowledge

CCR Anchor Standard 8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

Grade	Grade-Specific Standard
Grades 9-10	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the work selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
Grades 11-12	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the work selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

Research to Build and Present Knowledge

CCR Anchor Standard 9: Draw evidence from literary or informational media productions to support analysis, reflection, and research.

Grade	Grade-Specific Standard
Grades 9-10	Draw evidence from literary or informational media productions to support analysis, reflection, and research. - Apply grades 9-10 <i>Media standards</i> to media productions (e.g., "Analyze how a director draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]"). - Apply grades 9-10 <i>Reading standards</i> to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a work, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").

Grades 11-12	Draw evidence from literary or informational media productions to support analysis, reflection, and research. - Apply <i>grades 11-12 Reading standards</i> to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more media productions from the same period treat similar themes or topics"). - Apply <i>grades 11-12 Reading standards</i> to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. media productions, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., <i>The Federalist</i>, presidential addresses]").

Range of Working

CCR Anchor Standard 10: Produce routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Grade	Grade-Specific Standard
Grades 9-10	Produce routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
Grades 11-12	Produce routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Producing and Viewing

Comprehension and Collaboration

College and Career Readiness (CCR) Anchor Standard 1: Prepare for and participate effectively in a range of media exchanges and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Grade	Grade-Specific Standard
Grades 9-10	Initiate and participate effectively in a range of collaborative media sharing (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 9-10 topics, media productions, and issues</i>, building on others' ideas and expressing their own clearly and persuasively. - Come to discussions prepared, having viewed and researched material under study; explicitly draw on that preparation by referring to evidence from media productions and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. - Work with peers to set rules for collegial sharing and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. - Propel sharing by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. - Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and

	understanding and make new connections in light of the evidence and reasoning presented.
Grades 11-12	Initiate and participate effectively in a range of collaborative media sharing (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 11-12 topics, media productions, and issues</i>, building on others' ideas and expressing their own clearly and persuasively. - Come to discussions prepared, having viewed and researched material under study; explicitly draw on that preparation by referring to evidence from media productions and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. - Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. - Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. - Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

Comprehension and Collaboration

CCR Anchor Standard 2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

Grade	Grade-Specific Standard
Grades 9-10	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
Grades 11-12	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

Comprehension and Collaboration

CCR Anchor Standard 3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Grade	Grade-Specific Standard
Grades 9-10	Evaluate a director's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
Grades 11-12	Evaluate a director's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, shot choice, points of emphasis, and tone used.

Visual Presentation of Knowledge and Ideas

CCR Anchor Standard 4: Present information, findings, and supporting evidence such that viewers can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	
Grade	Grade-Specific Standard
Grades 9-10	Present information, findings, and supporting evidence clearly, concisely, and logically such that viewers can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
Grades 11-12	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that viewers can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

Visual Presentation of Knowledge and Ideas	
CCR Anchor Standard 5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	
Grade	Grade-Specific Standard
Grades 9-10	Make strategic use of digital media (e.g. textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
Grades 11-12	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Visual Presentation of Knowledge and Ideas	
CCR Anchor Standard 6: Adapt visualization to a variety of media productions and communicative tasks, demonstrating command of formal English when indicated or appropriate.	
Grade	Grade-Specific Standard
Grades 9-10	Adapt visualization to a variety of media productions and tasks, demonstrating command of formal visual elements when indicated or appropriate. (See grades 9-10 Visual and aural language standards 1 and 3 on pages 54 for specific expectations.)
Grades 11-12	Adapt visualization to a variety of media productions and tasks, demonstrating a command of formal visual elements when indicated or appropriate. (See grades 11-12 Visual and aural language standards 1 and 3 on page 54 for specific expectations.)

Media Language

Conventions of Media Language	
College and Career Readiness (CCR) Anchor Standard 1: Demonstrate command of the conventions of standard media grammar and usage when working or visualizing.	
Grade	Grade-Specific Standard
Grades 9-10	Demonstrate command of the conventions of standard media grammar and usage when working or visualizing.

	a. Use parallel structure.* b. Use various types of shots (establishing, close-up, leading, tracking, zooming, craning, angle, etc.) and edits (matching, parallel, montage, fade, dissolve, cut, etc.) to convey specific meanings and add variety and interest to media productions or presentations.
Grades 11-12	Demonstrate command of the conventions of standard media grammar and usage when working or visualizing. a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. b. Resolve issues of complex or contested usage, consulting references (e.g., <i>Thompson and Bowens "Grammar of the Edit" and "Grammar of the Shot"</i>) as needed.

Conventions of Media Language

CCR Anchor Standard 2: Demonstrate command of the conventions of standard media language framing, moving, and editing when working.

Grade	Grade-Specific Standard
Grades 9-10	Demonstrate command of the conventions of standard media framing, moving and editing when working. a. Use a cuts, fades and dissolves (and perhaps a wipe) to link two or more closely related shots. b. Use cut, dissolve, fade or wipe to introduce a new scene. c. Frame shots correctly.
Grades 11-12	Demonstrate command of the conventions of standard media shooting and editing when working. a. Observe editing conventions. b. Frame shots correctly.

Knowledge of Visual and aural language

CCR Anchor Standard 3: Apply knowledge of visual and aural language to understand how visual and aural language functions in different media productions, to make effective choices for meaning or style, and to comprehend more fully when viewing or listening.

Grade	Grade-Specific Standard
Grades 9-10	Apply knowledge of visual and aural language to understand how visual and aural language functions in different media productions, to make effective choices for meaning or style, and to comprehend more fully when viewing or listening. a. Produce and edit work so that it conforms to the guidelines in a style manual (e.g., <i>Thompson and Bowens "Grammar of the Edit" and "Grammar of the Shot"</i>) appropriate for the discipline and working type.
Grades 11-12	Apply knowledge of visual and aural language to understand how visual and aural language functions in different media productions, to make effective choices for meaning or style, and to comprehend more fully when viewing or listening. a. Vary syntax for effect, consulting references (e.g., Barnwell's <i>"The Fundamentals of</i>

	<i>Film-making</i> ") for guidance as needed; apply an understanding of syntax to the study of complex media productions when viewing.

Visual Vocabulary Acquisition and Use	
CCR Anchor Standard 4: Determine or clarify the meaning of unknown and multiple-meaning shots and scenes by using context clues, analyzing meaningful scene shots, and consulting general and specialized reference materials, as appropriate.	
Grade	Grade-Specific Standard
Grades 9-10	Determine or clarify the meaning of unknown and multiple-meaning shots and scenes based on <i>grades 9-10 viewing and content</i>, choosing flexibly from a range of strategies. - Use contexts (e.g., the overall meaning of a shot, scene, or work; a shot's position or function in a scene) as a clue to the meaning of a shot or scene. - Identify and correctly use patterns of shot changes that indicate different meanings or parts of visual grammar (e.g., <i>wide-shot</i>, <i>close-up</i>, <i>medium-shot</i>, <i>extreme wide-shot</i>, <i>extreme close-up</i>, etc.). - Consult general and specialized reference materials (e.g., TV shows, movies, video games), both analog and digital, to find examples of camera placement, movement, lens, or angle; or determine or clarify its visual impact, its part of media grammar, or its origin. - Verify the preliminary determination of the meaning of a shot or scene (e.g., by checking the inferred meaning in a media work or in a media resource).
Grades 11-12	Determine or clarify the meaning of unknown and multiple-meaning shots and scenes based on <i>grades 11-12 viewing and content</i>, choosing flexibly from a range of strategies. - Use media work (e.g., the overall meaning of a shot, scene, or work; a word's position or function in a scene) as a clue to the meaning of a shot or movement. - Identify and correctly use patterns of shot changes that indicate different meanings or parts of scenes (e.g. pan, zoom, dolly, tilt, track, crane, etc.). - Consult general and specialized reference materials (e.g., media exemplars, and resources like Mark Cotta Vaz's "Industrial Light and Magic"), to find the framing of a shot or determine or clarify its precise meaning, its part of a scene, its etymology, or its standard usage. - Verify the preliminary determination of the meaning of a shot or scene (e.g., by checking the inferred meaning in media work or resource).

Visual Vocabulary Acquisition and Use	
CCR Anchor Standard 5: Demonstrate understanding of figurative visual and aural language, image relationships, and nuances in visual meanings.	
Grade	Grade-Specific Standard
Grades 9-10	Demonstrate understanding of figurative visual and aural language, image relationships, and nuances in visual meanings. - Interpret conventions of media production (e.g., back-story, day-for-night) in media works and analyze their role in the work. - Analyze nuances in the meaning of shots with similar denotations.

Grades 11-12	Demonstrate understanding of figurative visual and aural language, image relationships, and nuances in visual meanings. a. Interpret conventions of media (e.g., aspect ratio, angle of action, etc.) in media work and analyze their role in the work. b. Analyze nuances in the meaning of shots with similar denotations.

Visual Vocabulary Acquisition and Use	
CCR Anchor Standard 6: Acquire and use accurately a range of general academic and domain-specific shots and scenes sufficient for viewing, working, directing, and editing at the college and career readiness level; demonstrate independence in gathering visual knowledge when encountering an unknown term important to comprehension or expression.	
Grade	Grade-Specific Standard
Grades 9-10	Acquire and use accurately general academic and domain-specific shots and scenes, sufficient for viewing, producing, shooting, and editing at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
Grades 11-12	Acquire and use accurately general academic and domain-specific shots and scenes, sufficient for reading, working, speaking, and listening at the college and career readiness level; demonstrate independence in gathering visual knowledge when considering a shot or scene important to comprehension or expression.

Curriculum Scope & Sequence

Delaware Design-Lab High School

Movement Design

Teacher _____

Unit Order By unit title and/or time frame	Learning Targets Content Standards, Grade Level Expectations, Proficiency Level Expectations, or Grade Cluster Benchmark	Theme/Big Idea/Concept	Enduring Understandings and/or Essential Questions
Understanding Movement Speed, velocity, acceleration Human movement Physical education, dance, sports Exemplars of movement Athletes, Olympics, dancers Movement in ballet, break-dancing Choreographing modern dance Yoga, martial arts, gymnastics Skating, Skiing, Snowboarding Surfing, Skateboarding Human anatomy Ergonomics Human-factors design Assistive movement technologies Exoskeletons Prosthetics “Cheetahs” for runners Wheel chairs Animal movement Animal anatomy, bio-mimicry Movement in birds, insects Movement in nature Moving water, air, land (floods, hurricanes, earthquakes) Earth movers Moving land masses, Pangea Laws of Motion in the universe Rotation, revolution, orbit Space Flight, gravity-free From horse to horsepower	Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities including the performing arts. Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities Standard 3: Participates regularly in physical activity Standard 4: Achieves and maintains a health-enhancing level of physical fitness Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings Standard 6: Creates opportunities for health, enjoyment, challenge, self-expression, and/or social interaction through physical activity Standard 7: Understanding movement principles, processes and structures	Movement is basic form of communication Movement can be used for communication, useful applications, cultural connections and personal expression. Movement skills can be applied in a variety of contexts. Movement is functional as well as pleasurable. Learning movement is not like learning information. Movement requires repetition and practice. We enjoy movement in nature. Movement can be designed. Movement communicates some things better than language. We innately enjoy moving and watching things move. Movement can be improved through design and practice. We find movement in human activities, animals, machines, and nature.	1. Enduring Understandings: Life requires a repertoire of movement. • Movement can be combined with music for rhythm and tempo. • Movement can be notated and recorded for interpretation and repetition. • To become skilled at movement requires persistence and practice. 1. Essential Question: • To what extent is movement more than a human trait? 2. Enduring Understandings: • Movement has structure. • Movement may be choreographed for one, two or many. • Improvising is achieving a balance of technique, listening, understanding, communicating and responding. 2. Essential Questions: • What can best be communicated through movement? • Are there limits to movement as a medium of expression? 3. Enduring Understandings: • People create movements for themselves and others. • Movement is dependant on the point of view of the mover and the viewer. 3. Essential Questions: • What is characteristic of the best movement? • How is culture bound is movement? • How can movement best be preserved across time? 4. Enduring Understandings: • There are multiple solutions to a movement problem. • Movement can be planned, analyzed and refined. • People create movement for themselves

Delaware Design-Lab School Education Plan

Attachment 4

The steam engine Planes, trains and automobiles Sailing, shipping canals, the Titanic Pedestrian movement, bicycles Traffic movement patterns Innovations in moving people Segway, Smart Car, Maglev Machine movement Augmented movement Robots, drones, remote control Flight, roll, pitch, yaw Breaking the Sound Barrier Motion capture for movies Movement special effects in film Animation movement Squash and stretch in animation High-speed photography Camera movement Editing movement in film Motion graphics Musical theatre Movement and music Blocking movement for the stage Stage combat Gestures in different cultures Dances around the world Transportation around the world Moving products around the world Migrations of people, animals, birds and insects Mobiles in art Performance art Optical illusions	Standard 8: Understanding movement as a way to create and communicate meaning Standard 9: Applying and demonstrating critical and creative thinking skills in movement Standard 10: Demonstrating and understanding movement in various cultures and historical periods Standard 11: Making connections between movement and healthful living Standard 12: Making connections between movement and other disciplines	We can evaluate the quality and utility of movement. We can solve many problems by improving movement design. We can improve the quality of life for others through movement design.	and others. • Movement skills can be applied to school and work. 4. Essential Question: • To what extent is movement creative and to what extent is it deliberately ritualized? 5. Enduring Understanding: • Movement is evident in many cultures, times and places. 5. Essential Questions: • To what extent is movement timeless? • To what extent is movement very history-bound? • When is movement conservative and comforting, and when is it radical and threatening? 6. Enduring Understandings: • People uses the human body as the instrument for creation. • Specific lifestyle choices and practices will determine the effectiveness of a person's movement. 6. Essential Question: • When does movement heal and when does it hurt? 7. Enduring Understandings: • Movement is one among many forms of communication. • Movement is a vehicle for communicating kinesthetically. 7. Essential Questions: • To what extent does history influence movement? • To what extent does kinesthetic communication differ from other disciplines?

Curriculum Scope & Sequence

Delaware Design-Lab High School Course Sound Design Teacher _____

Unit Order By unit title and/or time frame	Learning Targets Content Standards, Grade Level Expectations, Proficiency Level Expectations, or Grade Cluster Benchmarks	Theme/Big Idea/Concept	Enduring Understandings and/or Essential Questions
Speaking and Singing Vocal performance Public Speaking Speaking for radio Instrumental Music Performance Hispanic Instrumental Music Instrumental recording Blue Man Group Stomp Recorded Singing and Speaking Stage, Screen and TV Looping for film Voice over for film Voice for animation Character voices Accents Acoustics in Architecture Sound abatement White Noise in Architecture Acoustics Sounds of the city Decibel levels in the environment Nuisance ordinances Sound Design for Public Spaces Environmental Sounds Church bells, sirens, alarms Sounds of nature Bird songs Sound in product design	Standard 1: Singing independently and with others, a varied repertoire of music. Standard 2: Performing on instruments independently and with others a varied repertoire of music Standard 3: Improvising melodies, variations and accompaniments Standard 4: Composing and arranging music within specific guidelines Standard 5: Reading and notating music Standard 6: Listen to, describing and analyzing music and musical performances Standard 7: Evaluating music and musical performances Standard 8: Making connections between music, the other arts and other curricular areas Standard 9: Understanding music in relation to diverse	Spoken language influenced the development of humans. Vocal music dates back to prehistoric times. Sounds can create meaning. Sounds are an important form of communication. Aural intelligence is an important tool in human cognition. Listening can be taught. We can learn to modulate our voices. Editing sound for media requires a trained ear. Hearing and producing accents in spoken language is an important aspect of second language learning. Instrumental music dates back to prehistoric times Recorded music has changed the world. Exploring objects that make	1. Enduring Understandings: • A voice is a tool which when used according to the rules and apart from the rules can move others' emotions and/or communicate meaning. • In order to engage in an ensemble one must be both a performer and a listener with the ability to react. • To become a skilled performer requires persistence. • Written music is open to individual interpretation. 1. Essential Questions: • How conscious and deliberate is the process of creating good music? • When does singing go from mere repetition or imitation to creative and artful performance? • To what extent does participation in a vocal ensemble impact the performance of the ensemble? • When is music deliberate and when is it spontaneous? 2. Enduring Understandings: • In order to engage in an ensemble you must be both a performer and a listener with the ability to react. • Different instruments require different physical skill sets. • To become a skilled performer requires persistence. • Written music is open to individual interpretation. 2. Essential Questions: • When does playing an instrument move from mere repetition or imitation to creative and artful performance? • To what extent does participation in an instrumental ensemble impact the performance of the ensemble? • How conscious and deliberate is the process of creating good music?

Edison and Marconi Innovations in sound design Electronic music Earphones and Earbuds Improvising Music Jazz Performance Extemporaneous Speaking Improvisational Theatre and Comedy Conversational Speaking Conversational Spanish Adlibbing Reading and Writing Musical Notation Composing and Arranging Writing music for performance Writing music for Musical Theatre Writing Lyrics Composing music for film Arranging music for film Writing music for radio and television The Recording Industry The Movie Industry Sound Design for Film Sounds stages Editing sound for film Sound Effects Foley Artists Looping Academy Awards for Sound Design, Musical Direction, Editing Radio dramas Sound Design for Stage Music for choreography	cultures, times and places	sound is part of product design. Eliminating unwanted sound is a goal in architecture, product design and the media industry. Controlling sound quality through instrumentation is a challenging design field. History has been shaped by innovations in sound recording. Improvising is a key skill in musical performance and sound design. Notating and other forms of capturing music are essential to preserving and sharing sound and music over time. The human voice can be modulated for clarity and aesthetic effects while singing and speaking. The recording industry is a multi-billion dollar global business. There are many roles for musicians and sound designers in the media industry. Sound and music have their own vocabularies that facilitate communication. Sound design includes speaking, singing, instrumental sound and music, acoustics and	• When is music deliberate and when is it most spontaneous? 3. Enduring Understandings: • Improvisation is achieving a balance among technique, listening, understanding, communicating and responding. • Improvising as an individual allows complete creative freedom of expression. • Improvising as part of an ensemble allows freedom within guidelines. 3. Essential Questions: • How much in music is inspiration and how much is perspiration? • How much in music is technical skill and how much is “magic”? • How much do you have to know about song structure and chord progressions to improvise well? • When is music deliberate and when is it most spontaneous? • To what extent is improvisation a form of communication? 4. Enduring Understandings: • The combinations of tone, texture, design, timbre, rhythm and theme are limited only by one’s imagination. • Compositions are written with a purpose that may be self-selected or imposed. • Compositions are a communication of emotions. • Arrangements are based on preexisting compositions. • Arranging allows for freedom in format of presentation. 4. Essential Questions: • How rational is the creative process? • How can I make a tune or piece my own? • When does mere repetition or imitation become creative and artful performance? • How essential is written music to the process of composition? • Should music be rearranged that has already been created? 5. Enduring Understandings: • Written music is a language that has symbols and rules that enable a musician or performer to maintain accurate

**Delaware Design-Lab School
Education Plan**

Attachment 4

Breakthroughs in Digital technology Digital voices for Artificial Intelligence Radio “Talkies” From tapes to digits Moog Synthesizer Directing TV from Sheet music Back-Timing music for film Timing sound for animation Analyzing Music and Sound Ambient Sound Sound Stages Outdoor performances Concert Hall Acoustics Analyzing recorded music The Science of Sound Sound and the Human Ear Animal Hearing Sonic Communication Echo location The vocabulary of sound The mathematics of music Evaluating musical performances Evaluating musical recordings Evaluating Sound in Film Comparing Sound Across Time Comparing Sound Across the World Audiences around the world Aesthetics in sound Hearing and creating accents in Spanish and other languages Music and Sound across the world		environmental sounds, recorded sound, recorded music, and sound for radio, film and television.	communication over time and distance. • Written music is open to individual interpretation. 5. Essential Questions: • Why learn to read and notate music? Why not? • When is the best time to learn notation? According to whom? • How essential is written music to the process of composition? 6. Enduring Understandings: • Listening is an active endeavor. • Music has its own vocabulary. • Vocabulary enables one to communicate. • Knowledge of music provides more opportunities to connect with the meaning. • Audience participation and reaction are an integral part of the performance. • An audience is the central participant in a musical performance. 6. Essential Questions: • When is sound considered music? • How does the concept of quality relate to musical performance? • Is the historical context important to listening and/or analyzing music? • Should you hear a performance to understand or appreciate it? • Is it necessary to be able to hear to appreciate music? 7. Enduring Understandings: Following instruction students will understand that: • The more vocabulary and understanding one has of the idiom the more clearly one can evaluate. • The process of evaluation is both subjective and objective. • There will be positive and negative aspects to all music based on personal preferences and levels of understanding. • Listening is an active endeavor. • Music has its own vocabulary. • The more one knows about music the more opportunities one has to connect with the meaning. • Audience participation and reaction are

Accents of the world World Music The development of spoken language across time The development of recorded sound across time Environmental sound across time			an integral part of the performance. • An audience is the central participant in a musical performance. 7. Essential Questions: • What influences the development of a personal aesthetic? • How influential is the taste of the time, and why? • To what extent is dissonant music a product of our undeveloped taste? • On what basis can music be compared and contrasted? • When is sound considered music? • How does the concept of quality relate to musical performance? • Why learn the historical context prior to evaluating music? • Should you hear a performance to understand or appreciate it? • Is it necessary to hear to appreciate musical performance? • What are the advantages and disadvantages of live performance? 8. Enduring Understandings: • Music is mathematical. It is rhythmically based on the subdivisions of time into fractions that must be performed instantaneously. • Music is world language. Most of the descriptive terms are in Italian, German or French; and the notation is a highly developed kind of shorthand that uses symbols to represent ideas. • Music is a study and reflection of society. Music reflects the environment and times of its creation. • Music has aesthetic, kinesthetic and affective characteristics. It requires coordination of fingers, hands, arms, lip, cheek and facial muscles in addition to extraordinary control of the diaphragmatic, back, stomach and chest muscles which respond instantly to the sound the ear hears and the mind interprets. • Music is art. It allows a human being to integrate many techniques and use them to create emotion. • Music is science. It is exact, specific and demands exact acoustics. A conductor's full score is a chart, a graph that indicates

			frequencies, intensities, volume changes, melody and harmony all at once and with the exact control of time. • Music complements other art forms. • Music is one form of artistic expression. 8. Essential Questions: • How important has music been in history? • To what extent do musicians break down social norms? • To what extent is participation in music education an important part of one's comprehensive education? • To what extent does learning in the arts contribute to a student's cognitive ability? • Does art influence life or does life influence art? • To what extent have changes in technology influenced music? 9. Enduring Understandings: • People communicate about their culture through music. • Changes in history cause changes in music. • Music as a form of expression becomes part of the history and culture. • Cultures utilize their natural resources to produce music. • A culture's music reflects its values. 9. Essential Questions: • To what extent do musicians influence society? • To what extent does society influence musicians? • Under what conditions should music be preserved to accurately insure the composer's intentions? • To what extent does music play a role in culture? • To what extent does music influence social change? • On what basis can music be compared and contrasted? • To what extent does music affect the world community? • How can music be used to reflect the similarities and differences among cultures?

Curriculum Scope & Sequence

Delaware Design-Lab High School Grade or Course Visual Art Teacher _____

Unit Order By unit title and/or time frame	Learning Targets Content Standards, Grade Level Expectations, Proficiency Level Expectations, or Grade Cluster Benchmarks	Theme/Big Idea/Concept	Enduring Understandings and/or Essential Questions
Producing works of art, media and design Understanding how media support meaning Understanding techniques and processes Safety Media are the means to an end	Standard 1: Understanding and applying media, techniques and processes 1.1 Select and use different media, techniques and processes that are used to create works of art, media and design 1.2 Use selected two-dimensional, three-dimensional, spatial and interactive media to communicate ideas 1.3 Use media and tools in a safe and responsible manner 1.4 Demonstrate how a single medium or technique can be used to create multiple effects in works of art, media and design 1.5 Compare and contrast the different effects created by various two-dimensional, three-dimensional, spatial and interactive works of art, media and design 1.6 Identify different media, techniques and processes that are used to create works of art, media and design 1.7 Describe how media and techniques are used to create two-dimensional, three-dimensional, spatial, and interactive works of art, media and design	Everyone can learn to produce works of art, media and design. Conveying meaning in works of art, media and design requires understanding media choices, techniques and processes. Health and safety are important when using tools and materials. The choice of media, techniques and processes create different results.	1. Enduring Understandings: Artists, designers, and media producers make thoughtful choices in creating works of art, media and design. Artists, designers, and media producers use a variety of techniques and processes to manipulate media to achieve desired effects. Artists, designers, and media producers must understand media, techniques and process as tools to communicate. Artists, designers, and media producers learn rules in order to break them. Artists, designers, and media producers consider multiple approaches to visual problems. Artists, designers, and media producers create works of art employing both conscious and intuitive thought. 1. Essential Questions: Why do artists, designers, and media producers select one medium over another? To what extent can media be manipulated using a variety of techniques and processes?

Curriculum Scope & Sequence

Delaware Design-Lab High School Course Visual Art Teacher _____

Unit Order By unit title and/or time frame	Learning Targets Content Standards, Grade Level Expectations, Proficiency Level Expectations, or Grade Cluster Benchmarks	Theme/Big Idea/Concept	Enduring Understandings and/or Essential Questions
Communicating information, ideas and points of view Understanding the elements and principles of visual communication Understanding the structure and function of works of art, media and design Applying the elements and principles of visual communication to produce works of art, media and design Exploring multiple solutions to challenging problems	Standard 2: Using knowledge of structures and functions 2.1 Identify the elements of visual communication 2.2 Select and use the elements of visual communication in works of art, media and design 2.3 Identify the principles of visual communication 2.4 Analyze the elements of visual communication 2.5 Evaluate works of art, media and design in terms of structure and function 2.6 Analyze the principles of visual communication 2.7 Select and use the principles of visual communication in works of art, media and design 2.8 Select and apply the knowledge of the elements and principles of visual communication to convey ideas in works of art, media and design 2.9 Plan, design and execute multiple solutions to challenging visual art, media and design problems 2.10 Analyze how the elements and principles of visual communication applied through various media, techniques and processes produce different effects	Art, media and design are means of communicating information, ideas and points of view. This is the content or function of the work. Selection of media, techniques and processes impact the look and effect of the work. This is the form of the work. Skillfully controlling the form of the work can make the content clearer and more compelling to the viewer.	2. Enduring Understandings: Every work of art, media and design has a point of view. Form and function may or may not be related one to the other. Art, media and design are forms of expression that employs a system of visual symbols. 2. Essential Questions: To what extent is a work of art, media and design dependent upon the point of view of the artist, designer or media producer? To what extent is a work of art, media or design dependent upon the point of view of the viewer? How and why are art, media and design used as vehicles for communication? To what extent does good design integrate form with function?

Curriculum Scope & Sequence

Delaware Design-Lab High School Course Visual Art

Teacher _____

Unit Order By unit title and/or time frame	Learning Targets Content Standards, Grade Level Expectations, Proficiency Level Expectations, or Grade Cluster Benchmarks	Theme/Big Idea/Concept	Enduring Understandings and/or Essential Questions
Meaning in Art, Media and Design Sources for Creative Ideas The content of Art, Media and Design Considering Subject matter Decoding and coding Symbols	Standard 3: Choosing and evaluating a range of subject matter, symbols and ideas 3.1 Identify subject matter, symbols and ideas in works of art, media and design 3.2 Integrate a variety of sources for subject matter, symbols and/ or ideas which best communicate an intended meaning in works of art, media and design 3.3 Evaluate the sources for content to validate the manner in which subject matter, symbols and ideas are used in works of art, media and design 3.4 Select and use subject matter, symbols and ideas to communicate meaning in works of art, media and design 3.5 Describe and differentiate the origins of specific subject matter, symbols and ideas in works of art, media and design 3.6 Analyze how the use of subject matter, symbols and ideas are used in works of art, media and design	Art, Media and Design can have many meanings, Art, Media and Design can function to communicate information, solve problems, reach mass audiences, connect with others in our culture, and express oneself. Visual images and symbols are sometimes more universally understood than other forms of communication.	3. Enduring Understandings: Art, media and design may be created solely to fulfill a need to create. Art, media and design are universal symbol systems that help transcend language barriers. Art, media and design draw upon all aspects of human experience. The process of choosing and evaluating subject matter, symbols and ideas may be deliberate or intuitive. 3. Essential Questions: What is art? What is design? What is media? How does the use of specific symbols influence the meaning of a work of art, media or design? What makes art, media and design more or less authentic?

Curriculum Scope & Sequence

Delaware Design-Lab High School

Course Visual Art

Teacher _____

Unit Order By unit title and/or time frame	Learning Targets Content Standards, Grade Level Expectations, Proficiency Level Expectations, or Grade Cluster Benchmarks	Theme/Big Idea/Concept	Enduring Understandings and/or Essential Questions
The History of Art, Media and Design Art, Media and Design across time Understanding Visual Culture Art, Media and Design around the world	Standard 4: Understanding visual art, media and design in relation to history and cultures 4.1 Identify historical and cultural characteristics of works of art, media and design 4.2 Describe how the art, media and design and the producers influence each other across history and cultures 4.3 Compare the purpose of works of art, media and design in history and cultures 4.4 Speculate on how history and culture give meaning to works of art, media and design 4.5 Describe and differentiate the roles of artists, media producers and designers in societies across history and cultures 4.6 Describe how history and cultures influence art, media and design 4.7 Describe how art, media and design influence history and cultures	Art, Media and Design can be used to understand our culture and others. We create culture and culture creates us. Visual culture is as strong as language in understanding and creating who we are. Creating art, media and design creates culture. We are a product of our time and place Understanding our time and place helps us understand ourselves. Cultures are influenced by the times, the people, and the environments in which they live.	4. Enduring Understandings: Art, media and design have been created by all peoples, in all times and in all places. Art, media and design preserve history in ways words cannot. Art, media and design celebrate the unique characteristics of all cultures. Subject matter, symbols, and ideas are all rooted in culture. Natural resources have influenced the creation of indigenous visual culture forms. 4. Essential Questions: To what extent does history reflect upon and have an influence on art, media and design? To what extent do art, media and design reflect upon and have an influence on history.

Curriculum Scope & Sequence

Delaware Design-Lab High School

Course Visual Art

Teacher _____

Unit Order By unit title and/or time frame	Learning Targets Content Standards, Grade Level Expectations, Proficiency Level Expectations, or Grade Cluster Benchmarks	Theme/Big Idea/Concept	Enduring Understandings and/or Essential Questions
Understanding works of art, media and design Art, Media and Design as communication Seeing the world through our own filters Analyzing works of art, media and design Evaluating works of art, media and design	Standard 5: Reflecting upon and assessing the characteristics and merits of their work and the work of others 5.1 Discuss how individual experiences influence personal works of art, media and design 5.2 Identify ways art, media and design are used as communication 5.3 Describe personal responses to selected works of art, media and design 5.4 Analyze works of art, media and design to speculate why they were created 5.5 Evaluate the producer's intent and effectiveness in communicating ideas and emotions in works of art, media and design 5.6 Apply visual art, media and design vocabulary when reflecting upon and assessing works of art, media and design 5.7 Describe how a work of art, media or design can convey a voice of one or a voice of many	Who we are influences how we see. We see the world based on our own experiences and expectations. Analyzing works of art, media and design produces more understanding and appreciation We can learn to be better evaluators of works of art, media and design. Works of art, media and design can be evaluated for their merit. Art, media and design can be used to communicate information, ideas, points of view, and emotions.	5. Enduring Understandings: Timeless works of art are deemed important for a number and variety of reasons. Reflection, assessment and refinement are key steps in the process of creating art. 5. Essential Questions: What makes some works of art, media or design great? When does a work of art, media or design have merit? To what extent is it adequate or appropriate to say "I like it" or "I don't like it" when discussing the merit of a work of a art, media and design?

Curriculum Scope & Sequence

Delaware Design-Lab High School

Course Visual Art

Teacher _____

Unit Order By unit title and/or time frame	Learning Targets Content Standards, Grade Level Expectations, Proficiency Level Expectations, or Grade Cluster Benchmarks	Theme/Big Idea/Concept	Enduring Understandings and/or Essential Questions
Connections within art, media and design Connections between art, media and design and other disciplines Comparing and Contrasting art, media, design and other disciplines The influence of technology Dealing with change	Standard 6: Making connections between visual art, media and design and other disciplines 6.1 Compare and contrast relationships and characteristics between visual art, media and design and other disciplines 6.2 Compare the use of technology, media and processes of visual art, media and design with other disciplines 6.3 Describe and/or demonstrate how skills transfer between visual art, media and design and other disciplines 6.4 Describe how learning in visual art, media and design helps develop essential skills for life and the workplace	We can deepen understanding by recognizing connections to other things. Technology influences all disciplines differently Skill development can transfer from one discipline to another All things change and change can be disruptive	6. Enduring Understandings: Learning can be deepened by connecting visual art, media and design to other disciplines. Many people favor learning in a visual and tactile way. The processes of creating art, media and design require critical and creative problem solving. The means to create art, media and design always change. 6. Essential Questions: How is learning deepened through a study of visual art, media and design? In what ways do the learning processes occurring in visual art, media and design differ from the learning processes in other disciplines?

Curriculum Development Timeline

Timeline			Task				Who	How
Year	Month	Date	Standards	Assessments	Curriculum	Units/Lessons		
2013	Jan	18-20	Writing Standards for the Arts				NCCAS Arts Task Forces	Meeting in NYC
	Feb	12	Writing Design Standards				Design-Ed Writing Team	Writing Team Members meet online
	Mar	7-10	Design Standards	Write Benchmark Assessments Gr. 3, 8, 10			Design Issues Group (DIG)	Meeting at NAEA Conference Ft. Worth, TX
	Apr	23	Design Standards				Design-Ed Writing Team	Writing Team Members meet online
	May	21	Media and Design Standards	Complete 8 th gr assessments	Form Writing Teams		Design-Ed Writing Team	Writing Team Members meet online
	June	28-29	Media and Design Standards		Curriculum Framework		Media and Design-Ed Coalition	National Conference Philadelphia, PA
	July	16	Media and Design Standards	Complete 3 rd gr assessments	Assessment Alignment		Arts and Design Writing Teams	Writing Team Members meet online
	Aug	12-16	Media and Design Standards		Curriculum Development (High School)		Media and Design-Ed Coalition	Writing Team Members meet online
	Sept	No meetings						
	Oct	15	Media and Design Standards		Curriculum Development (Middle School)		Media and Design-Ed Coalition	Writing Team Members meet online
	Nov	19	Complete Draft	Complete 10 th gr assessments	Curriculum Development (Elem. School)		Media and Design-Ed Coalition	Writing Team Members meet online
	Dec	17	Final		Curriculum		Media and	Writing Team

**Delaware Design-Lab High School
Education Plan**

Attachment 5

			Review		Development		Design-Ed Coalition	Members meet online
2014	Jan	20		Review of Assessments	Curriculum Development		Media and Design-Ed Coalition	Writing Team Members meet online
	Feb	10			Complete Curriculum	Writing Unit Plans	District Writing Team	Writing Team Members meet online
	Mar	17			Review Curriculum	Writing Sample Lesson Plans	District Writing Team	Writing Team Members meet online
	Apr	21				Writing Lesson Plans	Subject Area Teachers	Writing Team Members meet online
	May	12				Writing Lesson Plans	Subject Area Teachers	Writing Team Members meet online
	June	28-29				Align Standards, Curriculum and Assessments	Media and Design-Ed Coalition	National Conference Location TBA
	July	14				Writing Teacher Lesson Plans	Design-Lab High Teachers	Individual and group meetings
	Aug	18-25				Professional Dev.	Design-Lab High Teachers	Teacher In-service Days

10th Grade Student Performance Standards

Delaware Design-Lab High School 10th grade students are prepared for advanced work that begins in 11th grade that will propel them toward successful application to colleges and advanced career training. They have developed skills in visual communication and design as well as written, oral and numerical communication. They are already on their way to becoming the problem-solvers of the world. They will have successfully taken the DCAS test (Delaware Comprehensive Assessment System) and are well on their way to successfully taking the PSAT test in 11th grade in preparation for college admission.

English Language Arts – Students are able to use written and oral English appropriate for various purposes and audiences. They are able to construct, examine, and extend the meaning of literary, informative, and technical texts through listening, reading, and viewing. Students are able to access, organize, and evaluate information gained through listening, reading, and viewing and use literary knowledge accessed through print and visual media to connect themselves to society and culture. Students can write for media and design in such forms as treatments and scripts for film and TV, elevator speeches, lyrics for music, dialogue and narration for voice-overs, design briefs, business plans and proposal pitches. (A complete list of performance indicators is included in the attachments.)

Mathematics - In mathematics the students are well versed in numeric, algebraic, geometric, and quantitative reasoning in addition to possessing skills in problem solving, reasoning and proof, communication and making connections to other disciplines. Students can use mathematical skills in media and design applications such as architecture, engineering, material science, programming, product design, photography, animation timing, and business planning. They can apply mathematical skills in everything from designing a bridge to calculating stress requirements for a research station on Mars. (A complete list of performance indicators is included in the attachments.)

Science – In science students have learned about the nature and application of science and technology in our lives, about materials and their properties, energy and its effects, Earth's dynamic systems in space, life processes, the diversity and continuity of living things and the ecology of living systems. They have come to an interdisciplinary understanding of the nature of the universe, our planet and solar system, the nature of life, the nature of consciousness and our role in the health of our planet's ecosystems. They apply knowledge and skills in science education to understand basic structural principles in architecture, compression and tensile strength, materials for product design, the technologies of printing and electronic distribution of images, bio-mimicry in design, designing for the extremes of nature such as earthquakes and floods, and designing for sustainability.

Social Studies – By the end of 10th grade, students will have taken 9th grade Civics and U.S. History. They will be taking at least one more Social Studies course to complete their required three credits in Social Studies. U.S. History is a required course for graduation so if they haven't taken it yet they will be taking it next year. In Civics, students have learned about government – why it is important, how it works, what their responsibilities are, how other countries chose to govern, and some of the important documents, events and principles in the establishment of our way of governing. They will learn about the politics of our two-party system. Students will have completed a project called "Box City" in which they construct a scale model of Wilmington (about 10 ft. by 10 ft) out of cardboard. In the process they will learn about all the structures, systems, zoning policies, laws, policies and the roles of people who govern their city. They will apply and model what they are learning about Civics during the construction of their own box city.

Career Pathway – Media and Design – By the end of 10th grade students have acquired the basic knowledge of media and design to make informed choices about advanced courses they will take as Juniors and Seniors. They know the processes of design from inception of an idea through visualization of possible solutions, prototyping and testing ideas, producing effective and timely solutions, implementing and evaluating solutions that improve the quality of life for everyone on the planet. They have strong visual and aural skills that help them learn more, faster and with better retention in all subject areas. They see, understand, and can design solutions to problems in 2-dimensional information design, 3-dimensional product design, 4-dimensional spatial design, and 5-dimensional interactive experience design. They have skills of observation and problem-solving far beyond their traditionally educated peers.

Spanish – Students are required to take two years of Spanish to meet their World Language requirement so in 10th grade they have just completed the first year of Spanish. The course addressed the National Standards for World Languages, as well as focusing on the four main linguistic communication domains - reading, writing, speaking, and listening. They learned about *communication, culture, connections, comparisons, and communities*. They researched and created a variety of cultural images, objects, places and events from Spanish speaking cultures as part of the learning experience. They studied the architecture, fashion, music, dance, and popular media of traditional and contemporary Spanish cultures. They know about historic and traditional architecture by people such as Antonio Gaudi as well as contemporary architecture by architects such as Santiago Calatrava. During the year they transformed the classroom into scenes with sights and sounds reflecting the architecture and product design of Spanish cultures. Students have taken a placement test after successful completion of this course to advance to Spanish II.

Driver's Education – During the year 10th grade students have taken a required .5 credit Drivers' Education course. This course prepared them to pass the written and driving portions of the state test to receive a driver's license.

Computer Literacy – Courses coming up in the next two years may require competencies in using computers, laptops, tablets and other devices. If they have any weaknesses in the use of such devices and the related programs and features, it is recommended they take a course in computer literacy. Most students are naturally comfortable with computers and other devices so they may not need this introductory course but if, for any reason, they do not have the appropriate background, it is recommended they take a basic course as soon as their schedule allows.

Delaware Design-Lab High School

2014-2015 Academic Calendar

August 2014						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

September 2014						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

October 2014						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

November 2014						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

December 2014						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

January 2015						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

February 2015						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

March 2015						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

April 2015						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

Fall Semester			
Aug	18-22	Staff Inservice	Parent Ed. Fri. Aug. 22
	25-26	Staff Inservice	
	27	First Day of Classes	
Sept	1	Labor Day – no school	
			Parent Night Sept. 24
Oct.	3	Interim Prog. Rep.	
	13	Columbus Day – no school	
	16-17	1 st Marking Period	
Nov	4	Election Day – Staff	
	6-7	Parent Conferences	
	11	Veterans' Day	Parent Ed. Nov. 19
	27-28	Thanksgiving	
Dec	25-31	Winter Recess	
Jan.	1	New Year's Day	
	5	Classes resume	
	19	Martin Luther King Day	
	21-22	Semester Exams	
	23	Last Day of 1 st Semester	Parent Ed. Jan. 28
Spring Semester			
Jan	26	First Day of Spring Semester	
Feb	16	Presidents' Day	

**Delaware Design-Lab High School
Education Plan**

Attachment 7

May 2015						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

June 2015						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

July 2015						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

August 2015						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

School Year 190 days August 27 – June 19
 Semester 95 days 1st semester ends Jan. 23
 2nd semester begins Jan. 26
 School Day 7:30 arrival – 3:30 dismissal
 Early Dismissal Wednesdays 2:00 pm
 90 minute Studio Blocks A–B schedule
 45 minute Classes
 Extracurricular Activities M, T, Th 3:30-5:30

Mar	26-27	3 rd Marking Period
	30	Spring Recess begins
Apr	3	Classes resume
		Parent Ed. April 29
May		
	25	Memorial Day
Jun	18-19	Final Exams
	19	Last Day for Students
	22	Grading
	23	Last Day for Teachers
	26-27	Design Conference
July		

Bell Schedule

Regular Daily Schedule				
Period		Begins	Ends	
Arrival		7:30	7:45	
Homeroom		7:45	7:57	
Block A	1	8:00	8:43	
	2	8:45	9:27	
Block B	3	9:30	10:12	
	4	10:15	10: 57	
Block C	5	11:00	11:43	
	6	11:45	12:27	
Block D	7	12:30	1:12	
	8	1:15	1:57	
Block E	9	2:00	2:43	Early Dismissal 2:00 Wednesdays
	10	2:45	3:30	
Dismissal		3:30		
Afterschool		3:35	5:30	
Late Bus		5:30		

Weekly Schedule

Alternating A and B Days (First class day the next week is B Day)

	Monday <i>A Day</i>	Tuesday <i>B Day</i>	Wednesday <i>A Day</i>	Thursday <i>B Day</i>	Friday <i>A Day</i>
7:30 AM Arrival					
7:45 AM Homeroom					
8:00 AM	Block 1A	Block 1B	Block 1A	Block 1B	Block 1A
8:45 AM					
Passing Time 3 minutes					
9:30 AM	Block 2A	Block 2B	Block 2A	Block 2B	Block 2A
10:15 AM					
Passing Time 3 minutes					
11:00 AM	Block 3A	Block 3B	Block 3A	Block 3B	Block 3A
11:45 AM					
Passing Time 3 minutes					
12:30 PM	Block 4A	Block 4B	Block 4A	Block 4B	Block 4A
1:15 PM					
Passing Time 3 minutes					
2:00 PM	Block 5A	Block 5B	Early Dismissal	Block 5B	Block 5A
2:45 PM					
3:30 PM End of Day					
3:30 PM	Activities			Activities	
5:30 PM	Late Bus			Late Bus	

**Enrollment & Withdrawal Policy
Student Recruitment Timeline**

Pursuant to the approval of the charter application by the Delaware Department of Education, the Board of Directors of the Delaware Design-Lab High School will review the Enrollment Policy, and develop admissions procedures that conform to the Enrollment Policy, including developing Policies and Procedures for student waiting lists, withdrawals, re-enrollment, and transfers. The Enrollment Policy will fulfill key provisions of the Statement of Assurances regarding enrollment of students. Specifically, the policy:

1. Will 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.
2. Will not operate in a sectarian manner.
3. Will include provisions for distribution of copies of the *Department of Education'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.
4. Will 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.
5. Will 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.
6. Will contain provisions to 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 per 14 Del. C. § 506 (c)(3)

ENROLLMENT & WITHDRAWAL POLICY

Open Enrollment Period

The Open Enrollment Period for the 2014 - 2015 school year will be from July 1, 2013 through February 28, 2014. Applications received after February 28, 2014 will be placed on a waiting list. Applications must be postmarked by no later than February 28, 2014. Applications will NOT be accepted by fax or email.

Open Enrollment Advertising

The Delaware Design-Lab High School will advertise the Open Enrollment period as follows:

During the pre-opening year the Open Enrollment period will be advertised from June 2013 through February 2014. Advertising will occur via school website, information sessions at community meetings, Wilmington church bulletins, community and recreation center message boards, press releases, public announcements, multi-media list (on-line, print), through Board members and collaborations with feeder schools.

In subsequent school years, the Open Enrollment period will be advertised from October 1st through December 31st of the year preceding enrollment. Advertising will occur via email blasts to parents of currently enrolled students, information sessions at community meetings, Wilmington church bulletins, community and recreation center message boards, press releases, public announcements, multi-media list (on-line, print), through Board members and collaborations with feeder schools.

**Enrollment & Withdrawal Policy
Student Recruitment Timeline**

Notification of Parents

Copies of the *Department of Education's Frequently Asked Questions About Delaware Charter Schools/Parent Guide to Delaware Charter Schools* will be distributed to all parents seeking to enroll their child(ren) as well as to parents of enrolled children. Distribution may occur through the advertising channels described above.

Enrollment Goals and Compliance

The goal for advertising the Open Enrollment periods will be to enroll 80% of the total authorized number of students and notify each school district of information about enrolled students by April 1st. The admissions goal for each year will be to enroll 100% of the total authorized number of students. Parents/guardians will be informed that they must sign a written statement acknowledging that the enrolled child will attend DDLHS for at least one complete school year per 14 Del. C. § 506 (c)(3)

Eligibility Criteria

The Delaware Design-Lab High School will enroll students in Grades 9 through 12. To apply, the applicant student must be a Delaware resident. Students applying for Grade 9 must be eligible for graduation from the 8th Grade. Students applying for Grade 10 must be passing all current courses.

Enrollment Preference

The school will show preference in filling the admissions openings in the school, as permitted by Delaware State Law. Enrollment preferences will be applied in the order listed below:

1. students who present a multimedia portfolio of design (examples: web or media design, video or audio production, programming, graphic design, illustration, animation, industrial design, architecture, CAD drawings, fashion design, set or exhibition design)
2. children of Board members
3. children of employees
4. siblings
5. students residing in the Christina and Red Clay School Districts

Applications from districts outside Christina and Red Clay that are received during the Open Enrollment period may be included in the public lottery, approximate date March 1, 2014, in the event that the number of applications exceeds the number of openings after preference is given to students with multi-media portfolios, children of Board members, children of employees, siblings, and students residing in the Christina and Red Clay School Districts.

Public Lottery

A lottery list will be used in the event that the number of applications exceeds the number of openings after preference is given to students with multi-media portfolios, children of Board members, children of employees, siblings, and students residing in the Christina and Red Clay School Districts. The final lottery process will be developed during the pre-opening year and approved by the Board of Directors by December 2013.

Waiting List

**Enrollment & Withdrawal Policy
Student Recruitment Timeline**

The order of the waiting list is established according to the rules described above. The number of openings in any grade may fluctuate based on factors such as student withdrawals, retentions, etc. These changes may occur at any time and may affect the number of openings available. However, the order of students on the waiting list established during the lottery process will be upheld.

The waiting list does not carry over year to year. Applications are valid for a period of one year. New applications for the following school year will need to be submitted for next year's consideration.

After the lottery process, the only addition to the waiting list would be for the child(ren) of newly hired employees (hired by the school after the Open Enrollment period closed). These students will go to the top of the waiting list in the order their applications are received.

Applications

Applications will be available on the Design-Lab Schools website. Applicants are to follow the instructions posted to the website. The school will not mail applications. Applicants are required to:

1. complete a web-based pre-enrollment form
2. download, print and complete an application, providing all requested information
3. mail the completed application with supporting documents to: Delaware Design-Lab High School, 818 N. Market St. Suite 2R, Wilmington, Delaware 19801

Special Provisions

Prior to final enrollment, students must comply with the State of Delaware regulations requiring up-to-date physical examinations as well as immunizations and screenings.

Withdrawal

To withdraw from the Delaware Design-Lab High School, the custodial parent/legal guardian must complete a withdrawal form that can be obtained from the DDLHS administration office. After transferring a student must wait one (1) year before reapplying for admission.

RECRUITMENT PLAN & TIMELINE

Our plan for student recruitment and marketing will provide equal access to any family interested in DDLHS. As a specific outreach to families in poverty; academically low-achieving students; students with disabilities; and youth at risk of academic failure, DDLHS will target prospective parents and students, in the Wilmington zip codes, rank ordered as 19801, 19802, 19803, 19805, 19806, 19809, then 19804, 19808, 19807, 19810.

Major Initial Strategy - *Wildfire Word-of-Mouth*

1. *Target female heads-of-household*, since they play a significant role in purchasing and school choice decision-making. Use social networking strategy to access female heads-of-household through other females; other women, older sisters, aunts, and kin.
2. *Target middle school students*, since early adolescents have opinions as to the future curriculum and career options they may wish to pursue.

Long-term Strategy - *Create Brand Advocates*

Create advocates for DDLHS and the Design-Learning model in the local community,

**Enrollment & Withdrawal Policy
Student Recruitment Timeline**

colleges/universities/trade schools, professional organizations, design-related industry organizations, philanthropic circles, and through the Board of Directors.

Recruitment for Students for Year 1

Events/Information Sessions - Conduct information sessions and community meetings in partnership with Wilmington's community houses of worship, feeder elementary and middle school charter schools, and neighborhood community centers.

Print - Distribute paper flyers to barber shops; hair and nail salons; neighborhood houses of worship (churches, mosques); grocery stores, bodegas, community centers; day care centers; local chapters of unions and associations where Wilmington city workers may belong (American Federation of State, County, and Municipal Employees), neighborhood clinics/hospitals; social service agencies; grass roots advocacy groups.

Electronic - We will connect with the Community Relations staff of the above neighborhood entities and send email blasts, as appropriate.

On-line Media - Use a variety of on-line media to advertise the school, i.e. social media marketing on Facebook and Twitter. The Design-Lab Schools website will advertise the information sessions and DLHS open enrollment information. Advertise on Delaware Charter Schools Network. Matt Urban, Founding Board member, and CEO of Mobius New Media (downtown Wilmington) will guide the social media recruitment and marketing.

Collegial Networks - For Year 1, we will connect with local public, parochial, and charter high schools to identify students who may wish to apply for admission to the DDLHS 10th grade class. Develop relationships with Heads of School (charter, public, parochial), guidance counselors who can identify potential students.

Recruitment Timeline for Year 1

May 2013

- Final charter approval

June 2013

- Cost out recruitment plan.
- Approve Budget with DDLHS Board of Directors.
- Refine student recruitment plan.
- Develop traditional hard copy marketing materials and social media content. Translate materials into Spanish, as appropriate.
- Design social media strategy
- Purchase membership to Delaware Charter Schools Network. Advertise on <http://www.decharternetwork.org/Home>

June 2013 – January 2014

**Enrollment & Withdrawal Policy
Student Recruitment Timeline**

- Community Outreach, Marketing, Student Recruitment
- Events, Information Sessions, Print & On-line Media from June to January
- Add Collegial Networks to student recruitment effort during state-wide choice period from November to January

March 1, 2014

- Manage received applications
- Hold Public Student Lottery

April 1, 2014

- Submit Student Unit Count

May 1, 2014

- Final Student Unit Count

June - July 2014

- Distribute enrollment packets.
- Manage return of completed packets.
- Evaluate Year 1 marketing strategies. Use data to adjust and develop plan for Year 2.
- Approve Budget with DDLHS Board of Directors.

School Discipline Policy
*****DRAFT*****

The goal of this draft is to develop a “Student Rights and Responsibilities Manual”. The policies regarding the school discipline policy and the “Student Rights and Responsibilities Manual” will be in accordance with 14 Del. C. § 512(11) and include the following:

- a. Practices the school will use to promote good discipline in the school, including both penalties for infractions and incentives for positive behavior
- b. A preliminary list and definitions of the offenses for which students in the school must (where non-discretionary) and may (where discretionary) be suspended or expelled, respectively
- c. An explanation of how the school will take into account the rights of students with disabilities in disciplinary actions and proceedings
- d. Procedures for due process when a student is suspended or expelled as a result of a code of conduct violation including a description of the appeal process that the school will employ for students facing expulsion
- e. A plan to ensure compliance with 14 DE Admin Code 601 and 14 Del. C. § 4112 regarding the reporting of school crimes
- f. A description of the school's attendance policies (as required under 14 DE Admin Code 615—School Attendance)
- g. A written policy implementing the Gun Free Schools Act [(20 USC 4141) (20 USC 7151)] and 11 Del. C. § 1457(j) or its successor statute. Refer to 14 DE Admin Code 603—Compliance with Gun Free Schools Act.
- h. A written policy regarding 14 DE Admin Code 612—Possession, Use, or Distribution of Drugs & Alcohol
- i. The model policy on bullying required by 14 Del. C. Sec. 4112D. (*The draft Bullying Prevention Policy is attached to this document.*)

NON-DISCRIMINATION POLICY

Delaware Design-Lab High School is an equal opportunity educational institution and does not discriminate, or permit its employees to discriminate, on the basis of race, religion, color, national origin, sex, marital status, political affiliation, age, or handicap in its actions, programs, or employment practices.

Information regarding civil rights or specific grievance procedures, contact the CEO, Dr. Cristina Alvarez in the main office.

POLICIES AND PROCEDURES

REGULATIONS

No set of regulations can be exhaustive. Recognizing its responsibility to safeguard its good name and the welfare of its students, Delaware Design-Lab High School reserves the right to respond as it sees fit to the actions of its students, even if those actions take place outside of school hours or off school property.

While the School does not hold itself responsible for offenses committed outside of its jurisdiction, conduct or an allegation of inappropriate conduct that might jeopardize the good name of Delaware Design-Lab High School, or which is of such a nature as to force the question of whether a student's presence at DDLHS can reasonably be considered to be a potential threat to the safety or well-being of other students in the School, or which can reasonably be determined to interfere with the educational

process, is cause for the School to request the withdrawal of a student. This withdraw may be requested whether the conduct or alleged conduct occurred on school property or at another location. Absent that withdrawal, Delaware Design-Lab High School reserves the right to expel a student. This includes, but is not limited to, any activity that results in police intervention. Students should be particularly aware of this when they are formally representing Delaware Design-Lab High School, and/or when they are guests at any other school or institution.

The authority and responsibility for directing the activities of our school have been given to the professional staff as determined by the administration. **Insubordination is the failure of a student to follow the reasonable directives of a teacher or staff member during the day and at all school activities.** Insubordination will result in a parent conference and possible suspension.

BUS POLICIES

Safety is the number one concern as students are being transported to and from school or to school sponsored activities. Safety requires the cooperation of students, parent/guardian and Delaware Design-Lab High School Staff members. Parents/Guardians should review and discuss the rules with their children in efforts to make the school bus environment as safe as possible.

Students have the responsibility to abide to all bus rules and regulations. Failure to abide by the rules and regulations of the bus may result in a student being suspended off the bus or denial of bus transportation. Incidents in a serious nature will be sufficient grounds for the CEO or Designee to suspended a student off the bus or deny bus transportation.

Riding the school bus is a privilege, not a right. Bus drivers have the authority to assign seats to students, and they have the final authority regarding student behavior and discipline on the vehicle. The school bus is an extension of the classroom; the same rules regarding safety and individual rights apply. The Administration may revoke bus-riding privileges at any time due to safety or discipline violations. Each student and parent must sign a contract, which indicates that the individuals have read and understand the bus discipline policies. The responsibility for student supervision by the school begins when the student boards the school bus in the morning and continues until the child leaves it at the end of the day.

The primary consideration of the bus discipline policy is the safety and well-being of the students. To this end, the Administration must encourage the establishment of an environment that allows the bus driver the freedom to concentrate on driving. Most students want a safe, pleasant ride to and from school; however, some individuals violate the policies that promote safety and personal rights. Students who breach established bus procedures are in danger of forfeiting the privilege to ride the bus.

The Administration, in accordance with policy, will determine the consequences for misbehavior when a student receives a suspension from the bus because of rule violations. ***When students lose the privilege to ride the school bus, the parents are responsible for transporting their children to and from school. The suspension of bus privileges includes activity and sports buses as well as the student's regular bus.*** Should the student be absent during the bus suspension, the responsibility for initiating the make-up work and submission of assignments rests with the student.

The responsibility for teaching polite, respectable behavior to the children rests with the parents. ***Students must ride their assigned buses to and from their assigned stops and are not permitted to switch buses for any reason.*** The Administration will judge exceptions or special circumstances as valid or unacceptable through written/telephoned request from the parent.

Briefly, regarding appropriate bus behavior, the Administration of Delaware Design-Lab High School expects all students who ride the school bus to ...

- Follow every directive that the bus driver issues;
- Respect the personal rights of others;
- Stay in assigned seats while the bus is in motion;
- Speak quietly (no shouting, screaming, or making loud noises that may distract the driver);
- The use of profane, abusive, or derogatory language or gestures is prohibited;
- Refrain from making excessive and unnecessary noises inside the bus or outside the window;
- Keep hands and feet to self and all body parts inside the bus;
- Maintain self-control to the extent that offensive touching of any kind is avoided;
- The use or possession of illegal substances and paraphernalia, smoking, materials, or weapons (real or simulated) is strictly prohibited;
- No littering;
- No touching, writing on, or damaging bus equipment in any way;
- No throwing objects inside the bus or out of the window;
- Keep aisle and floor area clear of objects;

Note: Students must ride the assigned bus to and from the assigned stop. Switching buses for any reason is strictly prohibited unless approved by the School Leader or Designee. The student must bring in a signed note from the parent/guardian stating the reason why he/she must ride another bus.

ELECTRONIC COMMUNICATION SYSTEM

Our role as educators is to prepare our students to live and work with computing technology and with electronic communication systems in a responsible, productive, legal, and ethical manner, and with the values that are part of the Delaware Design-Lab High School community.

Our goal in providing electronic information and communication skills is to give our students the fundamental computer skills required of citizens and employees of the 21st century.

Access--Access to Delaware Design-Lab High School's electronic communication systems is provided to students and members of the DDLHS's community as a tool in support of activities related to classroom learning. Access to network services is given to students who agree to act in a responsible manner, in compliance with the Delaware Design-Lab High School Charter Acceptable Use Policy Agreement. Students are responsible for their behavior, actions, and communications when using the school's network and computer technology. Students are responsible for the appropriateness and content of material they store, transmit, or publish on the system.

Privileges--The use of electronic networks and computer technology is a privilege, not a right.

Privacy--Communication over networks should not be considered private. Network administrators may review files and communications to maintain system integrity and insure that users are using the system responsibly. Users should **not** expect that files are deemed to be private. All students and their parents/guardians will be required to sign an Acceptable Use Policy Agreement before systems are available.

NONDISCRIMINATORY POLICIES

Delaware Design-Lab High School admits students of any race, color, sex, national and ethnic origin, to all rights, privileges, programs and activities at the school. Delaware Design-Lab High School does not discriminate against race, color, sex, or national origin in the administration of its educational policies, admissions policies and loan program, athletic and other school-administered programs.

STATEMENT OF ASSURANCE

Delaware Design-Lab High School shall comply, where able, with Title IX of the Educational Amendments of 1972 of Public Law 92-318, and all the pertinent regulations of the Department of Health, Education, and Welfare, issued pursuant to the Title, to the end that no person in the United States shall on the basis

of sex be excluded from participation in, be denied the benefits of, be denied employment in, or be subjected to discrimination of any educational programs or activity receiving federal funds.

LOCKERS

Students will have the opportunity to use a locker for their personal belongings and books. Students must use school-issued locks.

Delaware Design-Lab High School assumes that a student possesses, and is responsible for, all items found in the student's locker. Regularly check the contents of your locker. If you fail to lock your locker, or provide others access to your locker, you remain responsible for items found in or missing from your locker.

The following rules must be adhered to by students using a locker.

1. Students are only allowed to use the locker that they have been assigned;
2. Lockers are subject to search. (See school rules on searches); and
3. Students are not to loiter by the lockers.

LUNCH / CAFETERIA RULES

During the lunch period students must be in the cafeteria or other space designated by the school for use during lunch. Students are free to talk quietly with those around them. Shouting and excessive movement from table to table or inside the cafeteria or outside is prohibited. Teachers/Administrators have been assigned to monitor lunch behavior. Students are expected to show respect and following any requests given by teachers or administrators. Students may not leave the cafeteria without permission from a teacher or administrator.

PERSONAL ELECTRONIC DEVICES

The use or display of any of the following on school premises during school hours is strictly prohibited and will be confiscated (See Student Code of Conduct):

- Cellular phones;
- Pagers;
- Laser Pointers;
- Radios/Walkmans/iPods/Music playing devices of any kind; and
- Blackberries/PDAs of any type.

Other materials designated by building staff as disruptive or having the potential for causing disruption.

PUBLICATIONS

Official school publications such as newspaper or yearbook should reflect the policy and judgment of the advisor and student editors. Any publications should include viewpoints representative of the entire school community. The School Leader and/or Designee may exercise editorial control over the treatment of sensitive or controversial issues and will suppress and recall literature that could disrupt the orderly operation of school.

Students have the right to:

- To possess, post and distribute literature which will not disrupt the school program and which adheres to school guidelines; and
- To be free from their censorship of their publications apart from the limitations imposed from the school guidelines.

Students have the responsibility to:

- To use only the bulletin boards or wall areas assigned for use; and
- To refrain from publishing libelous and obscene materials; to approve full information on the topics about which they write; to observe acceptable standards of good taste.

STUDENT CODE OF CONDUCT

What is the Code of Student Conduct?

The Code is an official declaration of Delaware Design-Lab High School which:

- Specifies the rights and responsibilities of students
- Defines conduct that disrupts a positive environment
- Standardizes procedures for disciplinary action
- Defines grievance procedure

Provisions in the Code apply to all students. Students and parents/guardians are presumed to have reviewed the Code and by attending Delaware Design-Lab High School, agree to be bound by its terms.

When is the Code in Force?

The Code is in force:

- On school property prior to, during and following regular school hours
- While students are on the school bus for any purpose
- At all school-sponsored events and other activities where the School has jurisdiction over students
- When a student's conduct to and from school has a harmful effect in the other students or on the orderly education process
- When a student's out-of-school conduct indicates that the student presents a threat to the health, safety or welfare of the other students and staff

What if I have a Question about the Code?

Please direct all questions about the Code to the school administration.

VIOLATIONS OF CONDUCT RULES

The code defines specific acts which constitute violations of expected student behavior. These violations are examples of those acts, which disrupt the school environment and the instructional process or demonstrate that the student presents a threat to the safety and welfare of other students and staff.

The purpose of this section is to provide school personnel, parents, and students with a clear understanding of these violations and the resulting range of disciplinary actions. It is anticipated that student familiarity with the violations and disciplinary measures will encourage positive behavior.

The code permits the CEO or Designee to select from a list of recommended and optional actions for certain violations. In such cases, the severity and frequency of the misbehavior shall be considered in selecting appropriate disciplinary actions. Specific disciplinary actions are required for other violations.

The CEO or Designee shall conduct a reasonable investigation to decide whether the charged offense has in fact occurred and to establish facts, which may influence the selection of disciplinary action.

DISCIPLINE POLICY

The opportunity for education is the right of all students in our school, but education is a privilege gained only by those responsible students whose behavior and attitudes enable them to derive the most from their school years. The purpose of any disciplinary measure should be to modify or change behavior rather than to serve as punishment. In order to attempt to modify behavior, the unacceptable behavior must be identified and communicated with the parties involved. The goal of Delaware Design-Lab High School is for each student to receive a high quality education.

The following procedures ensure that each student receives fair and equal treatment:

- 1) Every student must have prior knowledge of the conduct required of or prohibited to him/her.
- 2) He/she must be aware of specific matters giving rise to any proposed discipline.
- 3) He/she will have an opportunity to express to the decision-making authority, his/her views or rebuttal regarding the incident, including the opportunity to place a written response in the student's file together with the any incident report placed in the student's file.

- 4) The decision-making authority must base its decision on the incident or matters about which the student has been apprised as indicated above.

Parent Notification

Parents/guardians will be informed of the incident as soon as decisions regarding the appropriate response to the incident have been made by the CEO or Designee. The parent or guardian will be notified by phone, letter, or other written notification.

Student Grievance

Grievance is another name for a complaint. A student grievance may be presented when a student or the student's parent/guardian believes that the student has been treated unfairly.

A student or a student's parent(s)/guardian(s) may present a grievance. A grievance may involve the treatment of a student or relate to the treatment of a group of students. A person may not file a grievance about a situation in which he/she has no personal involvement.

Student Grievance Procedure

When the grievance procedure is used, the following steps shall be pursued in the sequence set forth below, except where otherwise noted:

Level 1

The grievant, whenever possible, shall request a conference with the teacher or person(s) who allegedly treated the student unfairly.

Level 2

If the conference does not resolve the complaint, the grievant may talk with his/her advisor about resolving the complaint.

Level 3

If the conferences fail to resolve the complaint, the grievant may file a written grievance with the School Leader.

Level 4

The School Leader, or his/her Designee, shall schedule a conference to hear the grievance no later than five (5) school days following receipt of the notice of appeal and shall render a decision, in writing, no later than five (5) school days after the grievance conference. The decision of the School Leader is subject to review by the Board of Directors.

It is understood that there are occasional sensitive situations where discussions may begin with level 2 or 3 of this process.

If the student's grievance is with the School Leader, this process may begin with contact with the Board of Directors.

Detention

Detention will be held on Tuesday and Thursday at a location designated by the staff member monitoring the detention. The detention period begins at 3:00 and ends at 5:00. Students with a detention must serve the detention before being allowed to attend extra-curricular clubs or activities.

Prior to detention being assigned, a student shall be given oral or written notice of the charges and be given an opportunity to tell his/her side of the story.

Students' assigned detention shall report to the designated location. Students who refuse to serve the assigned detention time or fail to show for an assigned detention shall be assigned one day of out-of-school suspension and the missed detention will be reassigned.

Suspension – Out of School

Prior to a suspension out of school, a student shall be given oral or written notice of the charges and be given an opportunity to tell his/her side of the story.

Generally, the notice and hearing should precede the student's removal from school.

Notification shall state the cause and duration of the suspension. In all events, an attempt shall be made to notify the parents by telephone. Students whose parents cannot be reached by telephone will be retained at school until the end of the school day. However, if this is not feasible or if the immediate removal of the student from school is necessary to protect the safety of individuals, property, or the integrity of the educational process, the necessary notice and hearing will follow as soon as possible.

In the case of students with disabilities (as defined in the Individuals with Disabilities Education Act) all of the above procedures do apply with additional considerations as follows:

- A suspension from school for more than ten days, either consecutively or cumulatively, is considered a change of placement if the conduct is related to the student's disability. The IEP Team will determine the relationship between the conduct and the student's disability; and
- Parents/guardians must conference with the CEO or her Designee regarding the violations that lead to the student's suspension.

Expulsion

When a student commits a violation that may result in a recommendation for expulsion, the following procedure shall be followed:

STEP I

The student shall be suspended for up to ten (10) days.

The CEO shall investigate all aspects of the discipline problem, including a conference with the student and his/her parents or guardians if possible, at which time the student will be informed of the charges and afforded an opportunity to tell his/her side of the story. If possible, this conference shall be held prior to the student's suspension.

The CEO shall normally complete the investigation within three school days of the incident under investigation.

If after the investigation, the School Leader concludes that the student committed the offense and that the nature of the offense warrants a recommendation for the expulsion, the School Leader shall make such a recommendation in writing to the Board of Directors. The recommendation must be accompanied by a summary of the School Leader's investigation.

STEP II

Within seven (7) school days from the first date of suspension for the incident giving rise to the expulsion recommendation, notify the student and the student's parents or guardians of intent to expel and of the date, time, and location for a formal hearing on the recommendation for expulsion. The notice of intent to expel shall be sent by certified mail or hand delivered and shall state the reasons for the expulsion and the time and place of the hearing.

In addition, the notice shall be accompanied by a copy of the rules of procedure for the conduct of disciplinary hearings.

The formal hearing shall be held not less than three (3), nor more than ten (10) school days after the notice of intent to expel is given. The time period may be modified by agreement of both parties.

The formal hearing shall be conducted by the Board of Directors.

The Board shall have full authority to control the conduct of the hearing, including authority to admit or exclude evidence.

The Board in conducting the hearing shall not be bound by common law or statutory rules of evidence or by technical or formal rules of procedure. The Board shall exclude plainly irrelevant evidence. Unduly repetitive proof shall be excluded.

The Board's Secretary shall swear in the witnesses.

The student shall have the following rights:

- To be represented by counsel, at the student's expense;
- To question any witnesses who testify and receive a copy of any written statements and/or affidavits made by such witnesses;
- To request that any witness appear in person and answer questions or is cross-examined. Student witnesses will not be excused from school or allowed to testify without subpoena or parent(s)/guardian(s) permission;
- To testify and produce witnesses on his/her behalf;
- To obtain upon written request, a copy of the transcript or tape of the Board hearing.

STEP III

Within ten (10) calendar days following the hearing, the Board shall decide whether to expel the student following a review of the evidence produced at the hearing. The Board's decision shall state conclusions of fact and the penalty to be imposed upon the student.

The duration of an expulsion is within the discretion of the Board based upon the circumstances of each case. An expulsion shall not exceed one calendar year, or 180 school days.

STEP IV

The parents/guardians of a student who is expelled shall be informed that they may apply for the student's readmission at the end of the period of expulsion and must provide verification that all conditions for readmission have been met.

The student and family will be given exit advice on the educational options and rehabilitative counseling that may be available during the expulsion period.

Upon readmission to school, the student will be placed on probation. The student will be formally assigned to a student advisor, who will monitor his/her behavior and academic performance, and provide assistance for a period of at least one semester.

A student is prohibited from being on Delaware Design-Lab High School property during the expulsion period except when accompanied by a parent or guardian for a scheduled appointment with school officials.

Upon readmission, a student shall be readmitted at the beginning of a marking period.

Expulsion and Suspension of Students with Disabilities

In the case of a student with a disability, as defined in federal and state regulations, being considered for expulsion, an Individual Educational Placement (IEP) Team meeting would be convened.

The IEP Team will determine whether (1) the alleged conduct is directly related to the student's disability or (2) the student was inappropriately placed at the time of the offense. A student with a disability conduct relates to the disability if the disability significantly impaired the student's ability to control his/her behavior.

If the IEP Team determines that the offense is directly related to the student's disability, the student's program and/or placement may be changed.

If the IEP Team determines that the offense is not directly related to the student's disability or the result of placement, the CEO will follow the Student Code of Conduct. In instances where the student with a disability presents a danger to himself or others, or is so disruptive to the educational environment as to interfere with the rights of other students to benefit from an education, emergency placements may be invoked by the School, including homebound instruction.

Corporal Punishment

No Delaware Design-Lab High School employee may inflict or cause to be inflicted corporal punishment on a pupil. For purposes of this policy section, corporal punishment means the willfully infliction of, willfully causing the infliction of, or willfully allowing the infliction of physical pain on a pupil. Corporal punishment includes, but is not limited to, the use of a paddle or stick on a pupil, blows to the head, hair pulling, limb twisting, slapping, shoving, or any other action that seeks to induce bodily pain.

This subsection of the discipline policy does not prohibit an official or professional employee of the Delaware Design-Lab High School from:

- Using reasonable and necessary physical contact to quell a disturbance or prevent an act that threatens physical injury to any other person;
- Using reasonable and necessary physical contact to obtain possession of a weapon, other dangerous object controlled substance, or drug paraphernalia within a pupil's control;
- Using reasonable and necessary physical contact for the purpose of self-defense or the defense of others;
- Using reasonable and necessary physical contact for the purpose of protecting public school property;
- Using reasonable and necessary physical contact for the purpose of removing a disruptive pupil from school premises or motor vehicle or from school-sponsored activities;
- Using reasonable and necessary physical contact to prevent a pupil from inflicting harm on himself or herself;
- Using reasonable and necessary physical contact to protect the safety of others; and
- Using incidental, minor, or reasonable physical contact to maintain order and control.

The School Board of Directors, or a designated committee thereof, shall exercise their good faith judgment in determining whether an employee was acting within the above exceptions.

Student Code of Conduct Disciplinary Actions for Violations

OFFENSE CATEGORY 1

**Behavior Modification Plan will be implemented for students who display chronic behaviors across Level 1 offenses or for students who display patterns of behavior for individual offenses.

ABUSIVE LANGUAGE (STUDENT TO STUDENT): Written or spoken language or gestures that are offensive, abusive, or vulgar.

First Offense • Parent guardian notification • Written Notice • 1 Detention Optional • Behavior Intervention Recommended • Mentoring	Second Offense • Parent/Guardian notification • Written Notification • Behavior Intervention • 2 Detention Optional • Parent Conference • 2 Detentions Recommended • Mentoring	Subsequent Offenses REQUIRED: Same as second offense with • Parent conference required Optional • School Based Counseling • Implementation of Behavior Modification Plan • Out of School Suspension (OSS) up to 3 days Recommended • Mentoring

CLASS CUTTING: Unexcused absence from a class without authorization or approved reason.

First Offense • Parent guardian notification • Written Notice • 1 Detention Optional • Behavior Intervention Recommended • Mentoring	Second Offense • Parent/Guardian notification • Written Notification Optional • Parent Conference • 2 Detentions Recommended • Mentoring	Subsequent Offenses REQUIRED: Same as second offense with • Parent conference required Optional • School Based Counseling • Implementation of Behavior Modification Plan • Out of School Suspension (OSS) up to 3 days Recommended • Mentoring

FORGERY: The act of forging a signature or using something written falsely to deceive.

First Offense • Parent guardian notification • Written Notice • 1 Detention Optional • Behavior Intervention Recommended • Mentoring	Second Offense • Parent/Guardian notification • Written Notification • Behavior Intervention Optional • Parent Conference • Out of School Suspension (OSS) up to 3 days Recommended • Mentoring	Subsequent Offenses REQUIRED: Same as second offense with • Parent conference required Optional • School Based Counseling • Implementation of Behavior Modification Plan • Out of School Suspension (OSS) up to 3 days Recommended • Mentoring

GAMBLING: Participation in games of chance; including but not limited to card playing for money and/or other things of value.

First Offense • Parent guardian notification • Written Notice • 1 Detention Optional • Behavior Intervention • Out of School Suspension (OSS)– 1 Day Recommended • Mentoring • Restitution resulting from the situation	Second Offense • Parent/Guardian notification • Written Notification • Behavior Intervention Optional • Parent Conference • Implementation of Behavior Modification Plan Recommended • Mentoring • Restitution resulting from the situation	Subsequent Offenses REQUIRED: Same as second offense with • Parent conference required • Implementation of Behavior Modification Plan • Out of School Suspension (OSS) up to 3 days Optional • School Based Counseling Recommended • Mentoring • Restitution resulting from the situation • Referral to Mediation

INAPPROPRIATE BEHAVIOR: Language, gestures, or actions that incite, produce distractions or disruptions, or seriously interfere with effective functioning of the teacher, another student, class, or any school activity. *This does NOT include severe insubordination. Severe insubordination is a separate Level II offense.*

First Offense • Parent guardian notification • Written Notice • 1 Detention Optional • Behavior Intervention • 2 Detention • Parent/Guardian Conference Recommended • Mentoring	Second Offense • Parent/Guardian notification • Written Notification • Behavior Intervention • 1 Detention Optional • Implementation of Behavior Plan • 3 Detentions • School Based Counseling Recommended • Mentoring	Subsequent Offenses REQUIRED: Same as second offense with • Implementation of Behavior Plan • School Based Counseling • Out of School Suspension (OSS) up to 3 days Recommended • Mentoring

INAPPROPRIATE BUS BEHAVIOR: Behavior which produces distractions or disturbances which seriously or repeatedly interfere with the bus driver, cause unsafe conditions or disrespect to the driver. *(Consequences for Level II and Level III code violations will be administered as indicated for the respected offense – see Level II and Level III offenses.)* Repeated violations may result in the loss of bus riding privileges.

First Offense REQUIRED: • Written Notice • Parent/Guardian notification • 1 Detention Optional • Behavior Intervention Recommended • Mentoring	Second Offense • Parent/Guardian notification • Written Notification • Conference with parent, child, Transportation Supervisor and building Administrator • Loss of bus privileges Optional • Implementation of Behavior Plan • School Based Counseling Recommended • Mentoring	Subsequent Offenses REQUIRED • Implementation of Behavior Plan • School Based Counseling • Suspension of bus privileges (three days, five, days, and ten days in sequential order) Recommended • Mentoring

INSUBORDINATION: Verbal or non-verbal refusal to comply with a reasonable request – student to teacher.

First Offense • Parent guardian notification • Written Notice • 1 Detention Optional • Behavior Intervention Recommended • Mentoring	Second Offense • Parent/Guardian notification • Written Notification • Behavior Intervention Optional • School Based Counseling • Parent Conference • 2 Detentions • Implementation of Behavior Modification Plan Recommended • Mentoring	Subsequent Offenses REQUIRED: Same as second offense with • School Based Counseling • Parent conference required • Implementation of Behavior Modification Plan • Out of School Suspension (OSS) up to 3 days Recommended • Mentoring • Implementation of Behavior Modification Plan

LATENESS TO CLASS: Students are considered late to class after the final bell rings. Excessive lateness (15 minutes or longer) shall constitute a class cut. Students shall be subject to a consequence after every third documented late to class.

First Offense • Parent guardian notification • Written Notice Optional • Behavior Intervention • 1 Detention • Mentoring	Second Offense • Parent/Guardian notification • Written Notification Optional • School Based Counseling • Behavior intervention • Parent Conference • 2 Detentions • Implementation of Behavior Modification Plan Recommended • Mentoring	Subsequent Offenses REQUIRED: Same as second offense with • School Based Counseling • Parent Conference Required Optional • Referral to Mediation • Suspension (1 – 3 days in sequential order) Recommended • Mentoring • Behavior Intervention • Implementation of Behavior Modification Plan • Parent Conference

LEAVING SCHOOL WITHOUT AUTHORIZATION: Once a student arrives at the school campus, he/she may not leave, unless authorized to do so, until the end of the student's scheduled day.

First Offense REQUIRED: • Written Notice • Parent/Guardian notification • 1 Detention Optional • Suspension Out of School (OSS) – 1 Day Recommended • Mentoring	Second Offense • Parent/Guardian notification • Written Notification • Behavior Intervention • Suspension Out of School (OSS) 1 – 3 Days. Optional • Parent Conference • Implementation of Behavior Plan • School Based Counseling Recommended • Mentoring	Subsequent Offenses REQUIRED • Parent Conference Required • School Based Counseling Recommended • Mentoring • Implementation of Behavior Modification Plan

INSUBORDINATION: Verbal or non-verbal refusal to comply with a reasonable request – student to teacher.

First Offense • Parent guardian notification • Written Notice • 1 Detention Optional • Behavior Intervention Recommended • Mentoring	Second Offense • Parent/Guardian notification • Written Notification • Behavior Intervention Optional • School Based Counseling • Parent Conference • 2 Detentions • Implementation of Behavior Modification Plan Recommended • Mentoring	Subsequent Offenses REQUIRED: Same as second offense with • School Based Counseling • Parent conference required • Implementation of Behavior Modification Plan • Out of School Suspension (OSS) up to 3 days Recommended • Mentoring • Implementation of Behavior Modification Plan

LATENESS TO CLASS: Students are considered late to class after the final bell rings. Excessive lateness (15 minutes or longer) shall constitute a class cut. Students shall be subject to a consequence after every third documented late to class.

First Offense • Parent guardian notification • Written Notice Optional • Behavior Intervention • 1 Detention • Mentoring	Second Offense • Parent/Guardian notification • Written Notification Optional • School Based Counseling • Behavior intervention • Parent Conference • 2 Detentions • Implementation of Behavior Modification Plan Recommended • Mentoring	Subsequent Offenses REQUIRED: Same as second offense with • School Based Counseling • Parent Conference Required Optional • Referral to Mediation • Suspension (1 – 3 days in sequential order) Recommended • Mentoring • Behavior Intervention • Implementation of Behavior Modification Plan • Parent Conference

LEAVING SCHOOL WITHOUT AUTHORIZATION: Once a student arrives at the school campus, he/she may not leave, unless authorized to do so, until the end of the student's scheduled day.

First Offense REQUIRED: • Written Notice • Parent/Guardian notification • 1 Detention Optional • Suspension Out of School (OSS) – 1 Day Recommended • Mentoring	Second Offense • Parent/Guardian notification • Written Notification • Behavior Intervention • Suspension Out of School (OSS) 1 – 3 Days. Optional • Parent Conference • Implementation of Behavior Plan • School Based Counseling Recommended • Mentoring	Subsequent Offenses REQUIRED • Parent Conference Required • School Based Counseling Recommended • Mentoring • Implementation of Behavior Modification Plan

STUDENT PRESENCE IN ANY PROHIBITED SCHOOL AREA: Unauthorized presence of a student in a prohibited area.

First Offense • Parent guardian notification • Written Notice Optional • 1 Detention • Mentoring	Second Offense • Parent/Guardian notification • Written Notification Optional • Behavior intervention • 2 Detentions • School Based Counseling • Parent Conference • Implementation of Behavior Modification Plan Recommended • Mentoring	Subsequent Offenses REQUIRED: Same as second offense with • School Based Counseling • Parent Conference Required Optional • Referral to Mediation • Suspension (1 – 3 days in sequential order) Recommended • Mentoring • Behavior Intervention • Parent Conference • Implementation of Behavior Modification Plan

TRESPASSING: Entering or remaining on school property without authorization: including, but not limited to, knowing or unknowing entry upon school property by a suspended student from another school who does not have a legitimate reason for being there.

First Offense • Parent guardian notification • Written Notice • 1 Day Out of School Suspension (OSS) Optional • Behavior Intervention • Police Notification Recommended • Mentoring	Second Offense • Parent/Guardian notification • Written Notification • Behavior Intervention • Parent/Guardian Conference • 1 Day Out of School Suspension (OSS) • Police Notification Optional • School Based Counseling • Implementation of Behavior Modification Plan Recommended • Mentoring	Subsequent Offenses REQUIRED: Same as second offense with • School Based Counseling • Implementation of Behavior Modification Plan Optional • Out of School Suspension (OSS) 3 days Recommended • Mentoring • Restitution

MISUSE and/or UNAUTHORIZED USE OF CELL PHONES AND ALL OTHER ELECTRONIC

DEVICES: The use and/or misuse of any of the following on school premises during the school hours of any school day: electronic communication devices, cellular phones, pocket pages, laser pointers, personal music devices (walkmans, MP3 players, I-Pods, etc.), electronic games and other materials designated by staff as disruptive or potentially disruptive. Misuse includes but is not limited to: texting, sexting, cyber bullying, verbal comments, graphic and symbolic communication, via e-mail, instant messaging, blogging, posting on commercial social networking sites. **Failure to give an electronic device to school personnel when asked will be considered as serious insubordination.**

First Offense REQUIRED: • Parent/Guardian notification • 1 Detention • Device taken away for the remainder of the school day. Optional • Mentoring • Behavior Intervention	Second Offense • Parent/Guardian notification • Device will be taken away for the remainder of the school day and • Parent/guardian must come to school to retrieve the device • Behavior Intervention • 2 Day's Detention Optional • Parent Conference • Device taken away for the remainder of the school year • Mentoring	Subsequent Offenses REQUIRED • Parent Conference Required • Device will be taken away for the balance of the semester • Parent/guardian must come to school to retrieve the device at the end of the semester • 1 – 3 Days Out of School Suspension (OSS) • Item will be taken away for the remainder of the school year Recommended • Mentoring

Item(s) taken and kept on campus for parent/guardian to pick up: any electronic device not picked up before July 1st will be discarded.

OFFENSE CATEGORY II

ABUSIVE LANGUAGE (STUDENT TO STAFF): Written or spoken language or gestures that are offensive, obscene, or vulgar.

First Offense • Parent guardian notification • Written notification • Parent conference • 1 Day Out of School Suspension (OSS) Optional • Mentoring • Behavior Intervention • Mediated student-teacher conference	Second Offense • Parent/Guardian notification • Parent conference • Written notification • 1 Day Out of School Suspension • Behavior Intervention Optional • Implementation of Behavior Modification Plan • Referral to mediation • School Based Counseling	Subsequent Offenses REQUIRED: Same as second offense with • School Based Counseling • Implementation of Behavior Modification • 2, 3 – 5 Day Out of School Suspension in sequential order (OSS) Recommended • Mentoring • Referral to mediation

ACADEMIC DISHONESTY: The act or instance of deception in preparing or presenting course work or class assignments as a student's own authentic work when it is not. This includes, but is not limited to: (1)

copying another student's paper; (2) unauthorized use of notes or sharing answers during a test or examination, (3) presenting another person's work as one's own (4) presenting quotations, words, or ideas without proper references or credit (plagiarism). The person sharing the information will receive the same consequence as the person who turned the work in as his/her own. These examples also apply to electronic information retrieved from the Internet.

First Offense • Parent guardian notification • Written Notice • 1 Day Out of School Suspension (OSS) Optional • Parent Conference • School Based Counseling Recommended • Mentoring	Second Offense • Parent/Guardian notification • Written Notification • 1 Day Out of School Suspension (OSS) • Behavior Intervention • School Based Counseling Optional • Implementation of Behavior Modification Plan Recommended • Mentoring	Subsequent Offenses REQUIRED: Same as second offense with • Implementation of Behavior Modification Plan • Out of School Suspension: 2, 3 – 5 Days (OSS) Recommended • Mentoring

BREAKING AND ENTERING: Unauthorized entry of any locked area of school during the or after school; including, but not limited to, rooms, classrooms, auditorium, gym, shops, offices, lockers, and cabinets.

First Offense • Parent/Guardian notification • Written notification • Parent Conference • 1 Out of School Suspension (OSS) Optional • School Based Counseling • Police Notification Recommended • Mentoring • Restitution	Second Offense • Parent/Guardian notification • Parent conference • Written notification • Out of school suspension (1 – 3 days) • Behavior Intervention • School Based Counseling Optional • Mentoring • Restitution	Subsequent Offenses REQUIRED • Implementation of Behavior Modification Plan • 3 – 5 Days Out of School Suspension (OSS) in sequential order Optional • Police Notification Recommended • Mentoring • Restitution

BULLYING: When one person or group of persons, targets a victim or multiple victims with direct or indirect negative actions over a period of time which is harmful to the victim either physically or emotionally. A negative action occurs when a person knowingly inflicts, or attempts to inflict physical or emotional injury or discomfort to another person.

First Offense • Parent guardian notification • Written notification • Behavior intervention • Mandatory Report to DOE Optional • 1 Day Out of School suspension (OSS) • Parent conference • Bully Free Schools Intervention • School Based Counseling Recommended • Mentoring	Second Offense • Parent/Guardian notification • Parent conference • Written notification • 1 Day Out of School Suspension • Bully Free Schools Intervention • School Based Counseling • Mandatory Report to DOE Optional • Implementation of Behavior Modification Plan • Out of School Suspension 1 – 3 Days • Police Notification • Referral to mediation Recommended • Mentoring	Subsequent Offenses REQUIRED: Same as second offense with • Implementation of Behavior Modification • 1, 3 – 5 Day Out of School Suspension in sequential order (OSS) Optional • Police Notification Recommended • Mentoring • Referral to mediation

CARELESS/RECKLESS BEHAVIOR: Intentional/unintentional behavior that threatens to or causes injury or property damage. For example, but not limited to: pushing, shoving, horseplay

First Offense • Parent guardian notification • Written Notice • Behavior intervention Optional • 1 Day Out of School Suspension (OSS) • Parent Conference • School Based Counseling Recommended • Mentoring	Second Offense • Parent/Guardian notification • Parent Conference • Written Notification • 1 Day Out of School Suspension (OSS) • Behavior Intervention • School Based Counseling Optional • Implementation of Behavior Modification Plan • Out of School Suspension 1, 3 – 5 Days in sequential order) (OSS) • Police Notification • Referral to mediation Recommended • Mentoring	Subsequent Offenses REQUIRED: Same as second offense with • Implementation of Behavior Modification Plan • Out of School Suspension: 1, 3 – 5 Days (OSS) Optional • Police Notification Recommended • Mentoring • Referral to mediation

CRIMINAL MISCHIEF/VANDALISM: The destruction or defacing of school property of others (including the unauthorized altering/tampering or vandalism to school owned electronic equipment and software). *If value of property is in excess of \$1,000, First Offense will result in Subsequent Offense consequences.*

First Offense • Parent guardian notification • Written Notification • Behavior Intervention • 1 Day Out of School Suspension (OSS) Optional • Out of School Suspension (1, 3 – 5 days in sequential order) • Parent conference • School Based Counseling • Police Notification Recommended • Mentoring	Second Offense • Parent/Guardian notification • Parent Conference • Written Notification • Out of School Suspension (1, 3 – 5 Days in sequential order) • Behavior Intervention • School Based Counseling • Mandatory Report to DOE Optional • Implementation of Behavior Modification Plan Recommended • Mentoring	Subsequent Offenses REQUIRED: Same as second offense with • Implementation of Behavior Modification Plan • 3 – 5 Days Out of School Suspension in sequential order (OSS) Recommended • Mentoring • Referral to Mediation

DEFIANCE: Serious insubordination; intentionally defiant behavior or attitude; resistance to authority (student to administrator)

First Offense • Parent guardian notification • Written Notification • Behavior Intervention • 1 Day Out of School Suspension (OSS) Optional • Parent Conference • School Based Counseling Recommended • Mentoring	Second Offense • Parent/Guardian notification • Parent Conference • Written Notification • Out of school suspension (1, 2, 3 days in sequential order) • Behavior Intervention • School Based Counseling Optional • Implementation of Behavior Modification Plan Recommended • Mentoring	Subsequent Offenses REQUIRED: Same as second offense with • Implementation of Behavior Modification Plan • Out of School Suspension (1, 2, 3 days in sequential order (OSS) Optional • Referral to Mediation Recommended • Mentoring •

FAILURE TO SERVE DETENTION

First Offense REQUIRED: • Written reprimand • Parent/Guardian notification • 1 Day Out of School Suspension • Serve missed Detention Optional • Behavior Intervention • Mentoring	Subsequent Offenses REQUIRED • Implementation of Behavior Modification Plan • Out of School Suspension (1, 2, 3 days in sequential order (OSS) Recommended • Mentoring

FIGHTING: Aggressive, physical conflict between two or more individuals; including, but not limited to punching.

First Offense • Parent guardian notification • Written notification • Parent conference • Intervention • 1 Day Out of School Suspension (OSS) Optional • 1 – 3 Days Out of School Suspension (OSS) • Parent Conference • School Based Counseling • Referral to Mediation	Second Offense • Parent/Guardian notification • Parent conference • Written notification • 1, 3 – 5 Day Out of School Suspension in sequential order (OSS) • Behavior Intervention • School Based Counseling • Mandatory Report to DOE • Implementation of Behavior Modification Plan Optional • Police Notification Recommended • Mentoring • Referral to Mediation	Subsequent Offenses REQUIRED: Same as second offense with • Implementation of Behavior Modification Plan • 3 – 5 Day Out of School Suspension in sequential order (OSS) Optional • Police Notification • Referral to Mediation Recommended • Mentoring

INAPPROPRIATE ITEM/MATERIAL: Using or possessing written language, clothing, electronic messages, pictures and objects considered to be offensive or not suitable for an educational setting.

First Offense • Parent guardian notification • Written Notice • Behavior Intervention • 1 Day Out of School Suspension (OSS) Optional • Parent Conference • School Based Counseling Recommended • Mentoring	Second Offense • Parent/Guardian notification • Written Notification • 1, 2, 3 Days Out of School Suspension (OSS) in sequential order • Behavior Intervention • School Based Counseling Optional • Implementation of Behavior Modification Plan Recommended • Mentoring	Subsequent Offenses REQUIRED: Same as second offense with • Implementation of Behavior Modification Plan • Out of School Suspension: 1, 3 – 5 Days (OSS) Recommended • Mentoring • Referral to Mediation

INAPPROPRIATE SEXUAL BEHAVIOR: Including, but not limited to, physical touching of intimate body parts or self: consensual acts of affection or intimacy inappropriate to an educational setting; including but not limited to, any action or suggestion by one or more persons involving the use or display of body parts generally referred to as “private.”

First Offense • Parent/Guardian notification • Written notification • Behavior Modification • 1 Out of School Suspension (OSS) Optional • School Based Counseling • Police Notification Recommended • Mentoring • Restitution resulting from the situation.	Second Offense • Parent/Guardian notification • Parent conference • Written notification • Out of school suspension (1 – 3 days) • Behavior Intervention • School Based Counseling Optional • Implementation of Behavior Modification Plan • Mentoring	Subsequent Offenses REQUIRED • Implementation of Behavior Modification Plan • 1, 3 – 5 Days Out of School Suspension (OSS) in sequential order Recommended • Mentoring

INSTIGATION: Behavior which is likely to incite or produce aggressive or physical conflict between two or more individuals.

First Offense • Parent guardian notification • Written Notification • Behavior Intervention • 1 Day Out of School Suspension (OSS) Optional • Out of School Suspension (1, 3 – 5 days in sequential order) • Parent conference • School Based Counseling • Mentoring • Referral to Mediation	Second Offense • Parent/Guardian notification • Parent Conference • Written Notification • Out of School Suspension (1, 3 – 5 Days in sequential order) • Behavior Intervention • School Based Counseling Recommended • Mentoring • Implementation of Behavior Modification Plan • Referral to Mediation	Subsequent Offenses REQUIRED: Same as second offense with • Implementation of Behavior Modification Plan • 3 – 5 Days Out of School Suspension in sequential order (OSS) Optional • Referral to Mediation Recommended • Mentoring

MISUSE OF TECHNOLOGY: Soliciting, using or sending pornographic or obscene material, accessing unauthorized e-mail, downloading and/or installing files with or without malicious intent, and/or damage to equipment within the campus environment.

First Offense • Parent guardian notification • Written Notification • Behavior Intervention • 1 – 5 Days Out of School Suspension (OSS) Optional • Cancellation of user privileges for up to a marking period • Parent Conference • School Based Counseling • Mentoring • Referral to Mediation • Police Notification Recommended • Restitution	Second Offense • Parent/Guardian notification • Parent Conference • Written Notification • Out of school suspension (1, 3 - 5 days in sequential order) • Cancellation of user privileges for up to a marking period • Behavior Intervention • School Based Counseling Optional • Police Notification Recommended • Mentoring • Implementation of Behavior Modification Plan • Restitution • Referral to Mediation	Subsequent Offenses REQUIRED: Same as second offense with • Implementation of Behavior Modification Plan • Out of School Suspension 3 – 5 days. (OSS) Optional • Police Notification • Cancellation of user privileges for the remainder of school year • Referral to Mediation Recommended • Mentoring • Restitution

OFFENSIVE TOUCHING STUDENT TO STUDENT: An intentional act taken against a student with a part of the body or with an instrument (including, but not limited to shoving, pushing, and striking) thereby causing offense, alarm or minor physical harm.

First Offense • Parent guardian notification • Written notification • Parent conference • Intervention • 1 Day Out of School Suspension (OSS) Optional • 1, 3 – 5 Days Out of School Suspension in sequential order (OSS) • Parent Conference • School Based Counseling • Referral to Mediation • Police Notification	Second Offense • Parent/Guardian notification • Parent conference • Written notification • 1, 3 – 5 Day Out of School Suspension in sequential order (OSS) • Mandatory Report to DOE Optional • Police Notification Recommended • Mentoring • Implementation of Behavior Modification Plan • School Based Counseling • Referral to Mediation	Subsequent Offenses REQUIRED: Same as second offense with • Implementation of Behavior Modification Plan • 3 – 5 Day Out of School Suspension in sequential order (OSS) Optional • Police Notification • Referral to Mediation • Threat Assessment Recommended • Mentoring • Referral to Mediation

RECKLESS BURNING: When a person intentionally or recklessly starts a fire or causes an explosion and recklessly places a building or property in danger of destruction or damage or places another person in danger of physical injury.

First Offense • Parent guardian notification • Written Notice • Behavior Intervention • 1 Day Out of School Suspension (OSS) • Mandatory report to DOE Optional • Out of School Suspension: 1, 3 – 5 Days (OSS) • Parent Conference • School Based Counseling • Mentoring • Referral to Mediation • Police Notification Recommended • Restitution • Behavior Modification	Second Offense • Parent/Guardian notification • Written Notification • 1, 2, 3 Days Out of School Suspension (OSS) in sequential order • Behavior Intervention • Mandatory Report to DOE Optional • Police Notification Recommended • Mentoring • Implementation of Behavior Modification Plan • School Based Counseling • Restitution • Referral to Medication	Subsequent Offenses REQUIRED: Same as second offense with • Implementation of Behavior Modification Plan • Out of School Suspension in 3 – 5 Days in sequential order (OSS) Optional • Police Notification Recommended • Mentoring • Restitution • Referral to Mediation

RECKLESS DRIVING: Driving any vehicle with willful and wanton disregard for the safety of persons or property on school property or in a school zone.

First Offense • Parent/Guardian notification • Written notification • Parent Conference • Driving privileges and campus parking suspended for ten days Optional • Police Notification • Restitution	Subsequent Offenses REQUIRED: same as first offense (excluding suspended driving privileges for ten school days) with • Driving privileges and campus parking suspended for the remainder of the school year. Optional • Police Notification

SEXUAL HARRASSMENT: A threat to engage in conduct likely to result in the commission of a sexual offense against another individual. The offender suggests, solicits, requests, commands, demands or otherwise attempts to induce another individual to have sexual contact or sexual intercourse or unlawful sexual penetration knowing that it is likely to cause annoyance, offense or alarm to that individual.

First Offense • Parent guardian notification • Written notification • 1 Day Out of School Suspension (OSS) Optional • 1, 3 – 5 Days Out of School Suspension in sequential order (OSS) • Parent Conference • School Based Counseling • Mentoring • Referral to Mediation • Police Notification	Second Offense • Parent/Guardian notification • Parent conference • Written notification • 1, 3 – 5 Day Out of School Suspension in sequential order (OSS) • Behavior Intervention • Mandatory Report to DOE Optional • Police Notification Recommended • Mentoring • Implementation of Behavior Modification Plan • School Based Counseling • Referral to Mediation	Subsequent Offenses REQUIRED: Same as second offense with • School Based Counseling • Implementation of Behavior Modification Plan • 3 – 5 Day Out of School Suspension in sequential order (OSS) Optional • Police Notification • Referral to Mediation Recommended • Mentoring

SMOKING/POSSESSION OF TOBACCO/TOBACCO PRODUCTS: This offense applied at any and all campus activities, in campus buildings, on campus grounds, or on campus field trips. Possession includes, but is not limited to, on student's person, in student's belongings, or under reasonable control by placement of and knowledge of the whereabouts of tobacco.

First Offense • Parent guardian notification • Written Notice • Behavior Intervention • 1 Day Detention • Mandatory report to DOE Optional • Out of School Suspension: 1, 3 – 5 Days (OSS) • Parent Conference • School Based Counseling • Mentoring Recommended • Behavior Intervention	Second Offense • Parent/Guardian notification • Written Notification • 1, 3 - 5 Days Out of School Suspension (OSS) in sequential order • Behavior Intervention • Mandatory Report to DOE Optional • Police Notification Recommended • Mentoring • Implementation of Behavior Modification Plan • School Based Counseling	Subsequent Offenses REQUIRED: Same as second offense with • School Based Counseling • Implementation of Behavior Modification Plan • Out of School Suspension in 1, 3, 5 Days in sequential order (OSS) Recommended • Mentoring

TAMPERING WITH ANY FIRE SAFETY DEVICE

First Offense • Parent guardian notification • Written notification • 3 – 5 Day Out of School Suspension in sequential order (OSS) Optional • Parent Conference • Behavior Intervention • School Based Counseling • Implementation of Behavior Modification Plan • Police Notification • Mentoring • Restitution	Subsequent Offenses REQUIRED: Same as second offense with • Parent Conference • Behavior Intervention • School Based Counseling • Implementation of Behavior Modification Plan • 3 – 5 Day Out of School Suspension in sequential order (OSS) Optional • Police Notification Recommended • Mentoring • Restitution

THEFT/POSSESSION/TRANSFER OF STOLEN GOODS: The act of taking possession or transferring the property of another without the consent of the owner. *If value of property is in excess of \$1,000, First Offense will follow Subsequent Offense consequences.*

First Offense • Parent guardian notification • Written Notice • Behavior Intervention • 1 Day Out of School Suspension (OSS) Optional • Parent Conference • School Based Counseling • Police Notification** • Mentoring Recommended • Behavior Modification • Restitution	Second Offense • Parent/Guardian notification • Parent Conference • Written Notification • 1 - 3 Days Out of School Suspension (OSS) in sequential order • Behavior Intervention Optional • Police Notification Recommended • Mentoring • School Based Counseling • Implementation of Behavior Modification Plan • Restitution	Subsequent Offenses REQUIRED: Same as second offense with • School Based Counseling • Implementation of Behavior Modification Plan • Out of School Suspension in 1, 3 – 5 Days in sequential order (OSS) Optional • Police Notification Recommended • Mentoring • Restitution

***Mandatory report to Delaware Department of Education DOE
for any offense classified as felony theft (\$1,000+)***

THEFT USING COERCION: Obtaining money or property from another student through coercion, intimidation or threat of physical harm.

First Offense • Parent guardian notification • Written notification • 1 Day Out of School Suspension (OSS) Optional • Parent Conference • School Based Counseling • Police Notification • 1, 3 – 5 Days Out of School Suspension in sequential order (OSS) • Mentoring • Referral to Mediation Recommended • Behavior Intervention	Second Offense • Parent/Guardian notification • Parent conference • Written notification • 1, 3 – 5 Day Out of School Suspension in sequential order (OSS) • Behavior Intervention Optional • Police Notification Recommended • Mentoring • School Based Counseling • Implementation of Behavior Modification Plan	Subsequent Offenses REQUIRED: Same as second offense with • School Based Counseling • Implementation of Behavior Modification Plan • 3 – 5 Day Out of School Suspension in sequential order (OSS) Optional • Police Notification • Threat Assessment Recommended • Mentoring • Referral to Mediation

THREATENING BEHAVIOR TO STAFF: A threat to engage in menacing behavior that is violent or sexual in nature to an individual staff member, not a group or community – without physical contact – that would cause a reasonable person offense, annoyance, or alarm.

First Offense • Parent guardian notification • Written Notice • Out of School Suspension 1, 3, 5 days in sequential order • Police Notification** • Mandatory report to DOE** Optional • Out of School Suspension: 1, 3 – 5 Days (OSS) • Parent Conference • School Based Counseling • Mentoring Recommended • Behavior Intervention	Second Offense • Parent/Guardian notification • Parent Conference • Written Notification • Behavior Intervention • 1, 3 - 5 Days Out of School Suspension (OSS) in sequential order • Police Notification** • Mandatory Report to DOE** Recommended • Mentoring • School Based Counseling • Implementation of Behavior Modification Plan • Threat Assessment	Subsequent Offenses REQUIRED: Same as second offense with • School Based Counseling • Implementation of Behavior Modification Plan • Out of School Suspension in 5 Days in sequential order (OSS) Recommended • Mentoring • Threat Assessment

*****Required notification of police and filing of Delaware Department of Education (DOE) report for C0501 offenses.***

THREATENING BEHAVIOR TO STUDENT: A threat to engage in menacing behavior that is violent or sexual in nature to an individual student, not a group or community – without physical contact – that would cause a reasonable person offense, annoyance, or alarm.

First Offense • Parent guardian notification • Written Notice • Out of School Suspension 1 -3 days • Police Notification** • Mandatory report to DOE** Optional • Parent Conference • School Based Counseling • Out of School Suspension: 3 – 5 Days (OSS) • Police Notification • Mentoring • Threat Assessment • Mandatory Report to DOE** Recommended • Behavior Intervention • Anti-Bullying Pledge	Second Offense • Parent/Guardian notification • Parent Conference • Written Notification • Behavior Intervention • 1, 3 - 5 Days Out of School Suspension (OSS) in sequential order • Police Notification** • Mandatory Report to DOE** Recommended • Mentoring • School Based Counseling • Implementation of Behavior Modification Plan • Threat Assessment	Subsequent Offenses REQUIRED: Same as second offense with • School Based Counseling • Implementation of Behavior Modification Plan • Out of School Suspension in 5 Days in sequential order (OSS) Optional • Police Notification ** • Mandatory Report to DOE** Recommended • Mentoring • Referral to mediation • Threat Assessment

*****Required notification of police and filing of Delaware Department of Education (DOE) report for C0501 offenses.***

OFFENSE CATEGORY III

ARSON: Any act utilizing fire, smoke, or explosives which cause alarm or danger to life; including but not limited to willful or malicious burning of campus property , its contents, or the property of others.

First Offense • Parent/guardian notification • Parent/guardian conference • Written notification • School Based Counseling • Mandatory Report to DOE • 5 Days Out of School Suspension • Police Notification Optional • Mentoring Recommended • Restitution of resulting expenses • Implementation of Behavior Plan • Expulsion	Second Offense • Parent/guardian notification • Parent/guardian Conference • Written notification • Behavior Intervention • School Based Counseling • Implementation of Behavior Modification Plan • Mandatory Report to DOE • 5 Day Out of School Suspension • Police Notification Recommended • Mentoring • Restitution of resulting expenses • Expulsion

ASSAULT ON STAFF: A reckless or intentional physical act using force upon a staff member resulting physical injury

First Offense • Parent/guardian notification • Parent/guardian conference • Written notification • School Based Counseling • Mandatory Report to DOE • 5 Days Out of School Suspension • Police Notification Optional • Mentoring • Referral to mediation Recommended • Restitution of resulting expenses • Implementation of a Behavior Plan • Expulsion	Second Offense • Parent/guardian notification • Parent/guardian Conference • Written notification • Behavior Intervention • School Based Counseling • Implementation of Behavior Modification Plan • Mandatory Report to DOE • 5 Day Out of School Suspension • Police Notification Recommended • Mentoring • Restitution of resulting expenses • Referral to Mediation • Expulsion

A student's suspension shall be extended pending an Expulsion Hearing.

ASSAULT ON STUDENT: An intentional (or reckless) physical attack using force upon a person resulting in physical injury.

First Offense • Parent/guardian notification • Parent/guardian conference • Written notification • School Based Counseling • Mandatory Report to DOE • 5 Days Out of School Suspension • Police Notification Optional • Mentoring • Referral to Mediation Recommended • Restitution of resulting expenses • Implementation of Behavior Plan • Expulsion (Assault I, III)	Second Offense • Parent/guardian notification • Parent/guardian Conference • Written notification • Behavior Intervention • School Based Counseling • Implementation of Behavior Modification Plan • Mandatory Report to DOE • 5 Day Out of School Suspension • Police Notification Recommended • Mentoring • Restitution of resulting expenses • Referral to Mediation • Expulsion (Assault I, II)

ATTORNEY GENERAL'S REPORT (JUVENILE ARREST WARRANT AND COMPLAINT): Out-of-state or out-of-school criminal Conduct which shows a disregard for the health, safety, and welfare of others, Including, but not limited to acts of violence.

First Offense • Parent/guardian notification • Parent/guardian conference • Written notification • School Based Counseling Optional • 5 Days Out of School Suspension • Mentoring • Referral to mediation • Expulsion (Assault I, II) Recommended • Implementation of a Behavior Plan	Second Offense • Parent/guardian notification • Parent/guardian Conference • Written notification • Behavior Intervention • School Based Counseling • Implementation of Behavior Modification Plan • Mandatory Report to DOE Optional • 5 Day Out of School Suspension • Expulsion Recommended • Mentoring • Referral to Mediation

A student's suspension shall be extended pending an Expulsion Hearing.

DANGEROUS INSTRUMENT(S) POSSESSION/CONCEALMENT SALE:

Regardless of possessor's intent, any unauthorized possession/concealment/sale of an instrument, article or substance which is readily capable of causing Serious physical injury or death. If the full blade of a knife is less than three Inches, the item will be considered a dangerous instrument.

First Offense • Parent/guardian notification • Parent/guardian conference • Written notification • School Based Counseling • Mandatory Report to DOE • 5 Days Out of School Suspension • Police Notification Optional • Mentoring • Referral to Mediation • Expulsion Recommended • Restitution of resulting expenses • Implementation of Behavior Plan	Second Offense • Parent/guardian notification • Parent/guardian Conference • Written notification • Behavior Intervention • School Based Counseling • Implementation of Behavior Modification Plan • Mandatory Report to DOE • 5 Day Out of School Suspension • Police Notification Recommended • Mentoring • Restitution of resulting expenses • Referral to Mediation

WEAPONS/DEADLY WEAPONS(S) POSSESSION/CONCEALMENT/SALE: Regardless of possessor's intent, any possession/concealment/sale of a weapon/deadly weapon. The Weapon/Deadly Weapon list includes, but is not limited to, firearms, pellet guns (hard and soft), BB guns, air guns, bombs, electric weapons, projectile devices, knives with a full blade measuring three or more inches, switch-blade knife, mace, pepper gas, billy, blackjack, bludgeon, metal knuckles, sling-shot, razor, razor blades, box cutter, xacto knife, utility knife, bicycle chain, ice pick, taser, and non-functional weapons. Also any threatening manner, or attempted to be used, to cause death or serious physical injury.

First Offense • Parent/guardian notification • Parent/guardian conference • Written notification • School Based Counseling • Mandatory Report to DOE • Police Notification • Expulsion (based on State Code) Optional • Mentoring • Referral to mediation • Expulsion (based on State Code) Recommended • Restitution for resulting expenses • Implementation of a Behavior Plan	Second Offense • Parent/guardian notification • Parent/guardian Conference • Written notification • Behavior Intervention • School Based Counseling • Implementation of Behavior Modification Plan • Mandatory Report to DOE • Police Notification • Expulsion (based on State Code) Recommended • Mentoring • Restitution for resulting expenses • Referral to Mediation • Expulsion

Any student who uses, threatens to sue, or brings a weapon or dangerous instrument on school property for the express purpose of doing harm to another student or employee is subject to expulsion

A student's suspension shall be extended pending an Expulsion Hearing.

DISTRIBUTION OF DRUGS AND/OR ALCOHOL AND/OR PARAPHERNALIA: Sale, transfer, or distribution in school, on school property, or on school field trip of drugs, alcohol, drug-like substance, or look-alike substances. This situation includes prescription drugs or over-the-counter drugs. Regardless of possessor's intent, possession of excessive amounts of drugs/alcohol or look-alike substances are considered as "possession with intent to deliver." An "illegal substance" includes all substances which fall under the definition of "controlled substances" set forth in the Uniform Controlled Substances Act (16 Del C.Sec.4701 et.seq.)

First Offense • Parent/guardian notification • Parent/guardian conference • Written notification • School Based Counseling • Mandatory Report to DOE • 5 Days Out of School Suspension • Police Notification Optional • Mentoring • Referral to Mediation Recommended • Expulsion • Restitution of resulting expenses • Implementation of Behavior Plan	Second Offense • Parent/guardian notification • Parent/guardian Conference • Written notification • Behavior Intervention • School Based Counseling • Implementation of Behavior Modification Plan • Mandatory Report to DOE • 5 Day Out of School Suspension • Police Notification Recommended • Mentoring • Restitution of resulting expenses • Referral to Mediation • Expulsion

USE AND/OR POSSESSION OF DRUGS AND/OR ALCOHOL AND/OR PARAPHERNALIA: Regardless of possessor's intent, to possess on your person or among your personal belongings, or to use or have consumed alcohol, drugs or any illegal substance. This includes being under the influence, even if use occurred off school grounds. This situation includes look-alike substances, prescription drugs, and over-the-counter drugs. Possession of excessive amounts of drugs and/or alcohol or look-alike substances is considered "possession with intent to deliver" and is treated as the Offense Category III violation: "Distribution of Drugs and/or Alcohol and/or Paraphernalia."

First Offense • Parent/guardian notification • Parent/guardian conference • Written notification • School Based Counseling • Mandatory Report to DOE • Police Notification • Expulsion (based on State Code) Optional • Mentoring • Referral to mediation • Expulsion Recommended • Restitution for resulting expenses • Implementation of a Behavior Plan	Second Offense • Parent/guardian notification • Parent/guardian Conference • Written notification • Behavior Intervention • School Based Counseling • Implementation of Behavior Modification Plan • Mandatory Report to DOE • Police Notification • Expulsion (based on State Code) Recommended • Mentoring • Restitution for resulting expenses • Referral to Mediation • Expulsion

A student's suspension shall be extended pending an Expulsion Hearing.

MISUSE OF TECHNOLOGY “SEVERE CLAUSE”: Situations in which a student or students deliberately tampers with, damages, alters, accesses, crashes, or corrupts the computer/communications system for a class, school or the district resulting in the loss of corruption of information, the ability of the system to operate, or in any way disrupts or degrades the school or district’s technology infrastructure.

First Offense • Parent/guardian notification • Parent/guardian conference • Written notification • School Based Counseling • 5 Days Out of School Suspension • Police Notification Optional • Mentoring • Referral to Mediation • Expulsion Recommended • Restitution of resulting expenses • Implementation of Behavior Plan	Second Offense • Parent/guardian notification • Parent/guardian Conference • Written notification • Behavior Intervention • School Based Counseling • Implementation of Behavior Modification Plan • Mandatory Report to DOE • 5 Day Out of School Suspension • Police Notification Recommended • Mentoring • Restitution of resulting expenses • Referral to Mediation

OFFENSIVE TOUCHING TO STAFF: An intentional act taken against a staff member with a part of the body or with an instrument (including but not limited to shoving, pushing, striking) thereby causing offense or alarm.

First Offense • Parent/guardian notification • Parent/guardian conference • Written notification • School Based Counseling • Mandatory Report to DOE • Police Notification • Expulsion (based on State Code) Optional • Mentoring • Referral to mediation • Expulsion (based on State Code) Recommended • Restitution of resulting expenses • Implementation of a Behavior Plan	Second Offense • Parent/guardian notification • Parent/guardian Conference • Written notification • Behavior Intervention • School Based Counseling • Implementation of Behavior Modification Plan • Mandatory Report to DOE • Police Notification • Expulsion (based on State Code) Recommended • Mentoring • Restitution of resulting expenses • Referral to Mediation • Expulsion

RAPE OR ATTEMPTED RAPE: Forced or attempted forced sexual contact (including Unlawful Sexual Contact) without consent of victim.

First Offense • Parent/guardian notification • Parent/guardian conference • Written notification • School Based Counseling • Mandatory Report to DOE • 5 Days Out of School Suspension • Police Notification Optional • Mentoring • Referral to Mediation Recommended • Restitution of resulting expenses • Implementation of Behavior Plan • Expulsion Rape 1, 2, 3, 4	Second Offense • Parent/guardian notification • Parent/guardian Conference • Written notification • Behavior Intervention • School Based Counseling • Implementation of Behavior Modification Plan • Mandatory Report to DOE • 5 Day Out of School Suspension • Police Notification Recommended • Mentoring • Restitution of resulting expenses • Referral to Mediation • Expulsion 1, 2, 3, 4

ROBBERY: To obtain or attempt to obtain money, goods, services or information from another by physical force or violence, coordinated violence, or intimidation using a dangerous instrument or weapon.

First Offense • Parent/guardian notification • Parent/guardian conference • Written notification • School Based Counseling • Mandatory Report to DOE • Police Notification • Expulsion (based on State Code) Optional • Mentoring • Referral to mediation • Expulsion Recommended • Restitution for resulting expenses • Implementation of a Behavior Plan	Second Offense • Parent/guardian notification • Parent/guardian Conference • Written notification • Behavior Intervention • School Based Counseling • Implementation of Behavior Modification Plan • Mandatory Report to DOE • Police Notification • Expulsion (based on State Code) Recommended • Mentoring • Restitution for resulting expenses • Referral to Mediation • Expulsion

A student's suspension shall be extended pending an Expulsion Hearing.

THREAT TO THE ORDERLY SCHOOL PROCESS: A verbal, written or physical threat to commit any act likely to result in death or serious injury to persons (groups, communities, assemblages) or property; including, but not limited to, false statements or actions likely to cause evacuation of a building, place or assembly of facility of public transportation. This also includes statement(s), behavior or acts made that are likely to cause serious inconvenience or in reckless disregard of the risk of causing terror or serious inconvenience. Including but not limited to bomb threats, false fire alarms, and terroristic threats.

First Offense • Parent/guardian notification • Parent/guardian conference • Written notification • School Based Counseling • Mandatory Report to DOE • 5 Days Out of School Suspension • Police Notification Optional • Mentoring • Referral to Mediation • Expulsion Recommended • Restitution of resulting expenses • Implementation of Behavior Plan	Second Offense • Parent/guardian notification • Parent/guardian Conference • Written notification • Behavior Intervention • School Based Counseling • Implementation of Behavior Modification Plan • Mandatory Report to DOE • 5 Day Out of School Suspension • Police Notification Recommended • Mentoring • Restitution of resulting expenses • Referral to Mediation

A student's suspension shall be extended pending an Expulsion Hearing.

Signature Document

Student Signature Required

I have read and reviewed the Delaware Design-Lab High School **Student Code of Conduct** and agree that I will follow the policies and procedures as outlined. I understand that failure to abide by the policies and procedures as outlined may result in disciplinary actions.

Student Signature

Date

Print Student Name: _____

Parent/Guardian Signature Required

We/I have read and reviewed the Delaware Design-Lab High School **Student Code of Conduct** with our/my child and agree that he/she will follow the policies and procedures as outlined. We/I understand that our/my child's failure to abide by the policies and procedures as outlined may result in disciplinary actions being taken.

Parent/Guardian Signature

Date

Delaware

PAGE 1

The First State

I, JEFFREY W. BULLOCK, SECRETARY OF STATE OF THE STATE OF DELAWARE, DO HEREBY CERTIFY THE ATTACHED IS A TRUE AND CORRECT COPY OF THE CERTIFICATE OF INCORPORATION OF "DELAWARE DESIGN-LAB HIGH SCHOOL, INC.", FILED IN THIS OFFICE ON THE FOURTEENTH DAY OF DECEMBER, A.D. 2012, AT 4:20 O'CLOCK P.M.

A FILED COPY OF THIS CERTIFICATE HAS BEEN FORWARDED TO THE NEW CASTLE COUNTY RECORDER OF DEEDS.

5259536 8100

121344881



You may verify this certificate online
at corp.delaware.gov/authver.shtml


Jeffrey W. Bullock, Secretary of State
AUTHENTICATION: 0104228

DATE: 12-28-12

**STATE of DELAWARE
CERTIFICATE of INCORPORATION
A NON-STOCK CORPORATION**

FIRST: The name of the Corporation is **Delaware Design-Lab High School, Inc.**

SECOND: Its Registered Office in the State of Delaware is to be located at 818 N. Market St., Suite 2R, Wilmington, Delaware 19801 and the name of the registered agent is Matt Urban.

THIRD: The purpose of the corporation is to engage in any lawful act of activity for which corporations may be organized under the General Corporation Law of Delaware. This Corporation shall be a nonprofit corporation. Said corporation is organized exclusively for charitable, religious, educational, and scientific purposes, including, for such purposes, the making of distributions to organizations that qualify as exempt organizations under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

FOURTH: The corporation shall not have any capital stock.

FIFTH: This corporation shall be a membership corporation without authority to issue capital stock, nor organized for profit, and no part of the net earnings, if any, of this corporation shall inure to the benefit of any member, member of the Board of Directors, officer, or any other private individual, except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in Article THIRD. The conditions of and procedure for membership in this corporation shall be such as may be stated from time to time in the Bylaws of the corporation. The corporation shall have no members other than the Board of Directors.

SIXTH: The business and affairs of this corporation shall be governed and managed by the Board of Directors in such manner as the Bylaws of this corporation shall provide.

SEVENTH: No substantial part of the activities of the corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office. Notwithstanding any other provision of these articles, the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or (b) by a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

EIGHTH: The duration of this corporation's existence shall be perpetual.

NINTH: In liquidation, dissolution, or receivership or other termination of the existence of this corporation, the Board of Directors of this corporation shall, after paying or making provision for the payment of all of the liabilities of the corporation, distribute the total of net assets for one or more exempt purposes within the meaning of section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose. Any such assets not so disposed of shall be

disposed of by a Court of Competent Jurisdiction of the county in which the principal office of the corporation is then located, exclusively for such purposes or to such organization or organizations, as said Court shall determine, which are organized and operated exclusively for such purposes.

TENTH: The private property of the incorporator, members, members of the Board of Directors, and officers of this corporation shall not be subject to the payment of corporate debts to any extent whatever.

ELEVENTH: This corporation reserves the right, if for an exempt purpose within the meaning of Section 501(c)(3) of the Internal Revenue Code, or the corresponding provision of any subsequent law, to amend, alter, change, or repeal any provision contained in this Certificate of Incorporation in the manner now or hereafter prescribed by law, and all rights conferred on the Board of Directors, officers, or members hereof are granted subject to this reservation, provided that any such amendment or other change is ratified by a majority of the members of the corporation.

TWELFTH: The name and mailing address of the incorporator are as follows:

Dr. Cristina Alvarez
2526 S. Cleveland St.
Philadelphia, PA 19145

I, THE UNDERSIGNED, for the purpose of forming a corporation under the laws of the State of Delaware, do make, file and record this Certificate, and do certify that the facts herein stated are true, and I have accordingly hereunto set my hand this 14th day of December, 2012.


Dr. Cristina Alvarez
Incorporator

**BY LAWS
OF
DELAWARE DESIGN-LAB HIGH SCHOOL**

UNANIMOUSLY ADOPTED December 19, 2012

ARTICLE I

CORPORATION

Section 1.1 Corporate Name. The name of the corporation shall be the Delaware Design-Lab High School, a Delaware non-stock, non-profit corporation.

Section 1.2 Principal Office. The principal office of the corporation shall be located in Wilmington, Delaware. The School may have such other offices, either within or without the City of Wilmington, as the Board of Directors may determine or as the affairs of Delaware Design-Lab High School may require from time to time.

ARTICLE II

CORPORATE PURPOSE

Section 2.1 Purposes. The purposes of Delaware Design-Lab High School are to operate exclusively for educational and charitable purposes within the meaning of Section 501(c)(3) of the United States Internal Revenue Code of 1986, as it may be amended from time to time, or any corresponding provision of any future Internal Revenue Code (the "Code"), including but not limited to:

- (a) Developing a public charter high school to facilitate the education of students whose families seek a rigorous design-based college preparatory education for their children.
- (b) Establishing an alternative means within the existing public school system in order to provide innovative learning opportunities and creative educational approaches to improve the education of students; and
- (c) Engaging in any and all other activities as currently deemed appropriate in furtherance of the above stated purposes.

ARTICLE III

CORPORATE POWERS

Section 3.1 Delaware Design-Lab High School shall have the power to take any action permitted by the Delaware General Corporation Law (the "Act"), the Articles of Incorporation, Section 501(c)(3) of the Code and these Corporate By Laws, as they may be amended from time to time.

Section 3.2 All of the assets and the earnings of Delaware Design-Lab High School shall be used exclusively for scientific, educational or charitable purposes within the meaning of Section 501(c)(3) of Code, as set forth above, in the course of which operation:

a) No part of the net earnings of Delaware Design-Lab High School shall inure to the benefit of, or be distributable to, its directors, officers, or any interested persons, except that Delaware Design-Lab High School shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth herein;

(b) No substantial part of the activities of Delaware Design-Lab High School shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and Delaware Design-Lab High School shall not participate in, or intervene in (including the publishing or distribution of statements), any political campaign on behalf of or in opposition to any candidate for public office except as authorized under the Code;

(c) Notwithstanding any other provisions contained herein, Delaware Design-Lab High School shall not carry on any other activities not permitted to be carried on by a corporation exempt from tax under Section 501(c)(3) of the Code or activities prohibited by State law or regulation; and

(d) In furtherance of the stated goals, objectives and purposes of Delaware Design-Lab High School, the School shall not base any decision, determine the course of conduct or discriminate in any way on the basis of age, race, gender, religion, or political affiliations or beliefs, provided that Delaware Design-Lab High School may conduct school classes for students of certain specified ages only.

ARTICLE IV

BOARD OF DIRECTORS

Section 4.1 General Powers. The business and affairs of Delaware Design-Lab High School shall be managed by the Board of Directors (the "Board"). Broadly defined, the focus of the Board shall be on adopting policies that govern the implementation of the organization's purposes and mission through approved programs and services, ensuring the availability of adequate resources for that purpose. This role is separate and distinct from the role of the Head of School, who determines the means of implementation. In addition to the powers and authority expressly granted by these By Laws, the Board may exercise all powers of the corporation and do all acts that are not prohibited by applicable law, by the Articles of Incorporation or by these By Laws.

Section 4.2 Membership. The Board shall consist of at least one (1) person who is a parent or guardian of a Delaware Design-Lab High School student, currently enrolled no later than the first instructional day, and at least one person who is a teacher at Delaware Design-Lab High School; provided, however that the parent member and the teacher member shall not be the same person. The parent or guardian shall be a non-voting member of the Board. The teacher shall be a non-voting member of the Board. The President of the Parent Teacher Association (PTA) of Delaware Design-Lab High School shall be an ex-officio, non-voting member of the Board and shall count against the limit of members provided in Section 4.3, provided that if the President of the PTA is an employee of Delaware Design-Lab High School, then such member of that organization who is not an employee of Delaware Design-Lab High School and who is

appointed by that organization, shall serve instead of the President so long as the President remains an employee of Delaware Design-Lab High School. The Head of School shall be a non-voting member of the Board and shall not count against the limit of members provided in Section 4.3. Should a person who is a State of Delaware employee, officer, and/or honorary official of the State of Delaware be elected to the Board, that individual will have no fiduciary duties and/or responsibilities to Delaware Design-Lab High School as it relates to matters between Delaware Design-Lab High School and the State of Delaware and that individual is hereby prohibited from lobbying, advocating, influencing or furthering the mission and goals of Delaware Design-Lab High School or otherwise representing Delaware Design-Lab High School before any agency or department of the State of Delaware.

Section 4.3 Number and Election. The Board shall consist of such number of Directors, at least seven (7) but not more than nineteen (19), as may be determined from time to time by resolution of the Board to ensure appropriate oversight of the organization's activities. In the start-up year the Board may consist of five (5) Directors until a parent or guardian and a certified teacher are elected to the Board as per Section 4.2. To reach the requisite number of Directors as determined by resolution of the Board, Directors may be elected to the Board upon nomination by the Nominating Committee and approval by the vote of a majority of the Directors present at a meeting.

Section 4.4 Term of Office. Directors shall serve a term of three (3) years. A Director may serve for an unlimited number of terms, providing that a minimum period of one year's absence from the Board shall occur after any two (2) consecutive full three-year terms. Each Director, including a Director elected to fill a vacancy, shall hold office until the expiration of the term for which elected and until a successor has been elected and taken office. If possible, terms shall be staggered so that approximately one-third (1/3) of the Board shall stand for nomination and election each year to assure some continuity. Notwithstanding the foregoing, the term of the member serving ex-officio pursuant to the second sentence of Section 4.2 shall be coterminous with the period of time that person qualifies as a member pursuant to that sentence and that member's term shall not be otherwise limited. The parent or guardian's term shall be for one (1) year. The term shall expire on June 30 of each year. The teacher's term shall be for one (1) year. The term shall expire on June 30 of each year.

Section 4.5 Resignation. Any Director may resign at any time by delivering a written resignation to the Chairperson or Vice Chairperson of the Board. The acceptance of any such resignation, unless required by the terms thereof, shall not be necessary to make it effective.

Section 4.6 Vacancies. Vacancies on the Board may be filled by the remaining Directors at their discretion. A Director elected under this paragraph shall hold office for the remainder of the term of the Directorship that was vacated and shall sit until a successor has been elected and taken office.

Section 4.7 Annual Meeting of the Board. The annual organizational meeting of the Board for, among other purposes, the election of officers, shall be held on the fourth Wednesday of every October, unless otherwise changed by the Board.

Section 4.8 Regular Meetings. The Board may provide by resolution the time and place for the holding of additional regular meetings of the Board without other notice than such resolution. Any business may be transacted at any regularly called meeting of the Board at which a quorum is declared present. The Board shall hold no less than one regular meeting each quarter, including

the Annual Meeting. Any business may be transacted at any regular meeting of the Board. Any annual, regular or special meetings shall be held in compliance with the State's Freedom of Information Act, 29 Del. C. Ch. 100 ("FOIA") and the school shall otherwise comply with FOIA.

Section 4.9 Special Meetings. Special meetings of the Board may be called by or at the request of the Chairperson or any three Directors.

Section 4.10 Notice of Meetings. Notice of all Board meetings shall be provided to the public in compliance with FOIA and, except as herein otherwise provided, shall be delivered, mailed or sent electronically to each Director's residence or usual place of business at least five days before the meeting. Such notice may be waived by a Director. Each such notice shall state the general business to be transacted, the day, time and place of such a meeting, and, in the case of a special meeting, by whose request it was called.

Section 4.11 Quorum. A simple majority of the Directors then in office shall constitute a quorum for the transaction of business at any meeting of the Board. A Director may be considered present if attending any meeting of the Board of Directors by way of speaker telephone or video-conference technology. If less than a majority of the Directors are present at a meeting, a majority of those Directors who are present may adjourn the meeting without further notice.

Section 4.13 Organization. The Chairperson of the Board shall preside at all meetings of the Board and shall have such powers and duties not inconsistent with these By Laws, as they may be amended from time to time by the Board. The Chairperson of the Board shall be elected each year by the Board at its annual meeting. The Board shall elect a Vice Chairperson who shall possess the powers and discharge the duties of the Chairperson in the latter's absence or disability, and have such powers and duties not inconsistent with these By Laws, as may be amended from time to time by the Board.

Section 4.14 Manner of Acting. Any act of the majority of Directors present at any meeting at which there is a quorum shall be an act of the Board of Directors, unless the act of a greater number is required by the Articles of Incorporation, the Act, or these By Laws, as may be amended from time to time.

Section 4.15 Removal of a Director. Any Director may be removed by a majority vote of the Directors at a duly constituted meeting whenever a Board member fails to fulfill his/her duties or if in the judgment of the Board the best interests of the School are served thereby.

Section 4.16 Advisory Board. The Board may appoint an Advisory Board. The Advisory Board shall consist of that number of individuals (determined by the Board from time to time) whose experience, knowledge and expertise make their participation and guidance valuable to the Board's consideration.

Section 4.17 Members of the Corporation. The Directors of the Corporation shall also be its members. All actions by the Board shall also be considered actions by its members.

ARTICLE V

OFFICERS

Section 5.1 Titles and Qualifications. The officers of Delaware Design-Lab High School shall be a Chairperson, a Vice Chairperson, a Secretary, a Treasurer, and such other officers as the Board of Directors may from time to time designate. No two (2) offices may be held by the same person.

Section 5.2 Election and Term of Office. The officers of Delaware Design-Lab High School shall be elected each year by the Board at its regular annual meeting. If the election of officers shall not be held at such meeting, such election shall be held as soon thereafter as possible. New officers may be created and filled at any meeting of the Board after notice has been given to other Directors. Each officer shall hold office until his/her successor shall have been duly elected and taken office; or until his/her death, resignation or removal in the matter hereinafter provided. Election of an officer shall not of itself create contract rights.

Section 5.3 Nominating Committee. Not less than one (1) month prior to the annual meeting of the Board, the Chairperson shall appoint, with the approval of the Board, a Nominating Committee which shall consist of not less than three Directors. The Nominating Committee shall nominate at least one candidate for each office to be filled on the Board.

Section 5.4 Resignation. Any officer may resign at any time by delivering a written resignation to the Chairperson or Vice Chairperson of the Board. The acceptance of any resignation, unless required by the terms thereof, shall not be necessary to make it effective.

Section 5.5 Removal. Any officer elected by the Board may be removed by a majority vote of the Directors present at a duly constituted meeting whenever, in their judgment, the best interests of Delaware Design-Lab High School would be served thereby.

Section 5.6 Vacancies. Any vacancy in an office shall be filled for the unexpired portion of the term by the Board.

Section 5.7 Chairperson. The Chairperson of the Board shall:

- (a) serve as the chief volunteer officer of Delaware Design-Lab High School and shall consult with the Head of School in achieving the mission of Delaware Design-Lab High School;
- (b) provide leadership to the Board in policy-making matters;
- (c) chair meetings of the Board or make arrangements for the Vice-Chairperson to do so;
- (d) appoint chairpersons of committees and serve ex officio as a member of committees and attends their meetings when possible;
- (e) help guide and mediate Board actions with respect to organizational priorities and governance concerns; monitor financial planning and financial reports; communicate

with the Head of School and review with the Head of School any issues of concern to the Board;

(f) play a leading role in fund raising activities;

(g) formally evaluate performance of the Head of School and, informally, evaluate the effectiveness of Board members;

(h) evaluate the performance of the organization in achieving its mission and make an annual report thereof to the Board; and

(i) perform other responsibilities as assigned by the Board.

Section 5.8 Vice Chairperson. The Vice Chairperson shall act under the direction of the Chairperson and in their absence or disability and shall perform the duties and exercise the powers of the Chairperson. The Vice Chairman shall perform such other duties and have such other powers as the Chairperson or the Board may from time to time prescribe.

Section 5.9 Treasurer. The Treasurer shall have charge and custody of all funds of the corporation. The Treasurer shall adopt established generally accepted reasonable accounting and fiscal procedures necessary to assure fiscal stability of the corporation and maintain or cause to have maintained an accurate accounting system and shall present financial reports to the Board in such manner and form as the Board may from time to time determine. The Treasurer shall have the primary oversight responsibility to monitor all financial transactions of the corporation and to ensure an annual financial audit by certified accountants. The Treasurer will work with appropriate Board members to designate Audit and Finance Committees to maximize Board involvement in the area of financial oversight while avoiding duplication of tasks. The Treasurer shall also recommend to the Board bonding or other appropriate forms of insurance for staff and volunteers who handle monies for the corporation.

Section 5.10 Secretary. The Secretary or duly designated individual shall keep or cause to be kept, the minutes of all meetings of the Board and shall have charge and custody of the Seal and records of the Board and Delaware Design-Lab High School.

ARTICLE VI

COMMITTEES

Section 6.1 Executive Committee.

(a) The Board may, by resolution adopted by a majority of the Board, appoint from among its members an Executive Committee which shall serve at the pleasure of the Board and shall be subject to the control and direction of the Board. The Executive Committee shall consist of the Officers of the Board and the Chairperson(s) of one or more standing committees.

(b) The Executive Committee shall meet at the call of the Chair in order to form recommendations to the Board upon such matters as shall be determined by the Chair or requested by the Board.

(c) The designation and appointment of any such committee and the delegation thereto of authority shall not operate to relieve the Board or any individual Director of any responsibility imposed on them by law.

(d) The Executive Committee shall report its activities at each Board meeting.

Section 6.2 Other Committees. The Board from time to time may establish other committees which shall have such duties and which shall consist of such a number of Directors as the Board may determine. Members of such committees shall be appointed by the Chairperson. Committee members shall not be required to be Directors of Delaware Design-Lab High School.

Section 6.3 Term of Office. Each member of any committee established pursuant to these By Laws shall serve until a successor is appointed, unless the committee shall be abolished, or until such member resigns. Any such committee may be abolished or any member removed, with or without cause, at any time by the Board.

Section 6.4 Vacancies. Vacancies on committees may be filled by the Chairperson.

Section 6.5 Quorum. Unless otherwise provided in the resolution of the Board of Directors designating a committee, a majority of the whole committee shall constitute a quorum and the act of a majority of the members present at a meeting at which a quorum is present shall be the act of the committee.

Section 6.6 Rules. Each committee may adopt rules for its own governance not inconsistent with these By Laws or with rules adopted by the Board.

Section 6.7 Committees. The Board may organize and authorize anybody to act as a Committee under its authority and discretion for any chartered purpose in order to accomplish a specified task required, or necessary, in the sole discretion of the Board of Directors. The Committee shall operate in any manner permissible under the laws of the State of Delaware, the Certificate of Incorporation and these By Laws.

ARTICLE VII

COMPENSATION AND CONTRACTS WITH DIRECTORS AND OFFICERS

Section 7.1 Compensation Of Directors and Officers. Directors of Delaware Design-Lab High School shall serve as such without salary, but the Board may authorize by policy and/or majority vote payment by Delaware Design-Lab High School of reasonable expenses incurred by the Directors in the performance of their duties. Except as provided in this section, no Director of Delaware Design-Lab High School shall receive, directly or indirectly, any salary, compensation or gift from Delaware Design-Lab High School.

Section 7.2 Contracts with Directors and Officers. No Director or Officer of Delaware Design-Lab High School shall be interested, directly or indirectly, in any contract relating to the operations conducted by it, nor in any contract for furnishing services or supplies to it, unless:

(a) Such contract shall be authorized by a 2/3 majority of Directors present and voting at a meeting at which the presence of such Director is not necessary for such authorizations; and

(b) The facts and nature of such interest shall have been fully disclosed or shown to the members of the Board present at the meeting at which such contract is so authorized.

ARTICLE VIII

INDEMNIFICATION

Section 8.1. Directors, Officers and Committee Members. Delaware Design-Lab High School shall indemnify any Director, Officer or Committee member acting on behalf of Delaware Design-Lab High School, in their official capacity or as member of any Committee, who serves at the request or subject to the discretion of the Board of Directors to the fullest extent permitted by law but only to the extent that indemnification does not result in the imposition of tax under Section 4958 of the Code. No member of the Board of Directors shall be personally liable to Delaware Design-Lab High School or to its members for monetary damages for breach of fiduciary duty as a Director or member, except 1) for any breach of the Director's duty of loyalty to the Corporation or its members, 2) for acts or omissions not in good faith or which involve intentional misconduct or a knowing violation of the law, or 3) for any transaction from which the Director derived an improper personal benefit.

Section 8.2. Advancement of Expenses. If expenses are incurred by a director, officer, employee or agent in defending a civil or criminal action, suit or proceeding, such expenses shall be paid by Delaware Design-Lab High School in advance of the final disposition of such action, suit or proceeding in the specific case upon receipt of an undertaking by or in behalf of the Director, officer, employee or agent to repay such amount unless it ultimately shall be determined that such person is entitled to be indemnified by Delaware Design-Lab High School as authorized in the Article.

Section 8.3. Insurance. Delaware Design-Lab High School may purchase and maintain insurance on behalf of any person who is or was a director, officer, employee or agent of Delaware Design-Lab High School or is or was serving at the request of Delaware Design-Lab High School, partnership, joint venture, trust, or other enterprise against any liability asserted against such person and incurred by such person in any capacity, or arising out of such person's status as such, whether or not Delaware Design-Lab High School would have the power to indemnify such person against such liability under the provisions of this Article VIII.

Section 8.4. No Retroactive Application. No amendment to these By Laws shall operate retroactively to diminish any right to indemnification or advancement of expenses.

ARTICLE IX

AMENDMENTS TO BY LAWS

Except as set forth in the General Corporation Law of Delaware, these By Laws may be adopted, amended or repealed by the vote of a majority of Board members at a duly convened meeting of the Board at which a quorum is present and pursuant to written notice to the Board members of that purpose.

ARTICLE X

DISTRIBUTION OF ASSETS UPON DISSOLUTION

Upon the dissolution or liquidation of Delaware Design-Lab High School, the Board of Directors, after paying all or making provision for all the liabilities of Delaware Design-Lab High School shall transfer all the property and assets, of any nature, of Delaware Design-Lab High School to such organizations organized and operated exclusively for such educational or charitable purposes as shall at that time qualify as exempt from taxation under Section 501(c)(3) of the Code. Any such property or assets not so disposed of in accordance with the aforementioned procedures shall be disposed of by a Court of competent jurisdiction in the County in which the principal office has been located, to such organization or organizations as such Court shall determine, which are organized and operated for such purposes as stated above.

ARTICLE XI

CONTRACTS, CHECKS, DEPOSITS AND FUNDS

Section 12.1 Contracts. The Board of Directors may authorize any officer or officers, agent or agents of Delaware Design-Lab High School, in addition to the officers so authorized by these Corporate By Laws, to enter into any contract or execute and deliver any instrument in the name of and on behalf of Delaware Design-Lab High School and such authority may be general or expressly limited to specific instances.

Section 12.2 Checks. Drafts. Except for those normally executed in the regular course of business, all checks, drafts or other orders for the payment of money, notes, or other evidences of indebtedness issued in the name of the Corporation, shall be signed by such officer or officers, agent or agents of the Corporation and in such manner as shall from time to time be determined by resolution of the Board of Directors. In the absence of such determination by the Board of Directors, such instruments shall be signed by the Head of School, Chairperson and countersigned by the Chairperson or Treasurer or Secretary of Delaware Design-Lab High School.

Section 12.3 Deposits. All funds of Delaware Design-Lab High School shall be deposited from time to time to the credit of Delaware Design-Lab High School in such banks, trust companies or other depositories as the Board of Directors may select.

Section 12.4 Gifts. The Board of Directors may accept on behalf of the Corporation any contribution, gift, bequest or devise for the general purposes or for any special purpose of the Corporation. Members of the Board of Directors may not accept gifts made personally to them as a result of or by virtue of their membership on the Board.

ARTICLE XII

BOOKS AND RECORDS

The Corporation shall keep correct and complete books and records of account and shall also keep minutes of the proceedings of its Corporate Members, Board of Directors, and Committees having any of the authority of the Board of Directors, and shall keep at the registered or principal office a record giving the names and addresses of the members entitled to vote. All books and records of the Corporation may be inspected by any Corporate Member, or such Corporate Member's agent or attorney for any proper purpose at any reasonable time. Furthermore, the school shall establish a policy for making records available to the public that is compliant with the FOIA.

ARTICLE XIII

FISCAL YEAR

The fiscal year of the Corporation shall be the calendar year beginning on July 1 and ending on June 30.

ARTICLE XIV

SEAL

The Corporate seal shall have inscribed thereon the name of the Corporation and the words "Corporate Seal, Delaware".

ARTICLE XVI

WAIVER OF NOTICE

Whenever any notice is required to be given under the provisions of the Act or under the provisions of the Articles of Incorporation or these Corporate By Laws, a waiver thereof in writing signed by the person or persons entitled to such notice, whether before or after the time stated therein, shall be deemed equivalent to the giving of such notice.

STATEMENT OF ASSURANCES

14 Del. C. §§ 512 Criteria (1) through (14)

The Board of Directors of this charter school certifies that it will:

1. Comply with all federal and state laws and regulations applicable to the operation and management of a charter school.
2. 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 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.
3. 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.
4. Provide the Department of Education with copies of all the policies and bylaws of the school and the school's board of directors and inform the Department in a timely manner when bylaws change.
5. Comply with the provisions of a Performance Agreement, as required by the Secretary of Education.
6. Conduct all meetings of the board of directors in a manner consistent with the Freedom of Information Act, 29 Del. C. Ch. 100.
7. Include a member of the Board of Directors who is a certificated teacher from at least one of the charter schools operated by the board and at least one parent of a student enrolled in a charter school operated by the board, consistent with 14 Del C. § 512(1).
8. Disclose any ownership or financial interest in the charter school, including but not limited to the building and real property to be used in the operation of the charter school, by the charter school founders and the board of directors of the proposed charter school, in accordance with 14 Del. C. § 511(o).
9. 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, per 14 Del. C. § 512(14).

10. Provide results of a criminal background check and check of the Child Abuse Registry for each charter school founder and board member for review as part of the application process and on an ongoing basis if new board members are seated or current board members are convicted of a crime or placed on the Child Abuse Registry, in accordance with 14 Del. C. § 511(p).
11. 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.
12. Maintain corporate status as described in 14 Del. C. § 504.
13. 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.
14. Not operate in a sectarian manner or include religious practices in its educational program.
15. Participate in the Delaware Comprehensive Assessment System and comply with the requirements of the State Public Education and Accountability System pursuant to 14 Del. C. § 151, 152, 153, 154, and 157 and Department rules and regulations implementing Accountability, to specifically include the Delaware Comprehensive Assessment System (14 DE Admin Code 275.4.2.1.1).
16. Manage the school within all State administrative and financial systems listed in 14 Del. C., § 512(9) including accounting, payroll, purchasing, retirement, and benefits. All school funds will be managed through the school's accounts set up in the First State Financials (FSF). If the school will opt out of the State's retirement and/or benefits system notice must be provided to the Department.
17. Initiate and maintain direct communication with other public and nonpublic schools to assure efficient notification and transfer and exchange of records.
18. 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.
19. 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.
20. 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.

21. 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.
22. Comply with the requirements for reporting school crimes as described in 14 Del. C. § 4112.
23. Comply with the certification required by 14 Del. C. §506 (c)(3) relating to attendance for a least one school year.
24. Participate in all training offered by the Department of Education to charter schools prior to the opening of the school.
25. 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.
26. 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.
27. Comply with the Individuals with Disabilities Education Act (IDEA) and 14 Del. C. Ch. 31 and the federal and state regulations adopted pursuant to them.
28. Comply with Section 504 of the Rehabilitation Act of 1973 and with the Americans with Disabilities Act of 1990 and the regulations adopted pursuant to them.
29. Comply with Title VI and VII of the Civil Rights Act of 1964.
30. Comply with Title IX of the Education amendments of 1972.
31. Have certified special education teacher(s) providing services for students with disabilities.
32. Ensure that students have physical examinations prior to enrollment.
33. Ensure that required immunizations and screenings (lead, TB, etc.) are in compliance.
34. Administer medications and medical treatments, including first aid.
35. Screen for health problems (vision, hearing, postural/gait, etc.).
36. Monitor student health, and maintain health records.
37. Ensure emergency care for known and unknown life-threatening health conditions.

38. Ensure health representation on IEP teams when student's needs require such.
39. Ensure that the application for a charter contains an affirmation 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, in accordance with 14 Delaware Code, Section 511 (l). 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.
40. Participate and receive training in the use of the Department of Education's Pupil Accounting system eSchoolPLUS.
41. Intend to comply with all additional curriculum regulations including 501, 502, 503, and 525 and any other curricular regulations.
42. Follow the Family Education Rights and Privacy Act (FERPA), and implement federal and Department of Education regulations regarding disclosure of student records.

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.

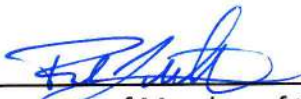
We have reviewed the Delaware Charter Law (14 Delaware Code, Chapter 5) and 14 DE Admin Code, Section 275 in the Regulations of the Department of Education (Regulation 275), and have based the responses in this application on the review of these documents.

12/19/12
Date of Signature

Delaware Design-Lab High School
Name of the Charter School

[Signature]
Signature of the Chairperson of the Board of Directors

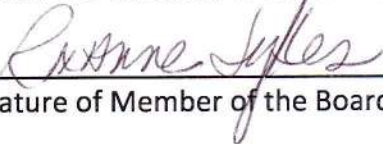
Rebecca A. Guter
Signature of Member of the Board of Directors



Signature of Member of the Board of Directors



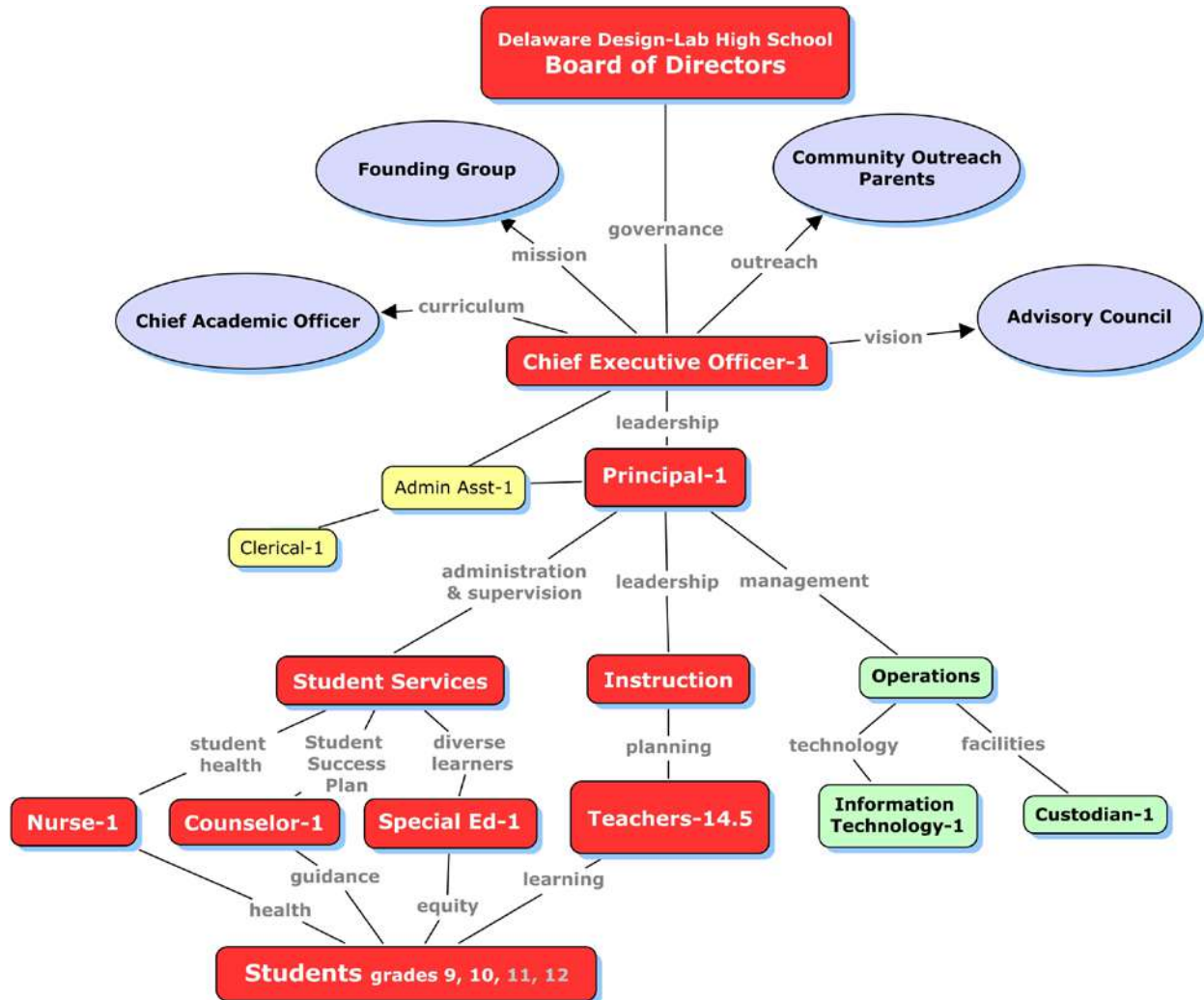
Signature of Member of the Board of Directors



Signature of Member of the Board of Directors

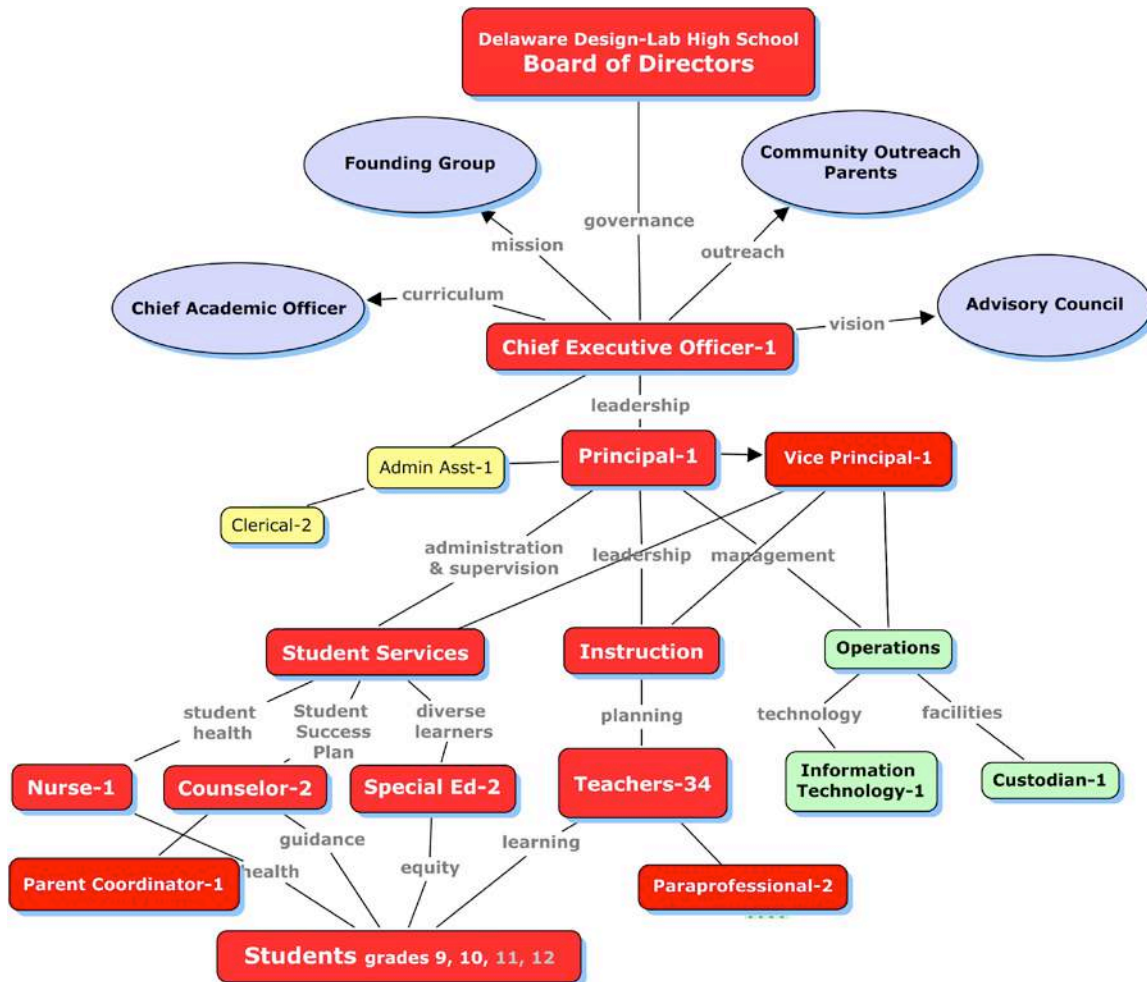
Signature of Member of the Board of Directors

ORGANIZATIONAL CHART Year 1 (2014-2015)



ORGANIZATIONAL CHART

Year 4 (2017-2018)



CHARTER SCHOOL BOARD MEMBER INFORMATION FORM

(To be completed individually by each proposed charter school board member)

14 Del. C. § 512 (1), (3), (6) and (9)

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the DDOE requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the Founding Group behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview/Initial Meeting; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve:

Delaware Design-Lab High School

2. Full name: Matthew Joseph Urban
Home Address: 2618 Darby Drive, Wilmington, DE 19808
Business Name and Address: Möbius New Media, Inc., 818 N. Market Street, 2R, Wilmington, DE 19801

Telephone No.: (302) 521-4495 (cell)
E-mail address: matt@mobiusnm.com
3. Brief educational and employment history. (No narrative response is required if resume and professional biography are attached.)
☒ Resume and professional biography are attached.
4. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school, or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).
☒ Does not apply to me. ☐ Yes

5. Why do you wish to serve on the board of the proposed charter school?

I wish to serve because of two primary reasons. First, the nature of the school plays to my professional strengths in design and media, and I am excited to participate in stewarding an innovative approach to education that emphasizes those areas. Second, I am deeply committed to the revitalization of downtown Wilmington, and the success of this school is another key piece to ensuring a healthy and thriving community, and it will provide a fantastic opportunity for Wilmington's youth.

6. What is your understanding of the appropriate role of a public charter school board member?

First and foremost, to ensure that the Delaware Charter Law (14 Delaware Code, Chapter 5) and 14 DE Admin Code, Section 275 in the Regulations of the Department of Education (Regulation 275), and all applicable local, state and federal laws are followed in the planning and implementation of the charter school.

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, I will be responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

While I have not served on another board of this kind, I do have extensive experience with organizational governance and fiduciary duty. I have a 17-year history as CEO of a successful design and marketing firm in Wilmington, DE. In addition, I have been Chairman of the Delaware Sierra Club chapter for 5 ½ of the last 10 years, managing the chapter's activities and budget. I am also a senior leader in the national Sierra Club organization, where I currently sit as a member of the Council of Club Leaders Executive Committee (second term, elected position). Between 2005 and 2008, I was Chairman of the national Sierra Club's Organizational Effectiveness Governance Committee, and was responsible for managing 10 subcommittees, a \$300k annual budget, and worked directly with the national Sierra Club Board of Directors and senior club staff.

8. Describe the specific knowledge and experience that you would bring to the Board.

I will be bringing my strong background and experience in design and media from throughout my professional career, as well as my experience with educational and training programs in various volunteer positions. I also am very well-connected in the Wilmington community, and I believe this will also be an asset to the school.

9. Indicate if you have submitted the results of a criminal background check and check of the Child Abuse Registry according to the instructions provided in the charter application.

☒ Yes

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

To increase opportunity for college and career success for Delaware youth by providing a rigorous college preparatory education through a Design-learning curriculum.

2. What is your understanding of the school's proposed educational program?

Design-learning is the ability to identify problems and opportunities, envision a variety of possibilities, and implement solutions in real-world settings. Design-learning develops in students, skills in communication, collaboration, critical thinking and creativity they need to be successful in the global economy of the 21st Century.

The school curriculum integrates the academic disciplines of science, technology, engineering, media and design (STEMD™). Our students build multiple literacies; reading, writing and math literacies and digital, visual and media literacies.

3. What do you believe to be the characteristics of a successful school?

A successful school attracts top-quality teachers who engage and challenge the school's students, assisting them to meet and exceed the state's educational standards, and putting them on a path toward college and careers. A successful school is also fosters strong and ongoing ties with the communities it serves.

4. How will you know that the school is succeeding (or not) in its mission?

Three primary meters are:

- a) Enrollment – is the school at capacity and/or growing?
- b) Educational attainment – are the schools students meeting and exceeding applicable educational standards?
- c) Placement – are the schools students able to transition effectively into higher education or careers?

Governance

1. Describe the role that the board will play in the school's operation.

Stated above. In summary:

- ensure that the Delaware Charter Law, and all applicable local, state and federal laws are followed in the planning and implementation of the charter school.
- ensure the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

2. Provide a forecast of where you see the school after its first year of operation and then again in four years.

In the first year of operation we expect enrollment of approximately 300 students. At the end of the first year we will have a good understanding of the success of the curriculum and will be able to then make enhancements to the curriculum. The school will be well known in the area and will be an attractive option for students and families in the area.

At the end of four years, the school will be at capacity of 700 students and will be a thriving and dynamic environment. The curriculum will be well established and the school will have achieved notoriety for its methodology and success. We will have graduates who have successfully entered the workforce or have attained higher education, who will have been well-prepared for those opportunities.

3. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
- First and foremost, be responsible for ensuring that the school's leadership is competent and capable of effective management of the school's curriculum, finances, and day-to-day operation.
 - Next, ensure that the school is known, through effective marketing, PR, networking, and community awareness efforts.
 - As the school begins operation and grows, track performance very closely in the areas of enrollment, educational attainment, and placement.
4. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

I would immediately bring this to the attention of the board and school management, and attempt to address it directly with the board member(s) in question. If that is not sufficient to fully address/resolve the issue, then I would bring the issue to the attention of the appropriate individual(s) within the Delaware Department of Education.

Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
☒ I / we do not know any such board members. ☐ Yes
2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
☒ I / we do not know any such employees.
3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee, or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
☒ I / we do not know any such persons.

4. Indicate if you, your spouse, or other immediate family members have any ownership or financial interest in the charter school, including but not limited to the building and real property to be used in the operation of the charter school, or anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of your ownership or financial interest in the school and/or the business that is being or will be conducted.

☒ I / we do not anticipate conducting any such business.

5. If the school intends to contract with a Charter Management Company indicate whether you or your spouse knows any employees, officers, owners, directors, or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

☒ Not applicable because the school does not intend to contact with a Charter Management Company.

6. If the school contracts with a Charter Management Company, please indicate whether you, your spouse, or other immediate family members have a direct or indirect ownership, employment, contractual, or management interest in the provider. For any interest indicated, provide a detailed description.

☒ N/A

7. If the school plans to contract with a Charter Management Company, indicate if you, your spouse, or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.

☒ N/A

8. Indicate whether you, your spouse, or other immediate family members are a director, officer, employee, partner, or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

☒ Does not apply to me, my spouse, or family

10. Indicate whether there are any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board. If so, describe the potential ethical or legal conflicts of interest.

☒ None

Certification

I, MATTHEW URBAN, certify to the best of my knowledge and ability that the information I am providing to the Delaware Department of Education as a prospective board member for **Delaware Design-Lab High School** is true and correct in every respect.

Handwritten signature

date 12/19/12

CHARTER SCHOOL BOARD MEMBER INFORMATION FORM

(To be completed individually by each proposed charter school board member)

14 Del. C. § 512 (1), (3), (6) and (9)

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As part of the application for a new charter school, the DDOE requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the Founding Group behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview/Initial Meeting; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve:

Delaware Design-Lab High School

2. Full name: **Paul Laurence Miller**

Home Address: **2634 Majestic Dr., Wilmington, DE. 19810**

Business Name and Address: **Longview Capital Management LLC., 2 Mill Rd., Suite 105, Wilmington, DE 19806**

Telephone No.: **302-353-4729**

E-mail address: **paulmiller155@comcast.net**

3. Brief educational and employment history. (No narrative response is required if resume and professional biography are attached.)

X Resume and professional biography are attached.

4. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school, or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above). X

☒ Does not apply to me. ☐ Yes

5. Why do you wish to serve on the board of the proposed charter school?

I believe that the education system, in general, is antiquated. The systems in place currently are not materially different from what they were 70 years ago. For no other industry is that acceptable. I believe that the learning processes implemented by the Delaware Design-Lab High School will not only improve to close the gap among differing socio-economic backgrounds but will truly equip the students for the global market place. Simply put, this is something I would like to be a part of.

6. What is your understanding of the appropriate role of a public charter school board member?

To determine the charter school's mission and purpose. To support the charter school leader and review performance. To ensure adequate resources and to manage those resources effectively. To determine and monitor the charter school's programs and services, to help determine which are the most consistent with the charter's mission. Finally it is important for the board to help articulate this school's mission, accomplishments and goals to the public. I will also say that it is understood that serving as a board member may be the toughest volunteer job in America, but also the most rewarding. Our goal is to craft the vision and stand back as the teacher and staff make that vision a reality.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

Although I have not served on a previous charter school board, I do believe that my work as Vice Chairman of Grace Church's Staff Parish Relations Committee, as well as Treasurer to both the Eric Anderson Senate campaign, and Leadership Delaware's Advisory Board, has equipped me to add value to the mission and organization of the Delaware Design-Lab High School.

8. Describe the specific knowledge and experience that you would bring to the Board.

Majoring, and then working in the field of finance, has strengthened my understanding and importance of properly allocating capital. This knowledge is critically important to the success or failure of an organization.

9. Indicate if you have submitted the results of a criminal background check and check of the Child Abuse Registry according to the instructions provided in the charter application.

X Yes

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

To increase opportunity for college and career success for Delaware youth by providing a rigorous college preparatory education through a Design-learning curriculum.

2. What is your understanding of the school's proposed educational program?

To offer tuition-free, innovative education to students in grades 9 – 12, which will operate in a safe, disciplined, civil learning environment. The curriculum will integrate the academic disciplines of science, technology, engineering, media and design (STEMD).

3. What do you believe to be the characteristics of a successful school?

Outside of the importance of a safe and nurturing learning environment, I believe that you need "buy-in" from all parties involved. Not only from the school staff and board, but also from the students and their parents.

4. How will you know that the school is succeeding (or not) in its mission?

Test scores, matriculation data, the amount of parental involvement, rates of absenteeism, teacher turnover, and by assessing the community support of the school. To also ensure the school is implementing all aspects of the performance management contract.

Governance

1. Describe the role that the board will play in the school's operation.

To develop the governance structure, policies and procedures to be consistent with the vision, mission, goals and governance philosophy of the charter school leaders, as well as applicable laws and the requirements of the charter authorizing entity.

2. Provide a forecast of where you see the school after its first year of operation and then again in four years.

The school will be operating in a safe, civil and disciplined fashion. The staff will be focusing on creative problem solving and critical thinking and integrating academic content in science, technology, engineering, media and design along with English language arts and mathematics.

3. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

Hire staff that not only understands the vision of Design learning, but believes and embraces the vision. Ensure that all interested parties, from teachers/staff, board, students and parents have open lines of communication. Engage and inform the public of our mission, and the accomplishments of our students.

4. How would you handle a situation in which you believe one or more members of the

school's board were acting unethically or not in the best interests of the school?

Knowing that transparency is critically important to the success of any public entity, I would bring the issue up at a board meeting. In this fashion we enable all parties to provide their side of the story in a public forum. Assuming the board president is not one of the offenders, I would also bring it to their respective attention and work together to determine what the proper next steps should be.

Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
☒ I / we do not know any such board members. ☐ Yes
2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
☒ I / we do not know any such employees.
3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee, or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
☒ I / we do not know any such persons.
4. Indicate if you, your spouse, or other immediate family members have any ownership or financial interest in the charter school, including but not limited to the building and real property to be used in the operation of the charter school, or anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of your ownership or financial interest in the school and/or the business that is being or will be conducted.
☒ I / we do not anticipate conducting any such business.
5. If the school intends to contract with a Charter Management Company indicate whether you or your spouse knows any employees, officers, owners, directors, or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
☒ Not applicable because the school does not intend to contact with a Charter Management Company.
6. If the school contracts with a Charter Management Company, please indicate whether you, your spouse, or other immediate family members have a direct or indirect ownership, employment, contractual, or management interest in the provider. For any interest indicated, provide a detailed description.
☒ N/A

7. If the school plans to contract with a Charter Management Company, indicate if you, your spouse, or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
☒ N/A
8. Indicate whether you, your spouse, or other immediate family members are a director, officer, employee, partner, or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
☒ Does not apply to me, my spouse, or family
10. Indicate whether there are any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board. If so, describe the potential ethical or legal conflicts of interest.
☒ None

Certification

I, Paul L. Miller, certify to the best of my knowledge and ability that the information I am providing to the Delaware Department of Education as a prospective board member for **Delaware Design-Lab High School** is true and correct in every respect.

 date 12/18/12

CHARTER SCHOOL BOARD MEMBER INFORMATION FORM

(To be completed individually by each proposed charter school board member)

14 Del. C. § 512 (1), (3), (6) and (9)

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the DDOE requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the Founding Group behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview/Initial Meeting; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve:

Delaware Design-Lab High School

2. Full name: Iris Leon
Home Address: 4430 Dexter Street, Philadelphia, PA 19128
Business Name and Address:

Telephone No.: 215-749-2771
E-mail address: iris.m.leon@gmail.com

3. Brief educational and employment history. (No narrative response is required if resume and professional biography are attached.)
☒ Resume and professional biography are attached.
4. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school, or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above). ☒ Does not apply to me. ☐ Yes
5. Why do you wish to serve on the board of the proposed charter school?

To provide students in the State of Delaware with superior educational opportunities and to use my expertise in the nonprofit and social sectors to ensure organization remains fiscally and legally compliant.

6. What is your understanding of the appropriate role of a public charter school board member?

To act as fiduciary and ensure the public charter school is compliant with applicable local, state, and federal rules governing the administration of public charter schools, including but not limited to DE Title 14, Chapter 5. Furthermore, to determine the charter school's mission and purpose; select, support, and review performance of the school leader; ensure effective organizational planning; ensure adequate resources; manage resources effectively; determine and monitor the charter school's programs and services; enhance the charter school's public image; and assess its own (the board's) performance.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I sit on the Alumni Council of the School of Social Policy & Practice at the University of Pennsylvania and on the steering committee for the Philadelphia Chapter of the Emerging Practitioners in Philanthropy.

8. Describe the specific knowledge and experience that you would bring to the board.

I have extensive experience in the nonprofit sector that is relevant to operating an organization including work in: board development; fundraising; strategic planning; and organizational development.

9. Indicate if you have submitted the results of a criminal background check and check of the Child Abuse Registry according to the instructions provided in the charter application. ☒ Yes ☐ No

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

Delaware Design-Lab High School aims to prepare high school aged youths for college and career. The school believes in the transformational power of Design thinking and education, for students of any background.

2. What is your understanding of the school's proposed educational program?

Delaware Design-Lab High School's curriculum integrates science, technology, engineering, media, *and* design to build multiple literacies. The focus on Design is unique (an interdisciplinary approach centered on critical thinking and problem solving).

3. What do you believe to be the characteristics of a successful school?

A successful school graduates students who are prepared for the next increment in their learning or professional development (i.e. either further educational opportunities such as higher education or the work place). Furthermore, the school environment provides a *safe and supportive space* that is conducive to personal and intellectual development.

4. How will you know that the school is succeeding (or not) in its mission?

College acceptance and retention and selected fields of study or work; feedback from students, parents, guidance counselors, and disciplinary staff on school climate.

Governance

1. Describe the role that the board will play in the school's operation.

The Board's role will include but not be limited to: hiring and evaluating the performance of the chief academic/executive officer(s); ensuring the school has appropriate policies for efficient operation; and ensuring fiscal viability and solvency.

2. Provide a forecast of where you see the school after its first year of operation and then again in four years.

After its first year in operation, the school will have recruited its minimum goal for enrolled students and will continue to be on track with growth goals over the next four years. After the first year, the school will have successfully raised funds from at least one major donor and one foundation. After four years, the school will have a sustainable fundraising model.

After four years, outcomes data will demonstrate the success of the curriculum as demonstrated through high school graduation and college enrollment numbers.

3. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

Members of the Board will need to commit and invest their personal time as needed. Community support will also be important and the board will have to start building relationships with key stakeholders and potential contributors (of both financial and social capital).

4. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

I would raise the issue first with the Board Chair to attempt to solve the issue privately (assuming said problem member is not the Chair him/herself); and then present the issue to the entire board in a duly called meeting, only if necessary. The bylaws outline the process for board member removal from the board.

Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.

☒ I / we do not know any such board members. ☐ Yes

2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.

☒ I / we do not know any such employees. ☐ Yes

3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee, or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.

☐ I / we do not know any such persons. ☒ Yes

Dr. Cristina Alvarez, proposed CEO and main charter school applicant, is my mother.

4. Indicate if you, your spouse, or other immediate family members have any ownership or financial interest in the charter school, including but not limited to the building and real property to be used in the operation of the charter school, or anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of your ownership or financial interest in the school and/or the business that is being or will be conducted.

☒ I / we do not anticipate conducting any such business. ☐ Yes

5. If the school intends to contract with a Charter Management Company indicate whether you or your spouse knows any employees, officers, owners, directors, or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

☒ Not applicable because the school does not intend to contact with a Charter Management Company.

☐ I / we do not know any such persons. ☐ Yes

6. If the school contracts with a Charter Management Company, please indicate whether you, your spouse, or other immediate family members have a direct or indirect ownership, employment, contractual, or management interest in the provider. For any interest indicated, provide a detailed description.

☒ N/A ☐ I / we have no such interest. ☐ Yes

7. If the school plans to contract with a Charter Management Company, indicate if you, your spouse, or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.

☒ N/A ☐ I / we or my family do not anticipate conducting any such business. ☐ Yes

8. Indicate whether you, your spouse, or other immediate family members are a director, officer, employee, partner, or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

☒ Does not apply to me, my spouse, or family ☐ Yes

10. Indicate whether there are any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board. If so, describe the potential ethical or legal conflicts of interest.

☒ None

☐ Yes

Certification

I, Iris Leon, certify to the best of my knowledge and ability that the information I am providing to the Delaware Department of Education as a prospective board member for **Delaware Design-Lab School** is true and correct in every respect.


Signature

12/31/12
Date

CHARTER SCHOOL BOARD MEMBER INFORMATION FORM

(To be completed individually by each proposed charter school board member)

14 Del. C. § 512 (1), (3), (6) and (9)

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the DDOE requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the Founding Group behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview/Initial Meeting; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve:
Delaware Design-Lab High School
2. Full name: Roxanne Sykes
Home Address: 3210 Sapphire Court, Wilmington, DE 19810
Business Name and Address:

Telephone No.: 302-691-7600
E-mail address: rtravis50@hotmail.com
3. Brief educational and employment history. (No narrative response is required if resume and professional biography are attached.)
x ☐ Resume and professional biography are attached.
4. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school, or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above). x ☐ Does not apply to me. ☐ Yes
5. Why do you wish to serve on the board of the proposed charter school? It is an honor for me to serve on the board offering my skills and expertise to see that the youth receive the best possible education.
6. What is your understanding of the appropriate role of a public charter school board member?
To ensure that the Delaware charter Law (14 Delaware Code, Chapter 5) and 14 DE Admin Code,

Section 275 in the Regulations of the Department of Education (Regulation 275), and all applicable local, state and federal laws are followed in the planning and implementation of the charter school. Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member. I currently work for a non-profit educational institute and belong to several fraternal organizations where I am responsible for a charity events and community services. I believe these are good qualities for a board member.
8. Describe the specific knowledge and experience that you would bring to the board. I have a financial and purchasing background. My negotiation skills will truly be an asset to the board.
9. Indicate if you have submitted the results of a criminal background check and check of the Child Abuse Registry according to the instructions provided in the charter application. x ☐ Yes ☐ No

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs? To increase opportunity for college and career success for Delaware youth by providing a rigorous college preparatory education through a Design-learning curriculum.
2. What is your understanding of the school's proposed educational program? To help young people develop the skills they'll need to thrive in 21st century life and work.
3. What do you believe to be the characteristics of a successful school? To improve the quality of education and restore faith in America's public school system.
4. How will you know that the school is succeeding (or not) in its mission? Create happy and productive students, fulfilled teachers, supportive parents, and winning community support.

Governance

1. Describe the role that the board will play in the school's operation. Adopting policies and procedures that govern the implementation of the organization's purposes and mission through approved programs and services.
2. Provide a forecast of where you see the school after its first year of operation and then again in four years. I see the growth for enrollment after the first year.
3. What specific steps do you think the charter school board will need to take to ensure that the school is successful? Meet and exceed expectations of the Common Core Standards.
4. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school? It would be brought to the attention of the entire board for a voting.

Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
☒ I / we do not know any such board members. ☐ Yes
2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
☒ I / we do not know any such employees. ☐ Yes
3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee, or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
☒ I / we do not know any such persons. ☐ Yes
4. Indicate if you, your spouse, or other immediate family members have any ownership or financial interest in the charter school, including but not limited to the building and real property to be used in the operation of the charter school, or anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of your ownership or financial interest in the school and/or the business that is being or will be conducted.
☒ I / we do not anticipate conducting any such business. ☐ Yes
5. If the school intends to contract with a Charter Management Company indicate whether you or your spouse knows any employees, officers, owners, directors, or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
☒ Not applicable because the school does not intend to contact with a Charter Management Company.
☒ I / we do not know any such persons. ☐ Yes
6. If the school contracts with a Charter Management Company, please indicate whether you, your spouse, or other immediate family members have a direct or indirect ownership, employment, contractual, or management interest in the provider. For any interest indicated, provide a detailed description.
☒ N/A ☐ I / we have no such interest. ☐ Yes
7. If the school plans to contract with a Charter Management Company, indicate if you, your spouse, or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
☒ N/A ☐ I / we or my family do not anticipate conducting any such business. ☐ Yes
8. Indicate whether you, your spouse, or other immediate family members are a director, officer, employee, partner, or member of, or are otherwise associated with, any organization that is

partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

☒ Does not apply to me, my spouse, or family ☐ Yes

10. Indicate whether there are any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board. If so, describe the potential ethical or legal conflicts of interest.

☒ None ☐ Yes

Certification

I, Roxanne Sykes, certify to the best of my knowledge and ability that the information I am providing to the Delaware Department of Education as a prospective board member for **Delaware Design-Lab School** is true and correct in every respect.

Roxanne Sykes

12/19/12

Signature

Date

STATEMENT OF ASSURANCES

14 Del. C. §§ 512 Criteria (1) through (14)

The Board of Directors of this charter school certifies that it will:

1. Comply with all federal and state laws and regulations applicable to the operation and management of a charter school.
2. 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 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.
3. 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.
4. Provide the Department of Education with copies of all the policies and bylaws of the school and the school's board of directors and inform the Department in a timely manner when bylaws change.
5. Comply with the provisions of a Performance Agreement, as required by the Secretary of Education.

CHARTER SCHOOL BOARD MEMBER INFORMATION FORM

(To be completed individually by each proposed charter school board member)

14 Del. C. § 512 (1), (3), (6) and (9)

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the DDOE requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the Founding Group behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview/Initial Meeting; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve:
Delaware Design-Lab High School
2. Full name: Rebecca Anne Girten
Home Address: 1515 Delaware Ave. #3, Wilmington, DE 19806
Business Name and Address: N/A
Telephone No.: 434-221-9112
E-mail address: rebecca.girten@gmail.com
3. Brief educational and employment history. (No narrative response is required if resume and professional biography are attached.)
Resume and professional biography are attached.
4. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school, or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above). ☐ Does not apply to me.
☒ Yes- Currently serving on the board of Gateway Lab School.
5. Why do you wish to serve on the board of the proposed charter school?
I am very passionate about both STEM education and providing nontraditional educational opportunities to youth. The proposed school is an excellent marriage of those pieces, and I hope to see both the school and its students succeed and, by changing the way students think, change the way future generations approach and solve problems in the real world.
6. What is your understanding of the appropriate role of a public charter school board member?
To ensure that the Delaware Charter Law (14 Delaware Code, Chapter 5) and 14 DE Admin Code, Section 275 in the Regulations of the Department of Education (Regulation 275), and all applicable local, state and federal laws are followed in the planning and implementation of the charter school.
Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, I am responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I currently serve on the board for Gateway Lab School, both as an officer and as chair of the marketing/communications committee. In addition, my previous work with Serviam Girls Academy provided me with experience in governance (policy development and review, strategic planning), operations (development and implementation of safety procedures, student/parent interactions, policy/procedure development, curriculum planning, etc.), and advancement (budgeting and reconciliations, fundraising, marketing and communications, branding and identity, community outreach, and admissions). I bring the unique perspective of what life is like "on the ground" in classrooms while understanding the bigger picture of the business of running a school.

8. Describe the specific knowledge and experience that you would bring to the Board.
See answer to previous question.

9. Indicate if you have submitted the results of a criminal background check and check of the Child Abuse Registry according to the instructions provided in the charter application.

X Yes

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

To increase the opportunity for college and career success for Delaware youth by providing a rigorous college preparatory education through a design-learning curriculum.

2. What is your understanding of the school's proposed educational program?

I understand it to use project-based, interdisciplinary studies and service learning to teach STEM and design in addition to more traditional school subjects.

3. What do you believe to be the characteristics of a successful school?

A successful school is many, many things- financially secure, able to recruit and retain talented and dedicated staff, consistently aiming to meet the needs of its students while providing them the best education possible, integrates strong partnerships between all stakeholders (board, faculty and staff, students, parents, DOE, and community at large), introspective (are we accomplishing our mission, how can we continue to grow and become better, etc), builds a strong reputation within the community, and one that ultimately produces happy, successful students who reach their full potential.

4. How will you know that the school is succeeding (or not) in its mission?

First, is the school providing a rigorous education that challenges its students while helping them succeed? Second, is the school utilizing the design-lab curriculum to the fullest extent possible?

Governance

1. Describe the role that the board will play in the school's operation.

The board should have an oversight role in operations, providing assistance to the school administration when necessary.

2. Provide a forecast of where you see the school after its first year of operation and then again in four years.

At the end of the first year, I anticipate that the school, like most startups, will probably have some level of staff turnover and student attrition, although I hope we'll continue to have a mostly positive school culture. We will probably need to revisit a number of policies and procedures that didn't work as expected. I would hope that the curriculum would only need minor tweaking. The budget will also need to be altered to reflect items that we didn't anticipate. We'll still need to work on brand identity and community awareness.

After four years, sound working policies and procedures should be in place. We should have completed strategic planning and begun working toward fulfillment of those goals. The static budget line items should have been ironed out and the budget should be realistic and maintainable. Teacher turnover and student attrition rates should be low, and the school should project a positive culture. The curriculum should be solid and teachers should begin reevaluating how they can best cover material. The school's identity should be more concrete and there should be significantly more community awareness and engagement. Enrollment should be up or steady, and potential staff should be excited about working at the school. In addition, the administration should be increasingly able to function independently, with board continuing to provide oversight as necessary.

3. What specific steps do you think the charter school board will need to take to ensure that the school is successful? First and foremost, hiring administrators, staff, and teachers who are talented, passionate, and capable. Then working with the administration to plan and enact smart policies, both in terms of governance and operations. During the first year of operation, it is imperative that we consistently evaluate what works and what does not, and begin to plan how to change the pieces that didn't work as we move forward.
4. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?
Do due diligence and get the facts straight first. If the person(s) in question was acting unethically, that information should be presented to the rest of the board with a motion to remove the offending parties and the DOE would be notified of the situation and steps taken to correct it.

Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
☒ I / we do not know any such board members. ☐ Yes
2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
I am personal friends with all the employees (current and for the last 3.5 years) of Serviam Girls Academy and the AmeriCorps teachers (current and for the last 3.5 years) at Nativity Preparatory School. I also have professional relationships with Pam Draper, Anne Budischak, and Chris Santantasio of Gateway Lab School, as well as David Kubacki and Megan Reardon of Nativity Prep.
3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee, or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
X I / we do not know any such persons.
4. Indicate if you, your spouse, or other immediate family members have any ownership or financial interest in the charter school, including but not limited to the building and real property to be used in the operation of the charter school, or anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of your ownership or financial interest in the school and/or the business that is being or will be conducted.
X I / we do not anticipate conducting any such business.
5. If the school intends to contract with a Charter Management Company indicate whether you or your spouse knows any employees, officers, owners, directors, or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

☒ Not applicable because the school does not intend to contact with a Charter Management Company.

6. If the school contracts with a Charter Management Company, please indicate whether you, your spouse, or other immediate family members have a direct or indirect ownership, employment, contractual, or management interest in the provider. For any interest indicated, provide a detailed description.

☒ N/A

7. If the school plans to contract with a Charter Management Company, indicate if you, your spouse, or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.

☒ N/A

8. Indicate whether you, your spouse, or other immediate family members are a director, officer, employee, partner, or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

☒ Does not apply to me, my spouse, or family

10. Indicate whether there are any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board. If so, describe the potential ethical or legal conflicts of interest.

☒ None

Certification

I, Rebecca A. Ginter, certify to the best of my knowledge and ability that the information I am providing to the Delaware Department of Education as a prospective board member for **Delaware Design-Lab High School** is true and correct in every respect.

Rebecca A. Ginter

date 19 December 2012

Ethics and Conflicts of Interest

5. Ethics and Conflicts of Interest.

Describe the Board ethical standards and procedures for identifying and addressing conflicts of interest and compliance with the State Code of Conduct.

The Board shall adopt a Conflict of Interest Policy requiring disclosure of any conflict, recusal from discussion and a vote of disinterested Board members. Board members will execute the “Conflict of Interest Policy” annually. While none exist, any ownership interests in the school building or real estate must be disclosed in the charter school application. A Board member may not usurp a corporate opportunity for personal use that the school may be interested in. The law firm of Fox Rothschild LLP will provide training for Board members on the legal and financial responsibilities of Board members. Fox Rothschild has trained the Board for the Gateway Lab School in Delaware, and a number of charter school boards in other jurisdictions.

**MEMORANDUM OF UNDERSTANDING
CADEKIDS AND DELAWARE DESIGN-LAB HIGH SCHOOL**

Purpose of Memorandum

The Corporate Alliance for Drug Education (CADEkids) and Delaware Design-Lab High School (DDLHS) enter into this memorandum of understanding to leverage their combined resources toward the shared goal of helping DDLHS students develop critical thinking in behavioral skill sets for enhanced academic and behavioral outcomes.

CADEkids Mission Statement

CADEkids' mission is to equip students with skills to handle conflict the smart way and have the courage to stop and evaluate situations, exercise impulse control, and steer clear of substance abuse, violence, and other destructive behaviors.

Scope of Services

CADEkids will dedicate one Prevention Specialist (.2 full-time equivalent) to DD-LHS, for the 2014-15 academic year. The Prevention Specialist (PS) will spend one day per week at DDLHS from late-September 2014 through mid-June 2015. The PS will be responsible for conducting whole classroom instruction (with the teacher present), as well as small group and one-on-one sessions, as determined by DDLHS administrative personnel—for approximately 300 students, grades 9-10—in up to five instructional units per day. The primary curriculum, ***Reconnecting Youth*** (RY), uses a partnership model involving peers, parents, and school personnel to deliver service components that revolve around three central program goals: Improved school performance, decreased drug involvement, and increased mood management. RY is an evidence-based prevention program for schools/communities that addresses student issues including, but not limited to, social decision-making, self-control, interpersonal communication, school performance, and self-esteem enhancement. The Prevention Specialist will deliver programs in three 10-12-week lesson cycles, including administration of pre-/post-instruction participant surveys. Per cycle, CADEkids will offer one parent workshop and professional development sessions (up to one hour), by request.

Project Budget

\$10,000 per academic year—includes one Prevention Specialist's salary of \$6,400 (20% FTE); benefits of \$2,200 (calculated at 34.5%); program supplies of \$500; and a 10% administrative fee of \$900.

Signatures of Agreement—2014-15

CADEkids Representative

Date

Delaware Design-Lab High School Representative

Date

Janet Hethorn, Ph.D.

Professor and Chair of the Department of Art, University of Delaware

Director of the Delaware Design Institute

I am writing in support of the charter application for the proposed Delaware Design-Lab High School, which I understand, if approved, would open in 2014 in the city of Wilmington.

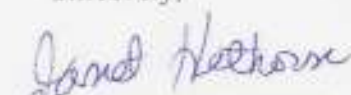
In my roles as Chair of the Department of Art for the University of Delaware, and Director of the Delaware Design Institute, I oversee faculty, arts research, and initiatives for community outreach and partnerships.

We are particularly interested in developing an ongoing relationship with the Delaware Design-Lab High School. Speaking with their Founder, it was clear that we agree that design has so much power to change the world for the better. We are in alignment with the conviction that Design-thinking is at the core of rigorous learning.

We envision partnership with the Delaware Design-Lab High School as mutually beneficial. A high school in Wilmington that teaches young adults through Design-Thinking would transform educational opportunities for Delaware students and offer the University of Delaware, uniquely prepared, critical thinkers and social innovators. Their graduates would be well-prepared for our digital arts programs, design practices, and the studio environment. The Delaware Design-Lab High School team is eager to work with us to align their curriculum to the high level expectations of our program, so they can meet their goal to have every one of their graduates accepted to and succeed in a quality university.

So it is my pleasure to support their proposal to open a charter high school in Wilmington, Delaware.

Sincerely,


Janet Hethorn, Ph.D.



DEPARTMENT OF ART

University of Delaware
Newark, Delaware 19716-2513
Ph: 302/831-2244

Janet Hethorn, Ph.D.

Professor and Chair of the Department of Art, University of Delaware

Director of the Delaware Design Institute

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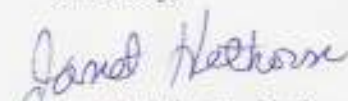
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So it is my pleasure to support their proposal to open a charter high school in Wilmington, Delaware.

Sincerely,


Janet Hethorn, Ph.D.

Start-Up Plan

Start Up Plan – Hiring Personnel

When	Action	Responsible
July 2013	Review and finalize plans for hiring	Board and CEO
Oct 2013 - April 2014	Recruit and hire Principal	Board and CEO
Nov 2013 - Feb 2014	Recruit and hire Admin Asst	CEO, CAO and Board
Jan - March 2014	Recruit teachers	CEO and CAO
March 2014	Review operations budget, enrollment projections, additional needs, revenue estimates to determine staffing needs	CEO, CAO and Board
May - July 2014	On-board Principal	CEO and Board
April - May 2014	Hire teachers for 2014-15	CEO, CAO and Board
July - Aug 2014	Plan and deliver teacher induction & PD	CEO, CAO and Principal

Start Up Plan – Contracts & Training

When	Action	Responsible
July 2013	Apply to Community Ed Bldg. Identify other sites w real estate broker.	Board and CEO
Sept - Nov 2013	Receive lease decision from CEB or identify another suitable site.	Board and CEO
Dec 2013	Finalize and sign Innovative Schools Contract Financial and Back Office Support, Negotiate & Sign Lease for Facility	Board and CEO
Jan - March 2014	Recruit teachers	Board and CEO
March 2014	Review operations budget, enrollment projections, additional needs, revenue estimates to determine staffing needs	Board and CEO
April	Submit student count to sending districts	CEO
April 2014	Finalize and sign Contracts for Comprehensive Insurance, Independent Audit Firm, Facility Maintenance, Transportation, Food Services, Technology Services, Nurse and Custodian	Board and CEO
Nov 2013 – June 2014	Procure instructional materials	CEO, CAO, Principal, Board
June 2014	Get Certificates of Occupancy	CEO
July 2014	Board Training	CEO, CAO, Principal, Board
April - July 2014	Procure furniture, complete build-out, move into new facility.	CEO, CAO, Principal

BUDGET & START-UP PLAN

**Insurance Quote for
DELAWARE DESIGN-LAB HIGH SCHOOL**

Prepared by **Pratt Insurance, 4 Village Square, Smyrna, DE 19977**
<http://www.pratt-insurance.com/>

Property Coverage (\$1,000). This will allow us to take advantage of writing a package policy and by so doing reducing the costs of the other coverage provided under the package policy.

General Liability Coverage at limits of \$1,000,000/\$2,000,000 to include School District Educators Legal Liability, (Coverage for wrongful acts of the Board Members and Employment Practices Liability. The rating basis to determine the premium for this coverage will be the number of anticipated students and teachers for the first year of the school. Estimate based on 360 students and 19 teachers.

Hired and Non-Owned Auto Liability

Based on insuring \$1,000 of property Coverage General Liability, School District Educators Legal Liability, Employment Practices Liability, and Hired and Non-Owned Auto Liability Coverage as noted; the estimated annual premium at this time would be \$1,500; but please keep in mind, this premium is based on your planning for the opening and the school not being operative. As the year progresses, changes will likely be needed in the policy and that would add premium to the policy based on the changes needed. For example, the minimum premium for School District Educators Legal Liability is normally \$5,000 but based on your being in the planning and development stage, we are able to keep the premium lower at this point and progress with you as the school becomes operational at the beginning of the 2014 policy year.

Future – Supply approved Charter School Agreement filed with the State and an explanation of the funding sources that you have available outside of the reimbursement per student that you receive from the local district and the State.

As you prepare to open the school; please review the following as it may be helpful for budgetary purposes in planning the expected costs for the first year of operation.

1. **Property Coverage** to include Contents in the Building and Extra Expense with an estimate of \$250,000 for Contents and \$250,000 of Extra Expense. The annual Premium would be approximately \$2,800. Please keep in mind this premium would increase depending on the type of lease that you sign and other property insurance that you may need to provide as required by the lease, such as Fire Legal Liability coverage or full property coverage for the Building. For example if you have a building valued at \$2,000,000; you would need to add approximately \$4,000 - \$5,000 to the premium or a total of \$7,800, (\$2,800 plus \$5,000).

2. **Crime Coverage** for \$100,000 of Employee Dishonesty, \$100,000 Theft of Money & Securities inside and outside the premises, \$100,000 Forgery and Alteration, and \$100,000 Computer Fraud. The annual Premium would be approximately \$1,000.
3. Coverage for \$100,000 in **Electronic Data Equipment**, \$50,000 of Software and \$10,000 of Extra Expense. Annual Premium approx. - \$500.
4. \$1,000,000 **Limit of Liability for Hired and Non-Owned Auto Liability** coverage. Annual Premium approx. - \$750.
5. \$1,000,000/\$2,000,000 **Limit of Liability for General Liability** based on 360-400 students and a teaching staff of 19 plus 7 teachers aids to include coverage for Corporal Punishment, Sexual Abuse and Molestation, and School District Educator's legal Liability. Annual Premium approx. - \$10,000.
6. In the State of Delaware, **Workers Compensation** for Charter School Employees is provided by the State Self-Insured Workers Compensation Coverage, however the **Employers Liability** coverage under a standard workers compensation policy is not provided by the State as the State enjoys an immunity from this exposure, but that immunity does not extend to the Charter School. We will issue a separate policy for this coverage as soon as you have any employees for the charter school. Annual Premium for limits of \$1,000,000 is approximately \$750 for an anticipated payroll of \$1,250,000.
7. \$1,000,000 **Umbrella Liability Policy** or, if possible, a \$2,000,000 Policy which would provide coverage excess of the **Auto Liability, General Liability** to include the other coverage noted and the Employers Liability afforded by **Part B of the Workers Compensation**. Annual Premium approx. - \$2,500 for \$1,000,000 of coverage and \$3,700 for \$2,000,000. Please note, the limit of liability that you will need in an umbrella could increase depending on the requirements set forth in the lease that you would sign for the facility being used for the charter school.

In total for budgetary purposes, we suggest using **\$24,000** as the higher end estimate as the above estimates approximate \$18,300 to \$19,500. Additional coverage may be needed depending on the building lease requirements and/or the final version of the Charter School Agreement as approved by the State of DE.

All details of your budget should be contained in your budget narrative.

The narrative response explaining how the budget figures were derived should accompany the budget pages listed as tabs at the bottom of this document. Also attach any detail received from outside sources such as quotes, invoices from other schools, budgets from other schools, amortization schedules etc. Print all three tabs as well as a detailed explanation and submit them with your application.

***** If there are any problems with this spreadsheet and the calculations please contact Scott Kessel at 302-735-4050.**

There are three budget tabs at the bottom of this page.

Year 0 for new charters is the plan year with no students.

First: Click on the State and Local Funds tab and follow these directions

LINE 1	Enter the amount of the State Funds that were calculated from the Charter School Web Site Revenue Estimates located at http://www.doe.k12.de.us/infosuites/schools/charterschools/schoolapplication.shtml
	If estimates did not come from this spreadsheet provide an explanation with details on how estimate were derived.
LINE 2	Same as LINE 1. This number should come from the same spreadsheet. If it does not, explain how the number was derived in detail.
LINE 3	If there is a balance at the end of the prior year enter it here as carryover funds.
LINE 4-13	Enter the amount of salaries for the year. Be sure to include an explanation of how this number was derived. Is it an average salary or some other method of calculation? Is it from a pay scale? Please include the salary calculation process description in detail. These salaries should agree with the staff listing in the body of the application. Be sure to compare to surrounding charters and districts to see if they are competitive.
LINE 14	Automatically calculated
LINE 15	Enter amount for all Health Insurance costs and describe in detail how the number was derived. Show the sources used to get this value. State Health Plans and rates can be found at http://www.delawarepensions.com/pensionplans/health/health_rates_medicare_noneligible.shtml
LINE 16	Include any other benefits costs provided to staff that is above and beyond any of the above benefits.
LINE 17-55	Include the costs associated with each of the following lines. Please provide extensive details on how these numbers were derived. Was it an estimated cost per student? Was it quoted from vendors? The more concrete the detail the better. Guessing at an average is far less concrete and shows less attention to detail and commitment than actually getting quotes from vendors or getting estimates from others with experience in these areas. The more back up provided to support this number the more confidence the approvers have in the applicant's commitment to this process. There should be details for every line on the budget.
Line 56	Enter the number of student enrollment projected for each year. This should match any enrollment numbers included in the body of the application

Next: Click on the Federal Funds tab and follow these directions

LINE 1	Charter School Federal Start Up Funds may be available to NEW APPLICANTS ONLY. The applicant must apply directly to the USDOE to access these funds. It is a competitive process. Contact Scott Kessel (302) 735-4050 for more information.
LINE 2	Contact Eulinda DiPietro, Education Associate for Federal Funds at the Delaware Department of Education. Phone Number - 302-735-4040. Ms. DiPietro will provide an estimate of what will be receive in federal entitlement funds.
LINE 3	Enter any othe Federal Grants amounts applied for and received
LINE 4-13	Enter the amount of salaries for the year. Be sure to include an explanation of how this number was derived. Is it an average salary or some other method of calculation? Is it from a pay scale? Please include the salary calculation process description in detail. These salaries should agree with the staff listing in the body of the application. Be sure to compare to surrounding charters and districts to see if they are competitive.
LINE 14	Automatically calculated
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Line 56	Enter the number of student enrollment projected for each year. This should match any enrollment numbers included in the body of the application

Finally: Click on the Other Funds tab and follow these directions

LINE 1	List fund commitments from non profit agencies such as the Longwood Foundation. Commitments should be documented or will be negated from calculation
LINE 2	List funds from the school foundation. Commitments should be documented or will be negated from calculation
LINE 3	List any donations that are committed to the school. Commitments should be documented or will be negated from the calculation
LINE 4	List bank or construction loans here. Include as back up terms of the loans and any repayment schedules.
LINE 5	List anticipated revenue from cafeteria operations with supporting documentation of costs to offset the revenue. Revenue will be per meal charges.
LINE 6-15	Enter the amount of salaries for the year. Be sure to include an explanation of how this number was derived. Is it an average salary or some other method of calculation? Is it from a pay scale? Please include the salary calculation process description in detail. These salaries should agree with the staff listing in the body of the application. Be sure to compare to surrounding charters and districts to see if they are competitive.
LINE 16	Automatically calculated
LINE 17	Enter amount for all Health Insurance costs and describe in detail how the number was derived. Show the sources used to get this value. State Health Plans and rates can be found at http://www.delawarepensions.com/pensionplans/health/health_rates_medicare_noneligible.shtml
LINE 18	Include any other benefits costs provided to staff that is above and beyond any of the above benefits.
LINE 19-57	Include the costs associated with each of the following lines. Please provide extensive details on how these numbers were derived. Was it an estimated cost per student? Was it quoted from vendors? The more concrete the detail the better. Guessing at an average is far less concrete and shows less attention to detail and commitment than actually getting quotes from vendors or getting estimates from others with experience in these areas. The more back up provided to support this number the more confidence the approvers have in the applicant's commitment to this process. There should be details for every line on the budget.
Line 58	Enter the number of student enrollment projected for each year. This should match any enrollment numbers included in the body of the application

Charter School Application Budget Worksheet										Page 1
State Local & Loan Revenue										
		YEAR 0		YEAR 1		YEAR 2		YEAR 3		YEAR 4
1	State Appropriations	\$0		\$1,849,612		\$2,950,861		\$3,919,841		\$4,166,205
2	School District Local Fund Transfers	\$0		\$1,272,376		\$2,019,541		\$2,762,362		\$2,963,776
3	Prior Year Carryover Funds	\$0		\$0		\$151,567		\$1,591,254		\$3,337,451
STATE LOCAL & LOANS REVENUE										
		\$0		\$3,121,988		\$5,121,969		\$8,273,457		\$10,467,432
State Local & Loans Expenses										
		YEAR 0		YEAR 1		YEAR 2		YEAR 3		YEAR 4
	Personnel Salaries / Other Employer Costs		FTE		FTE		FTE		FTE	
4	Classroom Teachers	\$0	0.00	\$566,954	12.00	\$805,568	17.00	\$1,086,661	23.00	\$1,222,878
5	Special Education Teachers	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0
6	Special Teachers (phys Ed, Art, Music)	\$0	0.00	\$118,115	2.50	\$236,935	5.00	\$283,476	6.00	\$293,490
7	Counselors	\$0	0.00	\$51,458	1.00	\$77,187	1.50	\$102,916	2.00	\$102,916
8	Principal/Administrative	\$0	0.00	\$248,065	3.00	\$248,065	3.00	\$328,065	4.00	\$328,065
9	Nurse	\$0	0.00	\$44,955	1.00	\$44,955	1.00	\$44,955	1.00	\$44,955
10	Clerical	\$0	0.00	\$30,138	1.00	\$30,138	1.00	\$60,276	2.00	\$60,276
11	Custodial	\$0	0.00	\$23,401	1.00	\$23,401	1.00	\$23,401	1.00	\$23,401
12	Substitutes	\$0	0.00	\$8,000	0.50	\$8,000	0.50	\$8,000	0.50	\$8,000
13	Other	\$0	0.00	\$0	0.00	\$0	0.00	\$93,791	3.00	\$93,791
14	Other Employer Costs (28.53 % of Salaries)	\$0		\$309,004		\$418,321		\$577,316		\$619,036
15	Health Insurance	\$0		\$185,137		\$254,025		\$361,662		\$378,884
16	Other Benefits	\$0		\$0		\$0		\$0		\$0
SUBTOTAL SALARIES / OTHER EMPLOYER COSTS										
		\$0	0.00	\$1,585,227	22.00	\$2,146,594	30.00	\$2,970,519	42.50	\$3,175,692
Student Support										
17	Transportation	\$0		\$204,469		\$323,742		\$443,016		\$477,094
18	Extra Curricular Transportation	\$0		\$0		\$0		\$0		\$0
19	Cafeteria	\$0		\$0		\$0		\$0		\$0
20	Extra Curricular	\$0		\$15,000		\$25,000		\$30,000		\$35,000
21	Supplies and Materials	\$0		\$30,000		\$30,000		\$30,000		\$30,000
22	Textbooks	\$0		\$162,000		\$94,500		\$94,500		\$94,500
23	Curriculum	\$0		\$100,000		\$100,000		\$100,000		\$100,000
24	Professional Development	\$0		\$50,000		\$50,000		\$50,000		\$50,000
25	Assessments	\$0		\$5,625		\$11,831		\$16,138		\$16,138
26	Other Educational Program	\$0		\$0		\$0		\$0		\$0
27	Therapists (Occupational, Speech)	\$0		\$0		\$0		\$0		\$0
28	Classroom Technology	\$0		\$0		\$0		\$0		\$0
29	School Climate	\$0		\$0		\$0		\$0		\$0
30	Computers	\$0		\$155,330		\$115,478		\$110,163		\$0
31	Contracted Services	\$0		\$14,000		\$14,000		\$14,000		\$14,000
32	Other	\$0		\$0		\$0		\$0		\$0
SUBTOTAL STUDENT SUPPORT										
		\$0		\$736,424		\$764,551		\$887,817		\$816,732
Operations and Maintenance of Facilities										
33	Insurance (Property/Liability)	\$0		\$24,000		\$24,000		\$24,000		\$24,000
34	Rent	\$0		\$432,000		\$432,000		\$864,000		\$864,000
35	Mortgage	\$0		\$0		\$0		\$0		\$0
36	Utilities	\$0		\$0		\$0		\$0		\$0
37	Maintenance	\$0		\$0		\$0		\$0		\$0
38	Telephone/Communications	\$0		\$3,200		\$5,100		\$7,000		\$7,500
39	Construction	\$0		\$0		\$0		\$0		\$0
40	Renovation	\$0		\$0		\$0		\$0		\$0
41	Other	\$0		\$0		\$0		\$0		\$0
SUBTOTAL OPERATIONS AND MAINTENANCE OF FACILITIES										
		\$0		\$459,200		\$461,100		\$895,000		\$895,500
Administrative/Operations Support										
42	Equipment Lease/Maintenance	\$0		\$18,000		\$18,000		\$36,000		\$36,000
43	Equipment Purchase	\$0		\$90,000		\$52,500		\$52,500		\$52,500
44	Supplies and Materials	\$0		\$4,300		\$6,800		\$9,400		\$10,000
45	Printing and Copying	\$0		\$2,800		\$4,500		\$6,000		\$6,600
46	Postage and Shipping	\$0		\$3,700		\$5,900		\$8,000		\$8,700
47	Enrollment / Recruitment	\$0		\$0		\$0		\$0		\$0
48	Staffing (recruitment and assessment	\$0		\$0		\$0		\$0		\$0
49	Technology Plan	\$0		\$13,520		\$13,520		\$13,520		\$13,520
50	Other	\$0		\$16,000		\$16,000		\$16,000		\$16,000
SUBTOTAL ADMINISTRATIVE/OPERATIONS SUPPORT										
		\$0		\$148,320		\$117,220		\$141,420		\$143,320
Management Company										
51	Fees	\$0		\$0		\$0		\$0		\$0
52	Salaries/Other Employee Costs	\$0		\$0		\$0		\$0		\$0
53	Curriculum	\$0		\$0		\$0		\$0		\$0
54	Accounting and Payroll	\$0		\$0		\$0		\$0		\$0
55	Other	\$0		\$41,250		\$41,250		\$41,250		\$41,250
SUBTOTAL MANAGEMENT COMPANY										
		\$0		\$41,250		\$41,250		\$41,250		\$41,250
STATE LOCAL & LOANS EXPENDITURES										
		\$0		\$2,970,421		\$3,530,715		\$4,936,006		\$5,072,494
56	# Students	0		0		0		0		0
REVENUE LESS EXPENDITURES										
		\$0		\$151,567		\$1,591,254		\$3,337,451		\$5,394,938
2 % CONTINGENCY CHECK										
		\$0.00		\$62,439.76		\$102,439.38		\$165,469.14		\$209,348.64

Charter School Application Budget Worksheet										Page 1
Federal Funds										
	YEAR 0		YEAR 1		YEAR 2		YEAR 3		YEAR 4	
Federal Start Up Grant Funds	\$0		\$0		\$0		\$0		\$0	
Entitlement Funding	\$0		\$308,500		\$481,000		\$658,750		\$711,500	
Other Federal Grants	\$0		\$0		\$0		\$0		\$0	
FEDERAL REVENUE		\$0	\$308,500		\$481,000		\$658,750		\$711,500	
Federal Expenses										
	YEAR 0		YEAR 1		YEAR 2		YEAR 3		YEAR 4	
Personnel Salaries / Other Employer Costs		FTE		FTE		FTE		FTE		FTE
Classroom Teachers	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00
Special Education Teachers	\$0	0.00	\$51,458	1.00	\$51,458	1.00	\$102,916	2.00	\$102,916	2.00
Special Teachers (phys Ed, Art, Music)	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00
Counselors	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00
Principal/Administrative	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00
Nurse	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00
Clerical	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00
Custodial	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00
Substitutes	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00
Other	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00
Other Employer Costs (28.53 % of Salaries)	\$0		\$14,681		\$14,681		\$29,362		\$29,362	
Health Insurance	\$0		\$8,611		\$8,611		\$17,222		\$17,222	
Other Benefits	\$0		\$0		\$0		\$0		\$0	
SUBTOTAL SALARIES / OTHER EMPLOYER COSTS	\$0	0.00	\$74,750	1.00	\$74,750	1.00	\$149,500	2.00	\$149,500	2.00
Student Support										
Transportation	\$0		\$0		\$0		\$0		\$0	
Extra Curricular Transportation	\$0		\$0		\$0		\$0		\$0	
Cafeteria	\$0		\$202,500		\$321,000		\$438,750		\$472,500	
Extra Curricular	\$0		\$0		\$0		\$0		\$0	
Supplies and Materials	\$0		\$0		\$0		\$0		\$0	
Textbooks	\$0		\$0		\$0		\$0		\$0	
Curriculum	\$0		\$0		\$0		\$0		\$0	
Professional Development	\$0		\$0		\$0		\$0		\$0	
Assessments	\$0		\$0		\$0		\$0		\$0	
Other Educational Program	\$0		\$0		\$0		\$0		\$0	
Therapists (Occupational, Speech)	\$0		\$31,250		\$85,250		\$70,500		\$89,500	
Classroom Technology	\$0		\$0		\$0		\$0		\$0	
School Climate	\$0		\$0		\$0		\$0		\$0	
Computers	\$0		\$0		\$0		\$0		\$0	
Contracted Services	\$0		\$0		\$0		\$0		\$0	
Other	\$0		\$0		\$0		\$0		\$0	
SUBTOTAL STUDENT SUPPORT	\$0		\$233,750		\$406,250		\$509,250		\$562,000	
Operations and Maintenance of Facilities										
Insurance (Property/Liability)	\$0		\$0		\$0		\$0		\$0	
Rent	\$0		\$0		\$0		\$0		\$0	
Mortgage	\$0		\$0		\$0		\$0		\$0	
Utilities	\$0		\$0		\$0		\$0		\$0	
Maintenance	\$0		\$0		\$0		\$0		\$0	
Telephone/Communications	\$0		\$0		\$0		\$0		\$0	
Construction	\$0		\$0		\$0		\$0		\$0	
Renovation	\$0		\$0		\$0		\$0		\$0	
Other	\$0		\$0		\$0		\$0		\$0	
SUBTOTAL OPERATIONS AND MAINTENANCE OF FACILITIES	\$0		\$0		\$0		\$0		\$0	
Administrative/Operations Support										
Equipment Lease/Maintenance	\$0		\$0		\$0		\$0		\$0	
Equipment Purchase	\$0		\$0		\$0		\$0		\$0	
Supplies and Materials	\$0		\$0		\$0		\$0		\$0	
Printing and Copying	\$0		\$0		\$0		\$0		\$0	
Postage and Shipping	\$0		\$0		\$0		\$0		\$0	
Enrollment / Recruitment	\$0		\$0		\$0		\$0		\$0	
Staffing (recruitment and assessment	\$0		\$0		\$0		\$0		\$0	
Technology Plan	\$0		\$0		\$0		\$0		\$0	
Other	\$0		\$0		\$0		\$0		\$0	

Charter School Application Budget Worksheet											Page 1
Other Funds											
	YEAR 0		YEAR 1		YEAR 2		YEAR 3		YEAR 4		
Non Profit Grants	\$0		\$0		\$0		\$0		\$0		
Foundation Funds	\$10		\$0		\$0		\$0		\$0		
Donations	\$0		\$0		\$0		\$0		\$0		
Construction / Bank Loans	\$0		\$0		\$0		\$0		\$0		
Cafeteria Funds	\$0		\$22,500		\$35,250		\$48,750		\$52,500		
OTHER REVENUE		\$10	\$22,500		\$35,250		\$48,750		\$52,500		
Other Expenses											
	YEAR 0		YEAR 1		YEAR 2		YEAR 3		YEAR 4		
Personnel Salaries / Other Employer Costs		FTE		FTE		FTE		FTE		FTE	
Classroom Teachers	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	
Special Education Teachers	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	
Special Teachers (phys Ed, Art, Music)	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	
Counselors	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	
Principal/Administrative	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	
Nurse	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	
Clerical	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	
Custodial	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	
Substitutes	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	
Other	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	
Other Employer Costs (28.53 % of Salaries)	\$0		\$0		\$0		\$0		\$0		
Health Insurance	\$0		\$0		\$0		\$0		\$0		
Other Benefits	\$0		\$0		\$0		\$0		\$0		
SUBTOTAL SALARIES / OTHER EMPLOYER COSTS	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	
Student Support											
Transportation	\$0		\$0		\$0		\$0		\$0		
Extra Curricular Transportation	\$0		\$0		\$0		\$0		\$0		
Cafeteria	\$0		\$22,500		\$35,250		\$48,750		\$52,500		
Extra Curricular	\$0		\$0		\$0		\$0		\$0		
Supplies and Materials	\$0		\$0		\$0		\$0		\$0		
Textbooks	\$0		\$0		\$0		\$0		\$0		
Curriculum	\$0		\$0		\$0		\$0		\$0		
Professional Development	\$0		\$0		\$0		\$0		\$0		
Assessments	\$0		\$0		\$0		\$0		\$0		
Other Educational Program	\$0		\$0		\$0		\$0		\$0		
Therapists (Occupational, Speech)	\$0		\$0		\$0		\$0		\$0		
Classroom Technology	\$0		\$0		\$0		\$0		\$0		
School Climate	\$0		\$0		\$0		\$0		\$0		
Computers	\$0		\$0		\$0		\$0		\$0		
Contracted Services	\$0		\$0		\$0		\$0		\$0		
Other	\$0		\$0		\$0		\$0		\$0		
SUBTOTAL STUDENT SUPPORT	\$0		\$22,500		\$35,250		\$48,750		\$52,500		
Operations and Maintenance of Facilities											
Insurance (Property/Liability)	\$0		\$0		\$0		\$0		\$0		
Rent	\$0		\$0		\$0		\$0		\$0		
Mortgage	\$0		\$0		\$0		\$0		\$0		
Utilities	\$0		\$0		\$0		\$0		\$0		
Maintenance	\$0		\$0		\$0		\$0		\$0		
Telephone/Communications	\$0		\$0		\$0		\$0		\$0		
Construction	\$0		\$0		\$0		\$0		\$0		
Renovation	\$0		\$0		\$0		\$0		\$0		
Other	\$0		\$0		\$0		\$0		\$0		
SUBTOTAL OPERATIONS AND MAINTENANCE OF FACILITIES	\$0		\$0		\$0		\$0		\$0		
Administrative/Operations Support											
Equipment Lease/Maintenance	\$0		\$0		\$0		\$0		\$0		
Equipment Purchase	\$0		\$0		\$0		\$0		\$0		
Supplies and Materials	\$0		\$0		\$0		\$0		\$0		
Printing and Copying	\$0		\$0		\$0		\$0		\$0		
Postage and Shipping	\$0		\$0		\$0		\$0		\$0		
Enrollment / Recruitment	\$0		\$0		\$0		\$0		\$0		
Staffing (recruitment and assessment)	\$0		\$0		\$0		\$0		\$0		
Technology Plan	\$0		\$0		\$0		\$0		\$0		
Other	\$0		\$0		\$0		\$0		\$0		

New Charter School Estimated State and Local Fund Calculations

Disclaimer: The following estimates will vary from actuals and do not account for any extenuating circumstances.
--State earnings are detailed on the New Charter State Template Tab below.

Please enter the following information:

Specify grade configuration for the year of estimate

9-10

(Example k-8, 9-12)

Specify the county the school will be located

New Castle

Choices New Castle, Kent or Sussex

Enter the number of students in the red cells below by school district and student type and the estimated funds will calculate below.

Enter the number of tenth graders in the box in cell location J:11

#students per unit	
Regular/Special K-3	16.2
Regular Students 4-12	20
Special Students 4-12 Basic	8.4
Special Students 4-12 Intense	6
Special Students 4-12 Complex	2.6

State Funding	Local Funding	Total Funding
\$1,849,612	\$1,272,376	\$3,121,988

UNITS	19.40

Enter Estimated # of 10th Graders Here

##

<u>29 Appoquinimink</u>				<u>31 Brandywine</u>				<u>10 Caesar Rodney</u>			
Regular/Special K-3	#	Local Pupil Rate	Amount	Regular/Special K-3	#	Local Pupil Rate	Amount	Regular/Special K-3	#	Local Pupil Rate	Amount
Regular Students 4-12	0.00	\$1,576.43	\$0	Regular Students 4-12	0.00	\$4,137.77	\$0	Regular Students 4-12	0.00	\$1,127.59	\$0
Special Students 4-12 Basic	0.00	\$1,276.91	\$0	Special Students 4-12 Basic	0.00	\$3,351.59	\$0	Special Students 4-12 Basic	0.00	\$913.35	\$0
Special Students 4-12 Intense	0.00	\$3,040.26	\$0	Special Students 4-12 Intense	0.00	\$7,979.98	\$0	Special Students 4-12 Intense	0.00	\$2,174.64	\$0
Special Students 4-12 Complex	0.00	\$4,256.36	\$0	Special Students 4-12 Complex	0.00	\$11,171.98	\$0	Special Students 4-12 Intense	0.00	\$3,044.49	\$0
Totals	0.00	\$9,822.37	\$0		0.00	\$25,781.49	\$0	Special Students 4-12 Complex	0.00	\$7,025.75	\$0
<u>17 Cape Henlopen</u>				<u>13 Capital</u>				<u>33 Christina</u>			
Regular/Special K-3	#	Local Pupil Rate	Amount	Regular/Special K-3	#	Local Pupil Rate	Amount	Regular/Special K-3	#	Local Pupil Rate	Amount
Regular Students 4-12	0.00	\$2,925.21	\$0	Regular Students 4-12	0.00	\$1,346.63	\$0	Regular Students 4-12	0.00	\$3,883.87	\$0
Special Students 4-12 Basic	0.00	\$2,369.42	\$0	Special Students 4-12 Basic	0.00	\$1,090.77	\$0	Regular Students 4-12	125.00	\$3,145.94	\$393,243
Special Students 4-12 Intense	0.00	\$5,641.48	\$0	Special Students 4-12 Intense	0.00	\$2,597.08	\$0	Special Students 4-12 Basic	15.00	\$7,490.33	\$112,355
Special Students 4-12 Complex	0.00	\$7,898.07	\$0	Special Students 4-12 Complex	0.00	\$3,635.91	\$0	Special Students 4-12 Intense	10.00	\$10,486.46	\$104,865
Totals	0.00	\$18,226.31	\$0		0.00	\$8,390.55	\$0	Special Students 4-12 Complex	0.00	\$24,199.52	\$0
<u>34 Colonial</u>				<u>37 Delmar</u>				<u>36 Indian River</u>			
Regular/Special K-3	#	Local Pupil Rate	Amount	Regular/Special K-3	#	Local Pupil Rate	Amount	Regular/Special K-3	#	Local Pupil Rate	Amount
Regular Students 4-12	0.00	\$2,765.74	\$0	Regular Students 4-12	0.00	\$805.15	\$0	Regular Students 4-12	0.00	\$2,666.93	\$0
Special Students 4-12 Basic	0.00	\$2,240.25	\$0	Special Students 4-12 Basic	0.00	\$652.17	\$0	Regular Students 4-12	0.00	\$2,160.21	\$0
Special Students 4-12 Intense	0.00	\$5,333.93	\$0	Special Students 4-12 Intense	0.00	\$1,552.78	\$0	Special Students 4-12 Basic	0.00	\$5,143.36	\$0
Special Students 4-12 Complex	0.00	\$7,467.51	\$0	Special Students 4-12 Complex	0.00	\$2,173.89	\$0	Special Students 4-12 Intense	0.00	\$7,200.70	\$0
Totals	0.00	\$17,232.71	\$0		0.00	\$5,016.67	\$0	Special Students 4-12 Complex	0.00	\$16,617.00	\$0
<u>15 Lake Forest</u>				<u>16 Laurel</u>				<u>18 Milford</u>			
Regular/Special K-3	#	Local Pupil Rate	Amount	Regular/Special K-3	#	Local Pupil Rate	Amount	Regular/Special K-3	#	Local Pupil Rate	Amount
Regular Students 4-12	0.00	\$1,076.87	\$0	Regular Students 4-12	0.00	\$737.88	\$0	Regular Students 4-12	0.00	\$1,348.14	\$0
Special Students 4-12 Basic	0.00	\$872.27	\$0	Special Students 4-12 Basic	0.00	\$597.68	\$0	Regular Students 4-12	0.00	\$1,091.99	\$0
Special Students 4-12 Intense	0.00	\$2,076.83	\$0	Special Students 4-12 Intense	0.00	\$1,423.05	\$0	Special Students 4-12 Basic	0.00	\$2,599.99	\$0
Special Students 4-12 Complex	0.00	\$2,907.56	\$0	Special Students 4-12 Complex	0.00	\$1,992.27	\$0	Special Students 4-12 Intense	0.00	\$3,639.98	\$0
Totals	0.00	\$6,709.76	\$0		0.00	\$4,597.56	\$0	Special Students 4-12 Complex	0.00	\$8,399.96	\$0
<u>32 Red Clay</u>				<u>23 Seaford</u>				<u>24 Smyrna</u>			
Regular/Special K-3	#	Local Pupil Rate	Amount	Regular/Special K-3	#	Local Pupil Rate	Amount	Regular/Special K-3	#	Local Pupil Rate	Amount
Regular Students 4-12	0.00	\$4,211.22	\$0	Regular Students 4-12	0.00	\$1,146.72	\$0	Regular Students 4-12	0.00	\$1,285.94	\$0
Special Students 4-12 Basic	125.00	\$3,411.09	\$426,386	Special Students 4-12 Basic	0.00	\$928.85	\$0	Regular Students 4-12	0.00	\$1,041.61	\$0
Special Students 4-12 Intense	15.00	\$8,121.63	\$121,824	Special Students 4-12 Intense	0.00	\$2,211.54	\$0	Special Students 4-12 Basic	0.00	\$2,480.02	\$0
Special Students 4-12 Complex	10.00	\$11,370.28	\$113,703	Special Students 4-12 Complex	0.00	\$3,096.16	\$0	Special Students 4-12 Intense	0.00	\$3,472.03	\$0
Totals	0.00	\$26,239.12	\$0		0.00	\$7,144.98	\$0	Special Students 4-12 Complex	0.00	\$8,012.37	\$0
<u>35 Woodbridge</u>											
Regular/Special K-3	#	Local Pupil Rate	Amount								
Regular Students 4-12	0.00	\$1,135.54	\$0								
Special Students 4-12 Basic	0.00	\$919.79	\$0								
Special Students 4-12 Intense	0.00	\$2,189.97	\$0								
Special Students 4-12 Complex	0.00	\$3,065.95	\$0								
Totals	0.00	\$7,075.28	\$0								

Charter School Revenue Calculation - Estimate
State Funding

Student Total: 300
Regular: 250
Special: 50

Location

Districts:

Appoquinimink	0	Christina	150	Laurel	0
Brandywine	0	Colonial	0	Milford	0
Caesar Rodney	0	Delmar	0	Red Clay	150
Cape Henlopen	0	Indian River	0	Seaford	0
Capital	0	Lake Forest	0	Smyrna	0
				Woodbridge	0

Transportation Eligible Students:	225		
Regular/Special K-3	0.00	Unit size Regular/Special K-3 students =	16.2
Regular Students 4-12	250.00	Unit size Regular Students 4-12 =	20
Special Students 4-12 Basic	30.00	Unit size Special Students 4-12 Basic =	8.4
Special Students 4-12 Intense	20.00	Unit size Special Students 4-12 Intense =	6
Special Students 4-12 Complex	0.00	Unit Size Special Students 4-12 Complex =	2.6

# of Div I Units Generated =	19.40		\$30,894	\$599,488
Administrative Assistant =	1.00		\$50,290	\$50,290
Percentage 11 Month Supervisor =	0.13		\$59,411	\$7,723
Percentage Transportation Supervisor =	0.03		\$59,411	\$1,782
Principal =	1.00		\$60,849	\$60,849
Assistant Principal =	0.00		\$55,189	\$0
Percentage Visiting Teacher =	0.08		\$42,544	\$3,404
Percentage Driver Education Teacher =	1.00		\$37,468	\$37,468
Nurse =	0.15		\$40,315	\$5,867
Academic Excellence Units =	1.20		\$37,483	\$44,980
Related Services Specialist K-3, 4-12 Reg, Basic 4-12	0.28		\$42,890	\$12,093
Related Services Specialist Intensive	0.61		\$42,890	\$25,994
Related Services Specialist Complex	0.00		\$42,890	\$0
Clerical Units =	1.00		\$28,368	\$28,368
Custodial Units =	1.00		\$23,401	\$23,401
Cafeteria Manager =	0.00		\$26,491	\$0
Cafeteria Worker =	0.00		\$16,835	\$0

Total Staffing =	26.88
Total Staffing For Health Insurance =	26.88

Total Salary Costs			\$901,707
OEC Rate		28.53%	\$257,257
Health Insurance Per FTE		\$8,611	\$231,449

Subtotal Personnel Revenue	\$1,390,413

Other State Sources (based on Latest Available Values)

Professional & Curriculum Development =		\$	-
Division II Units (No Vocational Courses) =	19.40		
Division II - All Other Costs - Current Unit Value =	\$ 2,955	\$	57,341
Division II - Energy - Current Unit Value =	\$ 2,435	\$	47,251
Division III - Equalization - Unit Value =	\$ 6,465	\$	125,452
Academic Excellence Division III =		\$	7,758
MCI/Annual Maintenance =		\$	16,929
LEP =		\$	-
Student Transportation Amount =		\$	204,469

Subtotal Other Sources	\$459,199

Grand Total State Sources	\$1,849,612

Transportation			
County	Vo Tech	FY 12 Transp P/Pupil (70%)	
New Castle	NCCVT	\$	908.75
Kent	Polytech	\$	843.85
Sussex	SCVT	\$	964.88

Final FY 2012 Div I Salary

Academy of Dover	\$33,250
Campus Community	\$35,596
DCPA	\$29,022
East Side	\$34,862
Edison	\$31,262
FFA	\$32,380
Kuumba Academy	\$32,292
MOT	\$34,981
Newark Charter	\$38,017
Positive Outcomes	\$36,594
Prestige	\$29,509
Providence Creek	\$30,993
Moyer Academy	\$31,804
Odyssey	\$33,838
Pencader	\$32,699
Sussex Academy	\$43,872
Delaware Military Academy	\$35,831
Wilmington Charter	\$41,075
Total Charter Average	\$34,327

FY 12 Equalization	
Appoquinimink	\$15,602
Brandywine	\$6,465
Caesar Rodney	\$19,861
Cape Henlopen	\$1,225
Capital	\$14,796
Christina	\$6,465
Colonial	\$6,465
Delmar	\$20,617
Indian River	\$1,483
Lake Forest	\$20,756
Laurel	\$16,546
Milford	\$17,461
Red Clay	\$6,465
Seaford	\$16,969
Smyrna	\$19,860
Woodbridge	\$16,744

New Charter School Estimated State and Local Fund Calculations

Disclaimer: The following estimates will vary from actuals and do not account for any extenuating circumstances.
--State earnings are detailed on the New Charter State Template Tab below.

Please enter the following information:

Specify grade configuration for the year of estimate

9-10

(Example k-8, 9-12)

Specify the county the school will be located

New Castle

Choices New Castle, Kent or Sussex

Enter the number of students in the red cells below by school district and student type and the estimated funds will calculate below.

Enter the number of tenth graders in the box in cell location J:11

	#students per unit
Regular/Special K-3	16.2
Regular Students 4-12	20
Special Students 4-12 Basic	8.4
Special Students 4-12 Intense	6
Special Students 4-12 Complex	2.6

State Funding	Local Funding	Total Funding
\$2,950,861	\$2,019,541	\$4,970,401

UNITS	30.80

Enter Estimated # of 10th Graders Here

##

<u>29 Appoquinimink</u>	#	Local Pupil Rate	Amount	<u>31 Brandywine</u>	#	Local Pupil Rate	Amount	<u>10 Caesar Rodney</u>	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$1,576.43	\$0	Regular/Special K-3	0.00	\$4,137.77	\$0	Regular/Special K-3	0.00	\$1,127.59	\$0
Regular Students 4-12	0.00	\$1,276.91	\$0	Regular Students 4-12	0.00	\$3,351.59	\$0	Regular Students 4-12	0.00	\$913.35	\$0
Special Students 4-12 Basic	0.00	\$3,040.26	\$0	Special Students 4-12 Basic	0.00	\$7,979.98	\$0	Special Students 4-12 Basic	0.00	\$2,174.64	\$0
Special Students 4-12 Intense	0.00	\$4,256.36	\$0	Special Students 4-12 Intense	0.00	\$11,171.98	\$0	Special Students 4-12 Intense	0.00	\$3,044.49	\$0
Special Students 4-12 Complex	0.00	\$9,822.37	\$0	Special Students 4-12 Complex	0.00	\$25,781.49	\$0	Special Students 4-12 Complex	0.00	\$7,025.75	\$0
Totals	0.00		\$0				\$0		0.00		\$0
<u>17 Cape Henlopen</u>	#	Local Pupil Rate	Amount	<u>13 Capital</u>	#	Local Pupil Rate	Amount	<u>33 Christina</u>	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$2,925.21	\$0	Regular/Special K-3	0.00	\$1,346.63	\$0	Regular/Special K-3	0.00	\$3,883.87	\$0
Regular Students 4-12	0.00	\$2,369.42	\$0	Regular Students 4-12	0.00	\$1,090.77	\$0	Regular Students 4-12	197.00	\$3,145.94	\$619,750
Special Students 4-12 Basic	0.00	\$5,641.48	\$0	Special Students 4-12 Basic	0.00	\$2,597.08	\$0	Special Students 4-12 Basic	24.00	\$7,490.33	\$179,768
Special Students 4-12 Intense	0.00	\$7,898.07	\$0	Special Students 4-12 Intense	0.00	\$3,635.91	\$0	Special Students 4-12 Intense	16.00	\$10,486.46	\$167,783
Special Students 4-12 Complex	0.00	\$18,226.31	\$0	Special Students 4-12 Complex	0.00	\$8,390.55	\$0	Special Students 4-12 Complex	0.00	\$24,199.52	\$0
Totals	0.00		\$0				\$0		237.00		\$967,301
<u>34 Colonial</u>	#	Local Pupil Rate	Amount	<u>37 Delmar</u>	#	Local Pupil Rate	Amount	<u>36 Indian River</u>	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$2,765.74	\$0	Regular/Special K-3	0.00	\$805.15	\$0	Regular/Special K-3	0.00	\$2,666.93	\$0
Regular Students 4-12	0.00	\$2,240.25	\$0	Regular Students 4-12	0.00	\$652.17	\$0	Regular Students 4-12	0.00	\$2,160.21	\$0
Special Students 4-12 Basic	0.00	\$5,333.93	\$0	Special Students 4-12 Basic	0.00	\$1,552.78	\$0	Special Students 4-12 Basic	0.00	\$5,143.36	\$0
Special Students 4-12 Intense	0.00	\$7,467.51	\$0	Special Students 4-12 Intense	0.00	\$2,173.89	\$0	Special Students 4-12 Intense	0.00	\$7,200.70	\$0
Special Students 4-12 Complex	0.00	\$17,232.71	\$0	Special Students 4-12 Complex	0.00	\$5,016.67	\$0	Special Students 4-12 Complex	0.00	\$16,617.00	\$0
Totals	0.00		\$0				\$0		0.00		\$0
<u>15 Lake Forest</u>	#	Local Pupil Rate	Amount	<u>16 Laurel</u>	#	Local Pupil Rate	Amount	<u>18 Milford</u>	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$1,076.87	\$0	Regular/Special K-3	0.00	\$737.88	\$0	Regular/Special K-3	0.00	\$1,348.14	\$0
Regular Students 4-12	0.00	\$872.27	\$0	Regular Students 4-12	0.00	\$597.68	\$0	Regular Students 4-12	0.00	\$1,091.99	\$0
Special Students 4-12 Basic	0.00	\$2,076.83	\$0	Special Students 4-12 Basic	0.00	\$1,423.05	\$0	Special Students 4-12 Basic	0.00	\$2,599.99	\$0
Special Students 4-12 Intense	0.00	\$2,907.56	\$0	Special Students 4-12 Intense	0.00	\$1,992.27	\$0	Special Students 4-12 Intense	0.00	\$3,639.98	\$0
Special Students 4-12 Complex	0.00	\$6,709.76	\$0	Special Students 4-12 Complex	0.00	\$4,597.56	\$0	Special Students 4-12 Complex	0.00	\$8,399.96	\$0
Totals	0.00		\$0				\$0		0.00		\$0
<u>32 Red Clay</u>	#	Local Pupil Rate	Amount	<u>23 Seaford</u>	#	Local Pupil Rate	Amount	<u>24 Smyrna</u>	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$4,211.22	\$0	Regular/Special K-3	0.00	\$1,146.72	\$0	Regular/Special K-3	0.00	\$1,285.94	\$0
Regular Students 4-12	198.00	\$3,411.09	\$675,396	Regular Students 4-12	0.00	\$928.85	\$0	Regular Students 4-12	0.00	\$1,041.61	\$0
Special Students 4-12 Basic	24.00	\$8,121.63	\$194,919	Special Students 4-12 Basic	0.00	\$2,211.54	\$0	Special Students 4-12 Basic	0.00	\$2,480.02	\$0
Special Students 4-12 Intense	16.00	\$11,370.28	\$181,924	Special Students 4-12 Intense	0.00	\$3,096.16	\$0	Special Students 4-12 Intense	0.00	\$3,472.03	\$0
Special Students 4-12 Complex	0.00	\$26,239.12	\$0	Special Students 4-12 Complex	0.00	\$7,144.98	\$0	Special Students 4-12 Complex	0.00	\$8,012.37	\$0
Totals	238.00		\$1,052,239				\$0		0.00		\$0
<u>35 Woodbridge</u>	#	Local Pupil Rate	Amount								
Regular/Special K-3	0.00	\$1,135.54	\$0								
Regular Students 4-12	0.00	\$919.79	\$0								
Special Students 4-12 Basic	0.00	\$2,189.97	\$0								
Special Students 4-12 Intense	0.00	\$3,065.95	\$0								
Special Students 4-12 Complex	0.00	\$7,075.28	\$0								
Totals	0.00		\$0								

Charter School Revenue Calculation - Estimate
State Funding

Student Total: 475
Regular: 395
Special: 80

Location

Districts:

Appoquinimink	0	Christina	237	Laurel	0
Brandywine	0	Colonial	0	Milford	0
Caesar Rodney	0	Delmar	0	Red Clay	238
Cape Henlopen	0	Indian River	0	Seaford	0
Capital	0	Lake Forest	0	Smyrna	0
				Woodbridge	0

Transportation Eligible Students:	356		
Regular/Special K-3	0.00	Unit size Regular/Special K-3 students =	16.2
Regular Students 4-12	395.00	Unit size Regular Students 4-12 =	20
Special Students 4-12 Basic	48.00	Unit size Special Students 4-12 Basic =	8.4
Special Students 4-12 Intense	32.00	Unit size Special Students 4-12 Intense =	6
Special Students 4-12 Complex	0.00	Unit Size Special Students 4-12 Complex =	2.6

# of Div I Units Generated =	30.80		\$30,894	\$951,457
Administrative Assistant =	1.00		\$50,290	\$50,290
Percentage 11 Month Supervisor =	0.21		\$59,411	\$12,476
Percentage Transportation Supervisor =	0.05		\$59,411	\$2,971
Principal =	1.00		\$60,849	\$60,849
Assistant Principal =	1.00		\$55,189	\$55,189
Percentage Visiting Teacher =	0.12		\$42,544	\$5,105
Percentage Driver Education Teacher =	1.40		\$37,468	\$52,455
Nurse =	0.23		\$40,315	\$9,312
Academic Excellence Units =	1.90		\$37,483	\$71,218
Related Services Specialist K-3, 4-12 Reg, Basic 4-12	0.45		\$42,890	\$19,161
Related Services Specialist Intensive	0.97		\$42,890	\$41,590
Related Services Specialist Complex	0.00		\$42,890	\$0
Clerical Units =	3.00		\$28,368	\$85,104
Custodial Units =	1.00		\$23,401	\$23,401
Cafeteria Manager =	0.00		\$26,491	\$0
Cafeteria Worker =	0.00		\$16,835	\$0

Total Staffing = 43.13
Total Staffing For Health Insurance = 43.13

Total Salary Costs			\$1,440,578
OEC Rate		28.53%	\$410,997
Health Insurance Per FTE		\$8,611	\$371,350

Subtotal Personnel Revenue			\$2,222,925

Other State Sources (based on Latest Available Values)

Professional & Curriculum Development =			\$	-
Division II Units (No Vocational Courses) =	30.80			
Division II - All Other Costs - Current Unit Value =	\$ 2,955		\$	91,007
Division II - Energy - Current Unit Value =	\$ 2,435		\$	74,992
Division III - Equalization - Unit Value =	\$ 6,465		\$	199,107
Academic Excellence Division III =			\$	12,284
MCI/Annual Maintenance =			\$	26,804
LEP =			\$	-
Student Transportation Amount =			\$	323,742

Subtotal Other Sources			\$727,936

Grand Total State Sources			\$2,950,861

Transportation			
County	Vo Tech	FY 12 Transp P/Pupil (70%)	
New Castle	NCCVT	\$	908.75
Kent	Polytech	\$	843.85
Sussex	SCVT	\$	964.88

Final FY 2012 Div I Salary

Academy of Dover	\$33,250
Campus Community	\$35,596
DCPA	\$29,022
East Side	\$34,862
Edison	\$31,262
FFA	\$32,380
Kuumba Academy	\$32,292
MOT	\$34,981
Newark Charter	\$38,017
Positive Outcomes	\$36,594
Prestige	\$29,509
Providence Creek	\$30,993
Moyer Academy	\$31,804
Odyssey	\$33,838
Pencader	\$32,699
Sussex Academy	\$43,872
Delaware Military Academy	\$35,831
Wilmington Charter	\$41,075
Total Charter Average	\$34,327

FY 12 Equalization	
Appoquinimink	\$15,602
Brandywine	\$6,465
Caesar Rodney	\$19,861
Cape Henlopen	\$1,225
Capital	\$14,796
Christina	\$6,465
Colonial	\$6,465
Delmar	\$20,617
Indian River	\$1,483
Lake Forest	\$20,756
Laurel	\$16,546
Milford	\$17,461
Red Clay	\$6,465
Seaford	\$16,969
Smyrna	\$19,860
Woodbridge	\$16,744

New Charter School Estimated State and Local Fund Calculations

Disclaimer: The following estimates will vary from actuals and do not account for any extenuating circumstances.
--State earnings are detailed on the New Charter State Template Tab below.

Please enter the following information:

Specify grade configuration for the year of estimate

9-10

(Example k-8, 9-12)

Specify the county the school will be located

New Castle

Choices New Castle, Kent or Sussex

Enter the number of students in the red cells below by school district and student type and the estimated funds will calculate below.

Enter the number of tenth graders in the box in cell location J:11

	#students per unit
Regular/Special K-3	16.2
Regular Students 4-12	20
Special Students 4-12 Basic	8.4
Special Students 4-12 Intense	6
Special Students 4-12 Complex	2.6

State Funding	Local Funding	Total Funding
\$3,919,841	\$2,762,362	\$6,682,202

UNITS	42.12

Enter Estimated # of 10th Graders Here

##

<u>29 Appoquinimink</u>	#	Local Pupil Rate	Amount	<u>31 Brandywine</u>	#	Local Pupil Rate	Amount	<u>10 Caesar Rodney</u>	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$1,576.43	\$0	Regular/Special K-3	0.00	\$4,137.77	\$0	Regular/Special K-3	0.00	\$1,127.59	\$0
Regular Students 4-12	0.00	\$1,276.91	\$0	Regular Students 4-12	0.00	\$3,351.59	\$0	Regular Students 4-12	0.00	\$913.35	\$0
Special Students 4-12 Basic	0.00	\$3,040.26	\$0	Special Students 4-12 Basic	0.00	\$7,979.98	\$0	Special Students 4-12 Basic	0.00	\$2,174.64	\$0
Special Students 4-12 Intense	0.00	\$4,256.36	\$0	Special Students 4-12 Intense	0.00	\$11,171.98	\$0	Special Students 4-12 Intense	0.00	\$3,044.49	\$0
Special Students 4-12 Complex	0.00	\$9,822.37	\$0	Special Students 4-12 Complex	0.00	\$25,781.49	\$0	Special Students 4-12 Complex	0.00	\$7,025.75	\$0
Totals	0.00		\$0						0.00		\$0
<u>17 Cape Henlopen</u>	#	Local Pupil Rate	Amount	<u>13 Capital</u>	#	Local Pupil Rate	Amount	<u>33 Christina</u>	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$2,925.21	\$0	Regular/Special K-3	0.00	\$1,346.63	\$0	Regular/Special K-3	0.00	\$3,883.87	\$0
Regular Students 4-12	0.00	\$2,369.42	\$0	Regular Students 4-12	0.00	\$1,090.77	\$0	Regular Students 4-12	270.00	\$3,145.94	\$849,404
Special Students 4-12 Basic	0.00	\$5,641.48	\$0	Special Students 4-12 Basic	0.00	\$2,597.08	\$0	Special Students 4-12 Basic	32.00	\$7,490.33	\$239,691
Special Students 4-12 Intense	0.00	\$7,898.07	\$0	Special Students 4-12 Intense	0.00	\$3,635.91	\$0	Special Students 4-12 Intense	22.00	\$10,486.46	\$230,702
Special Students 4-12 Complex	0.00	\$18,226.31	\$0	Special Students 4-12 Complex	0.00	\$8,390.55	\$0	Special Students 4-12 Complex	0.00	\$24,199.52	\$0
Totals	0.00		\$0						324.00		\$1,319,796
<u>34 Colonial</u>	#	Local Pupil Rate	Amount	<u>37 Delmar</u>	#	Local Pupil Rate	Amount	<u>36 Indian River</u>	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$2,765.74	\$0	Regular/Special K-3	0.00	\$805.15	\$0	Regular/Special K-3	0.00	\$2,666.93	\$0
Regular Students 4-12	0.00	\$2,240.25	\$0	Regular Students 4-12	0.00	\$652.17	\$0	Regular Students 4-12	0.00	\$2,160.21	\$0
Special Students 4-12 Basic	0.00	\$5,333.93	\$0	Special Students 4-12 Basic	0.00	\$1,552.78	\$0	Special Students 4-12 Basic	0.00	\$5,143.36	\$0
Special Students 4-12 Intense	0.00	\$7,467.51	\$0	Special Students 4-12 Intense	0.00	\$2,173.89	\$0	Special Students 4-12 Intense	0.00	\$7,200.70	\$0
Special Students 4-12 Complex	0.00	\$17,232.71	\$0	Special Students 4-12 Complex	0.00	\$5,016.67	\$0	Special Students 4-12 Complex	0.00	\$16,617.00	\$0
Totals	0.00		\$0						0.00		\$0
<u>15 Lake Forest</u>	#	Local Pupil Rate	Amount	<u>16 Laurel</u>	#	Local Pupil Rate	Amount	<u>18 Milford</u>	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$1,076.87	\$0	Regular/Special K-3	0.00	\$737.88	\$0	Regular/Special K-3	0.00	\$1,348.14	\$0
Regular Students 4-12	0.00	\$872.27	\$0	Regular Students 4-12	0.00	\$597.68	\$0	Regular Students 4-12	0.00	\$1,091.99	\$0
Special Students 4-12 Basic	0.00	\$2,076.83	\$0	Special Students 4-12 Basic	0.00	\$1,423.05	\$0	Special Students 4-12 Basic	0.00	\$2,599.99	\$0
Special Students 4-12 Intense	0.00	\$2,907.56	\$0	Special Students 4-12 Intense	0.00	\$1,992.27	\$0	Special Students 4-12 Intense	0.00	\$3,639.98	\$0
Special Students 4-12 Complex	0.00	\$6,709.76	\$0	Special Students 4-12 Complex	0.00	\$4,597.56	\$0	Special Students 4-12 Complex	0.00	\$8,399.96	\$0
Totals	0.00		\$0						0.00		\$0
<u>32 Red Clay</u>	#	Local Pupil Rate	Amount	<u>23 Seaford</u>	#	Local Pupil Rate	Amount	<u>24 Smyrna</u>	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$4,211.22	\$0	Regular/Special K-3	0.00	\$1,146.72	\$0	Regular/Special K-3	0.00	\$1,285.94	\$0
Regular Students 4-12	271.00	\$3,411.09	\$924,405	Regular Students 4-12	0.00	\$928.85	\$0	Regular Students 4-12	0.00	\$1,041.61	\$0
Special Students 4-12 Basic	33.00	\$8,121.63	\$268,014	Special Students 4-12 Basic	0.00	\$2,211.54	\$0	Special Students 4-12 Basic	0.00	\$2,480.02	\$0
Special Students 4-12 Intense	22.00	\$11,370.28	\$250,146	Special Students 4-12 Intense	0.00	\$3,096.16	\$0	Special Students 4-12 Intense	0.00	\$3,472.03	\$0
Special Students 4-12 Complex	0.00	\$26,239.12	\$0	Special Students 4-12 Complex	0.00	\$7,144.98	\$0	Special Students 4-12 Complex	0.00	\$8,012.37	\$0
Totals	326.00		\$1,442,565		0.00		\$0		0.00		\$0
<u>35 Woodbridge</u>	#	Local Pupil Rate	Amount								
Regular/Special K-3	0.00	\$1,135.54	\$0								
Regular Students 4-12	0.00	\$919.79	\$0								
Special Students 4-12 Basic	0.00	\$2,189.97	\$0								
Special Students 4-12 Intense	0.00	\$3,065.95	\$0								
Special Students 4-12 Complex	0.00	\$7,075.28	\$0								
Totals	0.00		\$0								

Charter School Revenue Calculation - Estimate
State Funding

Student Total: 650
Regular: 541
Special: 109

Location

Districts:

Appoquinimink	0	Christina	324	Laurel	0
Brandywine	0	Colonial	0	Milford	0
Caesar Rodney	0	Delmar	0	Red Clay	326
Cape Henlopen	0	Indian River	0	Seaford	0
Capital	0	Lake Forest	0	Smyrna	0
				Woodbridge	0

Transportation Eligible Students:	488		
Regular/Special K-3	0.00	Unit size Regular/Special K-3 students =	16.2
Regular Students 4-12	541.00	Unit size Regular Students 4-12 =	20
Special Students 4-12 Basic	65.00	Unit size Special Students 4-12 Basic =	8.4
Special Students 4-12 Intense	44.00	Unit size Special Students 4-12 Intense =	6
Special Students 4-12 Complex	0.00	Unit Size Special Students 4-12 Complex =	2.6

# of Div I Units Generated =	42.12		\$30,894	\$1,301,293
Administrative Assistant =	1.00		\$50,290	\$50,290
Percentage 11 Month Supervisor =	0.28		\$59,411	\$16,635
Percentage Transportation Supervisor =	0.07		\$59,411	\$4,159
Principal =	1.00		\$60,849	\$60,849
Assistant Principal =	1.00		\$55,189	\$55,189
Percentage Visiting Teacher =	0.17		\$42,544	\$7,232
Percentage Driver Education Teacher =	1.00		\$37,468	\$37,468
Nurse =	1.02		\$40,315	\$40,920
Academic Excellence Units =	2.60		\$37,483	\$97,456
Related Services Specialist K-3, 4-12 Reg, Basic 4-12	0.61		\$42,890	\$26,177
Related Services Specialist Intensive	1.33		\$42,890	\$57,187
Related Services Specialist Complex	0.00		\$42,890	\$0
Clerical Units =	4.00		\$28,368	\$113,472
Custodial Units =	1.00		\$23,401	\$23,401
Cafeteria Manager =	0.00		\$26,491	\$0
Cafeteria Worker =	0.00		\$16,835	\$0

Total Staffing = 57.20
Total Staffing For Health Insurance = 57.20

Total Salary Costs			\$1,891,727
OEC Rate		28.53%	\$539,710
Health Insurance Per FTE		\$8,611	\$492,550

Subtotal Personnel Revenue			\$2,923,987

Other State Sources (based on Latest Available Values)

Professional & Curriculum Development =			\$	-
Division II Units (No Vocational Courses) =	42.12			
Division II - All Other Costs - Current Unit Value =	\$	2,955	\$	124,469
Division II - Energy - Current Unit Value =	\$	2,435	\$	102,566
Division III - Equalization - Unit Value =	\$	6,465	\$	272,315
Academic Excellence Division III =			\$	16,809
MCI/Annual Maintenance =			\$	36,680
LEP =			\$	-
Student Transportation Amount =			\$	443,016

Subtotal Other Sources			\$995,854

Grand Total State Sources			\$3,919,841

Transportation			
County	Vo Tech	FY 12 Transp P/Pupil (70%)	
New Castle	NCCVT	\$	908.75
Kent	Polytech	\$	843.85
Sussex	SCVT	\$	964.88

Final FY 2012 Div I Salary

Academy of Dover	\$33,250
Campus Community	\$35,596
DCPA	\$29,022
East Side	\$34,862
Edison	\$31,262
FFA	\$32,380
Kuumba Academy	\$32,292
MOT	\$34,981
Newark Charter	\$38,017
Positive Outcomes	\$36,594
Prestige	\$29,509
Providence Creek	\$30,993
Moyer Academy	\$31,804
Odyssey	\$33,838
Pencader	\$32,699
Sussex Academy	\$43,872
Delaware Military Academy	\$35,831
Wilmington Charter	\$41,075
Total Charter Average	\$34,327

FY 12 Equalization	
Appoquinimink	\$15,602
Brandywine	\$6,465
Caesar Rodney	\$19,861
Cape Henlopen	\$1,225
Capital	\$14,796
Christina	\$6,465
Colonial	\$6,465
Delmar	\$20,617
Indian River	\$1,483
Lake Forest	\$20,756
Laurel	\$16,546
Milford	\$17,461
Red Clay	\$6,465
Seaford	\$16,969
Smyrna	\$19,860
Woodbridge	\$16,744

New Charter School Estimated State and Local Fund Calculations

Disclaimer: The following estimates will vary from actuals and do not account for any extenuating circumstances.
--State earnings are detailed on the New Charter State Template Tab below.

Please enter the following information:

Specify grade configuration for the year of estimate

9-10

(Example k-8, 9-12)

Specify the county the school will be located

New Castle

Choices New Castle, Kent or Sussex

Enter the number of students in the red cells below by school district and student type and the estimated funds will calculate below.

Enter the number of tenth graders in the box in cell location J:11

	#students per unit
Regular/Special K-3	16.2
Regular Students 4-12	20
Special Students 4-12 Basic	8.4
Special Students 4-12 Intense	6
Special Students 4-12 Complex	2.6

State Funding	Local Funding	Total Funding
\$4,166,205	\$2,963,776	\$7,129,982

UNITS	45.20

Enter Estimated # of 10th Graders Here

##

<u>29 Appoquinimink</u>	#	Local Pupil Rate	Amount	<u>31 Brandywine</u>	#	Local Pupil Rate	Amount	<u>10 Caesar Rodney</u>	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$1,576.43	\$0	Regular/Special K-3	0.00	\$4,137.77	\$0	Regular/Special K-3	0.00	\$1,127.59	\$0
Regular Students 4-12	0.00	\$1,276.91	\$0	Regular Students 4-12	0.00	\$3,351.59	\$0	Regular Students 4-12	0.00	\$913.35	\$0
Special Students 4-12 Basic	0.00	\$3,040.26	\$0	Special Students 4-12 Basic	0.00	\$7,979.98	\$0	Special Students 4-12 Basic	0.00	\$2,174.64	\$0
Special Students 4-12 Intense	0.00	\$4,256.36	\$0	Special Students 4-12 Intense	0.00	\$11,171.98	\$0	Special Students 4-12 Intense	0.00	\$3,044.49	\$0
Special Students 4-12 Complex	0.00	\$9,822.37	\$0	Special Students 4-12 Complex	0.00	\$25,781.49	\$0	Special Students 4-12 Complex	0.00	\$7,025.75	\$0
Totals	0.00		\$0						0.00		\$0
<u>17 Cape Henlopen</u>	#	Local Pupil Rate	Amount	<u>13 Capital</u>	#	Local Pupil Rate	Amount	<u>33 Christina</u>	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$2,925.21	\$0	Regular/Special K-3	0.00	\$1,346.63	\$0	Regular/Special K-3	0.00	\$3,883.87	\$0
Regular Students 4-12	0.00	\$2,369.42	\$0	Regular Students 4-12	0.00	\$1,090.77	\$0	Regular Students 4-12	292.00	\$3,145.94	\$918,614
Special Students 4-12 Basic	0.00	\$5,641.48	\$0	Special Students 4-12 Basic	0.00	\$2,597.08	\$0	Special Students 4-12 Basic	35.00	\$7,490.33	\$262,162
Special Students 4-12 Intense	0.00	\$7,898.07	\$0	Special Students 4-12 Intense	0.00	\$3,635.91	\$0	Special Students 4-12 Intense	23.00	\$10,486.46	\$241,189
Special Students 4-12 Complex	0.00	\$18,226.31	\$0	Special Students 4-12 Complex	0.00	\$8,390.55	\$0	Special Students 4-12 Complex	0.00	\$24,199.52	\$0
Totals	0.00		\$0						350.00		\$1,421,965
<u>34 Colonial</u>	#	Local Pupil Rate	Amount	<u>37 Delmar</u>	#	Local Pupil Rate	Amount	<u>36 Indian River</u>	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$2,765.74	\$0	Regular/Special K-3	0.00	\$805.15	\$0	Regular/Special K-3	0.00	\$2,666.93	\$0
Regular Students 4-12	0.00	\$2,240.25	\$0	Regular Students 4-12	0.00	\$652.17	\$0	Regular Students 4-12	0.00	\$2,160.21	\$0
Special Students 4-12 Basic	0.00	\$5,333.93	\$0	Special Students 4-12 Basic	0.00	\$1,552.78	\$0	Special Students 4-12 Basic	0.00	\$5,143.36	\$0
Special Students 4-12 Intense	0.00	\$7,467.51	\$0	Special Students 4-12 Intense	0.00	\$2,173.89	\$0	Special Students 4-12 Intense	0.00	\$7,200.70	\$0
Special Students 4-12 Complex	0.00	\$17,232.71	\$0	Special Students 4-12 Complex	0.00	\$5,016.67	\$0	Special Students 4-12 Complex	0.00	\$16,617.00	\$0
Totals	0.00		\$0						0.00		\$0
<u>15 Lake Forest</u>	#	Local Pupil Rate	Amount	<u>16 Laurel</u>	#	Local Pupil Rate	Amount	<u>18 Milford</u>	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$1,076.87	\$0	Regular/Special K-3	0.00	\$737.88	\$0	Regular/Special K-3	0.00	\$1,348.14	\$0
Regular Students 4-12	0.00	\$872.27	\$0	Regular Students 4-12	0.00	\$597.68	\$0	Regular Students 4-12	0.00	\$1,091.99	\$0
Special Students 4-12 Basic	0.00	\$2,076.83	\$0	Special Students 4-12 Basic	0.00	\$1,423.05	\$0	Special Students 4-12 Basic	0.00	\$2,599.99	\$0
Special Students 4-12 Intense	0.00	\$2,907.56	\$0	Special Students 4-12 Intense	0.00	\$1,992.27	\$0	Special Students 4-12 Intense	0.00	\$3,639.98	\$0
Special Students 4-12 Complex	0.00	\$6,709.76	\$0	Special Students 4-12 Complex	0.00	\$4,597.56	\$0	Special Students 4-12 Complex	0.00	\$8,399.96	\$0
Totals	0.00		\$0						0.00		\$0
<u>32 Red Clay</u>	#	Local Pupil Rate	Amount	<u>23 Seaford</u>	#	Local Pupil Rate	Amount	<u>24 Smyrna</u>	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$4,211.22	\$0	Regular/Special K-3	0.00	\$1,146.72	\$0	Regular/Special K-3	0.00	\$1,285.94	\$0
Regular Students 4-12	292.00	\$3,411.09	\$996,038	Regular Students 4-12	0.00	\$928.85	\$0	Regular Students 4-12	0.00	\$1,041.61	\$0
Special Students 4-12 Basic	35.00	\$8,121.63	\$284,257	Special Students 4-12 Basic	0.00	\$2,211.54	\$0	Special Students 4-12 Basic	0.00	\$2,480.02	\$0
Special Students 4-12 Intense	23.00	\$11,370.28	\$261,516	Special Students 4-12 Intense	0.00	\$3,096.16	\$0	Special Students 4-12 Intense	0.00	\$3,472.03	\$0
Special Students 4-12 Complex	0.00	\$26,239.12	\$0	Special Students 4-12 Complex	0.00	\$7,144.98	\$0	Special Students 4-12 Complex	0.00	\$8,012.37	\$0
Totals	350.00		\$1,541,812		0.00		\$0		0.00		\$0
<u>35 Woodbridge</u>	#	Local Pupil Rate	Amount								
Regular/Special K-3	0.00	\$1,135.54	\$0								
Regular Students 4-12	0.00	\$919.79	\$0								
Special Students 4-12 Basic	0.00	\$2,189.97	\$0								
Special Students 4-12 Intense	0.00	\$3,065.95	\$0								
Special Students 4-12 Complex	0.00	\$7,075.28	\$0								
Totals	0.00		\$0								

Charter School Revenue Calculation - Estimate

State Funding

Student Total: 700
Regular: 584
Special: 116

Location

Districts:

Appoquinimink	0	Christina	350	Laurel	0
Brandywine	0	Colonial	0	Milford	0
Caesar Rodney	0	Delmar	0	Red Clay	350
Cape Henlopen	0	Indian River	0	Seaford	0
Capital	0	Lake Forest	0	Smyrna	0
				Woodbridge	0

Transportation Eligible Students:	525		
Regular/Special K-3	0.00	Unit size Regular/Special K-3 students =	16.2
Regular Students 4-12	584.00	Unit size Regular Students 4-12 =	20
Special Students 4-12 Basic	70.00	Unit size Special Students 4-12 Basic =	8.4
Special Students 4-12 Intense	46.00	Unit size Special Students 4-12 Intense =	6
Special Students 4-12 Complex	0.00	Unit Size Special Students 4-12 Complex =	2.6

# of Div I Units Generated =	45.20		\$30,894	\$1,396,402
Administrative Assistant =	1.00		\$50,290	\$50,290
Percentage 11 Month Supervisor =	0.30		\$59,411	\$17,823
Percentage Transportation Supervisor =	0.08		\$59,411	\$4,753
Principal =	1.00		\$60,849	\$60,849
Assistant Principal =	1.00		\$55,189	\$55,189
Percentage Visiting Teacher =	0.18		\$42,544	\$7,658
Percentage Driver Education Teacher =	1.00		\$37,468	\$37,468
Nurse =	1.04		\$40,315	\$41,887
Academic Excellence Units =	2.80		\$37,483	\$104,952
Related Services Specialist K-3, 4-12 Reg, Basic 4-12	0.66		\$42,890	\$28,242
Related Services Specialist Intensive	1.39		\$42,890	\$59,786
Related Services Specialist Complex	0.00		\$42,890	\$0
Clerical Units =	4.00		\$28,368	\$113,472
Custodial Units =	1.00		\$23,401	\$23,401
Cafeteria Manager =	0.00		\$26,491	\$0
Cafeteria Worker =	0.00		\$16,835	\$0

Total Staffing = 60.65
Total Staffing For Health Insurance = 60.65

Total Salary Costs			\$2,002,173
OEC Rate		28.53%	\$571,220
Health Insurance Per FTE		\$8,611	\$522,269

Subtotal Personnel Revenue			\$3,095,662

Other State Sources (based on Latest Available Values)

Professional & Curriculum Development =			\$	-
Division II Units (No Vocational Courses) =	45.20			
Division II - All Other Costs - Current Unit Value =	\$	2,955	\$	133,566
Division II - Energy - Current Unit Value =	\$	2,435	\$	110,062
Division III - Equalization - Unit Value =	\$	6,465	\$	292,218
Academic Excellence Division III =			\$	18,102
MCI/Annual Maintenance =			\$	39,501
LEP =			\$	-
Student Transportation Amount =			\$	477,094

Subtotal Other Sources			\$1,070,543

Grand Total State Sources			\$4,166,205

Transportation			
County	Vo Tech	FY 12 Transp P/Pupil (70%)	
New Castle	NCCVT	\$	908.75
Kent	Polytech	\$	843.85
Sussex	SCVT	\$	964.88

Final FY 2012 Div I Salary

Academy of Dover	\$33,250
Campus Community	\$35,596
DCPA	\$29,022
East Side	\$34,862
Edison	\$31,262
FFA	\$32,380
Kuumba Academy	\$32,292
MOT	\$34,981
Newark Charter	\$38,017
Positive Outcomes	\$36,594
Prestige	\$29,509
Providence Creek	\$30,993
Moyer Academy	\$31,804
Odyssey	\$33,838
Pencader	\$32,699
Sussex Academy	\$43,872
Delaware Military Academy	\$35,831
Wilmington Charter	\$41,075
Total Charter Average	\$34,327

FY 12 Equalization	
Appoquinimink	\$15,602
Brandywine	\$6,465
Caesar Rodney	\$19,861
Cape Henlopen	\$1,225
Capital	\$14,796
Christina	\$6,465
Colonial	\$6,465
Delmar	\$20,617
Indian River	\$1,483
Lake Forest	\$20,756
Laurel	\$16,546
Milford	\$17,461
Red Clay	\$6,465
Seaford	\$16,969
Smyrna	\$19,860
Woodbridge	\$16,744

All details of your budget should be contained in your budget narrative.

The narrative response explaining how the budget figures were derived should accompany the budget pages listed as tabs at the bottom of this document. Also attach any detail received from outside sources such as quotes, invoices from other schools, budgets from other schools, amortization schedules etc. Print all three tabs as well as a detailed explanation and submit them with your application.

***** If there are any problems with this spreadsheet and the calculations please contact Scott Kessel at 302-735-4050.**

There are three budget tabs at the bottom of this page.

Year 0 for new charters is the plan year with no students.

First: Click on the State and Local Funds tab and follow these directions

LINE 1	Enter the amount of the State Funds that were calculated from the Charter School Web Site Revenue Estimates located at http://www.doe.k12.de.us/infosuites/schools/charterschools/schoolapplication.shtml
	If estimates did not come from this spreadsheet provide an explanation with details on how estimate were derived.
LINE 2	Same as LINE 1. This number should come from the same spreadsheet. If it does not, explain how the number was derived in detail.
LINE 3	If there is a balance at the end of the prior year enter it here as carryover funds.
LINE 4-13	Enter the amount of salaries for the year. Be sure to include an explanation of how this number was derived. Is it an average salary or some other method of calculation? Is it from a pay scale? Please include the salary calculation process description in detail. These salaries should agree with the staff listing in the body of the application. Be sure to compare to surrounding charters and districts to see if they are competitive.
LINE 14	Automatically calculated
LINE 15	Enter amount for all Health Insurance costs and describe in detail how the number was derived. Show the sources used to get this value. State Health Plans and rates can be found at http://www.delawarepensions.com/pensionplans/health/health_rates_medicare_noneligible.shtml
LINE 16	Include any other benefits costs provided to staff that is above and beyond any of the above benefits.
LINE 17-55	Include the costs associated with each of the following lines. Please provide extensive details on how these numbers were derived. Was it an estimated cost per student? Was it quoted from vendors? The more concrete the detail the better. Guessing at an average is far less concrete and shows less attention to detail and commitment than actually getting quotes from vendors or getting estimates from others with experience in these areas. The more back up provided to support this number the more confidence the approvers have in the applicant's commitment to this process. There should be details for every line on the budget.
Line 56	Enter the number of student enrollment projected for each year. This should match any enrollment numbers included in the body of the application

Next: Click on the Federal Funds tab and follow these directions

LINE 1	Charter School Federal Start Up Funds may be available to NEW APPLICANTS ONLY. The applicant must apply directly to the USDOE to access these funds. It is a competitive process. Contact Scott Kessel (302) 735-4050 for more information.
LINE 2	Contact Eulinda DiPietro, Education Associate for Federal Funds at the Delaware Department of Education. Phone Number - 302-735-4040. Ms. DiPietro will provide an estimate of what will be receive in federal entitlement funds.
LINE 3	Enter any othe Federal Grants amounts applied for and received
LINE 4-13	Enter the amount of salaries for the year. Be sure to include an explanation of how this number was derived. Is it an average salary or some other method of calculation? Is it from a pay scale? Please include the salary calculation process description in detail. These salaries should agree with the staff listing in the body of the application. Be sure to compare to surrounding charters and districts to see if they are competitive.
LINE 14	Automatically calculated
LINE 15	Enter amount for all Health Insurance costs and describe in detail how the number was derived. Show the sources used to get this value. State Health Plans and rates can be found at http://www.delawarepensions.com/pensionplans/health/health_rates_medicare_noneligible.shtml
LINE 16	Include any other benefits costs provided to staff that is above and beyond any of the above benefits.
LINE 17-55	Include the costs associated with each of the following lines. Please provide extensive details on how these numbers were derived. Was it an estimated cost per student? Was it quoted from vendors? The more concrete the detail the better. Guessing at an average is far less concrete and shows less attention to detail and commitment than actually getting quotes from vendors or getting estimates from others with experience in these areas. The more back up provided to support this number the more confidence the approvers have in the applicant's commitment to this process. There should be details for every line on the budget.
Line 56	Enter the number of student enrollment projected for each year. This should match any enrollment numbers included in the body of the application

Finally: Click on the Other Funds tab and follow these directions

LINE 1	List fund commitments from non profit agencies such as the Longwood Foundation. Commitments should be documented or will be negated from calculation
LINE 2	List funds from the school foundation. Commitments should be documented or will be negated from calculation
LINE 3	List any donations that are committed to the school. Commitments should be documented or will be negated from the calculation
LINE 4	List bank or construction loans here. Include as back up terms of the loans and any repayment schedules.
LINE 5	List anticipated revenue from cafeteria operations with supporting documentation of costs to offset the revenue. Revenue will be per meal charges.
LINE 6-15	Enter the amount of salaries for the year. Be sure to include an explanation of how this number was derived. Is it an average salary or some other method of calculation? Is it from a pay scale? Please include the salary calculation process description in detail. These salaries should agree with the staff listing in the body of the application. Be sure to compare to surrounding charters and districts to see if they are competitive.
LINE 16	Automatically calculated
LINE 17	Enter amount for all Health Insurance costs and describe in detail how the number was derived. Show the sources used to get this value. State Health Plans and rates can be found at http://www.delawarepensions.com/pensionplans/health/health_rates_medicare_noneligible.shtml
LINE 18	Include any other benefits costs provided to staff that is above and beyond any of the above benefits.
LINE 19-57	Include the costs associated with each of the following lines. Please provide extensive details on how these numbers were derived. Was it an estimated cost per student? Was it quoted from vendors? The more concrete the detail the better. Guessing at an average is far less concrete and shows less attention to detail and commitment than actually getting quotes from vendors or getting estimates from others with experience in these areas. The more back up provided to support this number the more confidence the approvers have in the applicant's commitment to this process. There should be details for every line on the budget.
Line 58	Enter the number of student enrollment projected for each year. This should match any enrollment numbers included in the body of the application

Charter School Application Budget Worksheet										Page 1
State Local & Loan Revenue										
		YEAR 0		YEAR 1		YEAR 2		YEAR 3		YEAR 4
1	State Appropriations	\$0		\$1,528,372		\$2,320,222		\$3,155,770		\$3,356,185
2	School District Local Fund Transfers	\$0		\$1,017,900		\$1,616,776		\$2,200,351		\$2,364,901
3	Prior Year Carryover Funds	\$0		\$0		\$43,850		\$629,165		\$1,253,254
STATE LOCAL & LOANS REVENUE										
		\$0		\$2,546,272		\$3,980,848		\$5,985,286		\$6,974,340
State Local & Loans Expenses										
		YEAR 0		YEAR 1		YEAR 2		YEAR 3		YEAR 4
	Personnel Salaries / Other Employer Costs		FTE		FTE		FTE		FTE	
4	Classroom Teachers	\$0	0.00	\$510,259	12.00	\$805,568	17.00	\$1,086,661	23.00	\$1,222,878
5	Special Education Teachers	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0
6	Special Teachers (phys Ed, Art, Music)	\$0	0.00	\$63,783	1.50	\$236,935	5.00	\$283,476	6.00	\$293,490
7	Counselors	\$0	0.00	\$46,312	1.00	\$77,187	1.50	\$102,916	2.00	\$102,916
8	Principal/Administrative	\$0	0.00	\$200,759	3.00	\$248,065	3.00	\$328,065	4.00	\$328,065
9	Nurse	\$0	0.00	\$40,460	1.00	\$44,955	1.00	\$44,955	1.00	\$44,955
10	Clerical	\$0	0.00	\$27,124	1.00	\$30,138	1.00	\$60,276	2.00	\$60,276
11	Custodial	\$0	0.00	\$21,061	1.00	\$23,401	1.00	\$23,401	1.00	\$23,401
12	Substitutes	\$0	0.00	\$8,000	0.50	\$8,000	0.50	\$8,000	0.50	\$8,000
13	Other	\$0	0.00	\$0	0.00	\$0	0.00	\$93,791	3.00	\$93,791
14	Other Employer Costs (28.53 % of Salaries)	\$0		\$259,554		\$418,321		\$577,316		\$619,036
15	Health Insurance	\$0		\$176,526		\$254,025		\$361,662		\$378,884
16	Other Benefits	\$0		\$0		\$0		\$0		\$0
SUBTOTAL SALARIES / OTHER EMPLOYER COSTS										
		\$0	0.00	\$1,353,837	21.00	\$2,146,594	30.00	\$2,970,519	42.50	\$3,175,692
Student Support										
17	Transportation	\$0		\$163,575		\$258,994		\$354,413		\$381,675
18	Extra Curricular Transportation	\$0		\$0		\$0		\$0		\$0
19	Cafeteria	\$0		\$0		\$0		\$0		\$0
20	Extra Curricular	\$0		\$15,000		\$25,000		\$30,000		\$35,000
21	Supplies and Materials	\$0		\$24,000		\$24,000		\$24,000		\$24,000
22	Textbooks	\$0		\$129,600		\$75,600		\$75,600		\$75,600
23	Curriculum	\$0		\$25,000		\$50,000		\$50,000		\$50,000
24	Professional Development	\$0		\$20,000		\$50,000		\$50,000		\$50,000
25	Assessments	\$0		\$4,500		\$9,465		\$12,910		\$12,910
26	Other Educational Program	\$0		\$0		\$0		\$0		\$0
27	Therapists (Occupational, Speech)	\$0		\$0		\$0		\$0		\$0
28	Classroom Technology	\$0		\$0		\$0		\$0		\$0
29	School Climate	\$0		\$0		\$0		\$0		\$0
30	Computers	\$0		\$124,300		\$92,400		\$88,100		\$0
31	Contracted Services	\$0		\$14,000		\$14,000		\$14,000		\$14,000
32	Other	\$0		\$0		\$0		\$0		\$0
SUBTOTAL STUDENT SUPPORT										
		\$0		\$519,975		\$599,459		\$699,023		\$643,185
Operations and Maintenance of Facilities										
33	Insurance (Property/Liability)	\$0		\$24,000		\$24,000		\$24,000		\$24,000
34	Rent	\$0		\$432,000		\$432,000		\$864,000		\$864,000
35	Mortgage	\$0		\$0		\$0		\$0		\$0
36	Utilities	\$0		\$0		\$0		\$0		\$0
37	Maintenance	\$0		\$0		\$0		\$0		\$0
38	Telephone/Communications	\$0		\$3,200		\$5,100		\$7,000		\$7,500
39	Construction	\$0		\$0		\$0		\$0		\$0
40	Renovation	\$0		\$0		\$0		\$0		\$0
41	Other	\$0		\$0		\$0		\$0		\$0
SUBTOTAL OPERATIONS AND MAINTENANCE OF FACILITIES										
		\$0		\$459,200		\$461,100		\$895,000		\$895,500
Administrative/Operations Support										
42	Equipment Lease/Maintenance	\$0		\$18,000		\$18,000		\$36,000		\$36,000
43	Equipment Purchase	\$0		\$72,000		\$42,000		\$42,000		\$42,000
44	Supplies and Materials	\$0		\$3,440		\$5,440		\$7,520		\$8,000
45	Printing and Copying	\$0		\$2,240		\$3,600		\$4,800		\$5,280
46	Postage and Shipping	\$0		\$2,960		\$4,720		\$6,400		\$6,960
47	Enrollment / Recruitment	\$0		\$0		\$0		\$0		\$0
48	Staffing (recruitment and assessment	\$0		\$0		\$0		\$0		\$0
49	Technology Plan	\$0		\$13,520		\$13,520		\$13,520		\$13,520
50	Other	\$0		\$16,000		\$16,000		\$16,000		\$16,000
SUBTOTAL ADMINISTRATIVE/OPERATIONS SUPPORT										
		\$0		\$128,160		\$103,280		\$126,240		\$127,760
Management Company										
51	Fees	\$0		\$0		\$0		\$0		\$0
52	Salaries/Other Employee Costs	\$0		\$0		\$0		\$0		\$0
53	Curriculum	\$0		\$0		\$0		\$0		\$0
54	Accounting and Payroll	\$0		\$0		\$0		\$0		\$0
55	Other	\$0		\$41,250		\$41,250		\$41,250		\$41,250
SUBTOTAL MANAGEMENT COMPANY										
		\$0		\$41,250		\$41,250		\$41,250		\$41,250
STATE LOCAL & LOANS EXPENDITURES										
		\$0		\$2,502,422		\$3,351,683		\$4,732,032		\$4,883,387
56	# Students	0		0		0		0		0
REVENUE LESS EXPENDITURES										
		\$0		\$43,850		\$629,165		\$1,253,254		\$2,090,953
2 % CONTINGENCY CHECK										
		\$0.00		\$50,925.44		\$79,616.96		\$119,705.72		\$139,486.80

Charter School Application Budget Worksheet										Page 1
Federal Funds										
	YEAR 0		YEAR 1		YEAR 2		YEAR 3		YEAR 4	
Federal Start Up Grant Funds	\$0		\$0		\$0		\$0		\$0	
Entitlement Funding	\$0		\$244,400		\$386,692		\$528,984		\$569,992	
Other Federal Grants	\$0		\$0		\$0		\$0		\$0	
FEDERAL REVENUE		\$0	\$244,400		\$386,692		\$528,984		\$569,992	
Federal Expenses										
	YEAR 0		YEAR 1		YEAR 2		YEAR 3		YEAR 4	
Personnel Salaries / Other Employer Costs		FTE		FTE		FTE		FTE		FTE
Classroom Teachers	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00
Special Education Teachers	\$0	0.00	\$51,458	1.00	\$51,458	1.00	\$102,916	2.00	\$102,916	2.00
Special Teachers (phys Ed, Art, Music)	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00
Counselors	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00
Principal/Administrative	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00
Nurse	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00
Clerical	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00
Custodial	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00
Substitutes	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00
Other	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00
Other Employer Costs (28.53 % of Salaries)	\$0		\$14,681		\$14,681		\$29,362		\$29,362	
Health Insurance	\$0		\$8,611		\$8,611		\$17,222		\$17,222	
Other Benefits	\$0		\$0		\$0		\$0		\$0	
SUBTOTAL SALARIES / OTHER EMPLOYER COSTS	\$0	0.00	\$74,750	1.00	\$74,750	1.00	\$149,500	2.00	\$149,500	2.00
Student Support										
Transportation	\$0		\$0		\$0		\$0		\$0	
Extra Curricular Transportation	\$0		\$0		\$0		\$0		\$0	
Cafeteria	\$0		\$162,000		\$256,500		\$351,000		\$378,000	
Extra Curricular	\$0		\$0		\$0		\$0		\$0	
Supplies and Materials	\$0		\$0		\$0		\$0		\$0	
Textbooks	\$0		\$0		\$0		\$0		\$0	
Curriculum	\$0		\$0		\$0		\$0		\$0	
Professional Development	\$0		\$0		\$0		\$0		\$0	
Assessments	\$0		\$0		\$0		\$0		\$0	
Other Educational Program	\$0		\$0		\$0		\$0		\$0	
Therapists (Occupational, Speech)	\$0		\$7,650		\$55,442		\$28,484		\$42,492	
Classroom Technology	\$0		\$0		\$0		\$0		\$0	
School Climate	\$0		\$0		\$0		\$0		\$0	
Computers	\$0		\$0		\$0		\$0		\$0	
Contracted Services	\$0		\$0		\$0		\$0		\$0	
Other	\$0		\$0		\$0		\$0		\$0	
SUBTOTAL STUDENT SUPPORT	\$0		\$169,650		\$311,942		\$379,484		\$420,492	
Operations and Maintenance of Facilities										
Insurance (Property/Liability)	\$0		\$0		\$0		\$0		\$0	
Rent	\$0		\$0		\$0		\$0		\$0	
Mortgage	\$0		\$0		\$0		\$0		\$0	
Utilities	\$0		\$0		\$0		\$0		\$0	
Maintenance	\$0		\$0		\$0		\$0		\$0	
Telephone/Communications	\$0		\$0		\$0		\$0		\$0	
Construction	\$0		\$0		\$0		\$0		\$0	
Renovation	\$0		\$0		\$0		\$0		\$0	
Other	\$0		\$0		\$0		\$0		\$0	
SUBTOTAL OPERATIONS AND MAINTENANCE OF FACILITIES	\$0		\$0		\$0		\$0		\$0	
Administrative/Operations Support										
Equipment Lease/Maintenance	\$0		\$0		\$0		\$0		\$0	
Equipment Purchase	\$0		\$0		\$0		\$0		\$0	
Supplies and Materials	\$0		\$0		\$0		\$0		\$0	
Printing and Copying	\$0		\$0		\$0		\$0		\$0	
Postage and Shipping	\$0		\$0		\$0		\$0		\$0	
Enrollment / Recruitment	\$0		\$0		\$0		\$0		\$0	
Staffing (recruitment and assessment	\$0		\$0		\$0		\$0		\$0	
Technology Plan	\$0		\$0		\$0		\$0		\$0	
Other	\$0		\$0		\$0		\$0		\$0	

Charter School Application Budget Worksheet											Page 1
Other Funds											
	YEAR 0		YEAR 1		YEAR 2		YEAR 3		YEAR 4		
Non Profit Grants	\$0		\$0		\$0		\$0		\$0		
Foundation Funds	\$10		\$0		\$0		\$0		\$0		
Donations	\$0		\$0		\$0		\$0		\$0		
Construction / Bank Loans	\$0		\$0		\$0		\$0		\$0		
Cafeteria Funds	\$0		\$18,000		\$28,500		\$39,000		\$42,000		
OTHER REVENUE	\$10		\$18,000		\$28,500		\$39,000		\$42,000		
Other Expenses											
	YEAR 0		YEAR 1		YEAR 2		YEAR 3		YEAR 4		
Personnel Salaries / Other Employer Costs		FTE		FTE		FTE		FTE		FTE	
Classroom Teachers	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	
Special Education Teachers	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	
Special Teachers (phys Ed, Art, Music)	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	
Counselors	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	
Principal/Administrative	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	
Nurse	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	
Clerical	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	
Custodial	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	
Substitutes	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	
Other	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	
Other Employer Costs (28.53 % of Salaries)	\$0		\$0		\$0		\$0		\$0		
Health Insurance	\$0		\$0		\$0		\$0		\$0		
Other Benefits	\$0		\$0		\$0		\$0		\$0		
SUBTOTAL SALARIES / OTHER EMPLOYER COSTS	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	
Student Support											
Transportation	\$0		\$0		\$0		\$0		\$0		
Extra Curricular Transportation	\$0		\$0		\$0		\$0		\$0		
Cafeteria	\$0		\$18,000		\$28,500		\$39,000		\$42,000		
Extra Curricular	\$0		\$0		\$0		\$0		\$0		
Supplies and Materials	\$0		\$0		\$0		\$0		\$0		
Textbooks	\$0		\$0		\$0		\$0		\$0		
Curriculum	\$0		\$0		\$0		\$0		\$0		
Professional Development	\$0		\$0		\$0		\$0		\$0		
Assessments	\$0		\$0		\$0		\$0		\$0		
Other Educational Program	\$0		\$0		\$0		\$0		\$0		
Therapists (Occupational, Speech)	\$0		\$0		\$0		\$0		\$0		
Classroom Technology	\$0		\$0		\$0		\$0		\$0		
School Climate	\$0		\$0		\$0		\$0		\$0		
Computers	\$0		\$0		\$0		\$0		\$0		
Contracted Services	\$0		\$0		\$0		\$0		\$0		
Other	\$0		\$0		\$0		\$0		\$0		
SUBTOTAL STUDENT SUPPORT	\$0		\$18,000		\$28,500		\$39,000		\$42,000		
Operations and Maintenance of Facilities											
Insurance (Property/Liability)	\$0		\$0		\$0		\$0		\$0		
Rent	\$0		\$0		\$0		\$0		\$0		
Mortgage	\$0		\$0		\$0		\$0		\$0		
Utilities	\$0		\$0		\$0		\$0		\$0		
Maintenance	\$0		\$0		\$0		\$0		\$0		
Telephone/Communications	\$0		\$0		\$0		\$0		\$0		
Construction	\$0		\$0		\$0		\$0		\$0		
Renovation	\$0		\$0		\$0		\$0		\$0		
Other	\$0		\$0		\$0		\$0		\$0		
SUBTOTAL OPERATIONS AND MAINTENANCE OF FACILITIES	\$0		\$0		\$0		\$0		\$0		
Administrative/Operations Support											
Equipment Lease/Maintenance	\$0		\$0		\$0		\$0		\$0		
Equipment Purchase	\$0		\$0		\$0		\$0		\$0		
Supplies and Materials	\$0		\$0		\$0		\$0		\$0		
Printing and Copying	\$0		\$0		\$0		\$0		\$0		
Postage and Shipping	\$0		\$0		\$0		\$0		\$0		
Enrollment / Recruitment	\$0		\$0		\$0		\$0		\$0		
Staffing (recruitment and assessment)	\$0		\$0		\$0		\$0		\$0		
Technology Plan	\$0		\$0		\$0		\$0		\$0		
Other	\$0		\$0		\$0		\$0		\$0		

New Charter School Estimated State and Local Fund Calculations

Disclaimer: The following estimates will vary from actuals and do not account for any extenuating circumstances.
--State earnings are detailed on the New Charter State Template Tab below.

Please enter the following information:

Specify grade configuration for the year of estimate

9-10

(Example k-8, 9-12)

Specify the county the school will be located

New Castle

Choices New Castle, Kent or Sussex

Enter the number of students in the red cells below by school district and student type and the estimated funds will calculate below.

Enter the number of tenth graders in the box in cell location J:11

	#students per unit
Regular/Special K-3	16.2
Regular Students 4-12	20
Special Students 4-12 Basic	8.4
Special Students 4-12 Intense	6
Special Students 4-12 Complex	2.6

State Funding	Local Funding	Total Funding
\$1,528,372	\$1,017,900	\$2,546,273

UNITS	15.52

Enter Estimated # of 10th Graders Here

##

<u>29 Appoquinimink</u>	#	Local Pupil Rate	Amount	<u>31 Brandywine</u>	#	Local Pupil Rate	Amount	<u>10 Caesar Rodney</u>	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$1,576.43	\$0	Regular/Special K-3	0.00	\$4,137.77	\$0	Regular/Special K-3	0.00	\$1,127.59	\$0
Regular Students 4-12	0.00	\$1,276.91	\$0	Regular Students 4-12	0.00	\$3,351.59	\$0	Regular Students 4-12	0.00	\$913.35	\$0
Special Students 4-12 Basic	0.00	\$3,040.26	\$0	Special Students 4-12 Basic	0.00	\$7,979.98	\$0	Special Students 4-12 Basic	0.00	\$2,174.64	\$0
Special Students 4-12 Intense	0.00	\$4,256.36	\$0	Special Students 4-12 Intense	0.00	\$11,171.98	\$0	Special Students 4-12 Intense	0.00	\$3,044.49	\$0
Special Students 4-12 Complex	0.00	\$9,822.37	\$0	Special Students 4-12 Complex	0.00	\$25,781.49	\$0	Special Students 4-12 Complex	0.00	\$7,025.75	\$0
Totals	0.00		\$0						0.00		\$0
<u>17 Cape Henlopen</u>	#	Local Pupil Rate	Amount	<u>13 Capital</u>	#	Local Pupil Rate	Amount	<u>33 Christina</u>	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$2,925.21	\$0	Regular/Special K-3	0.00	\$1,346.63	\$0	Regular/Special K-3	0.00	\$3,883.87	\$0
Regular Students 4-12	0.00	\$2,369.42	\$0	Regular Students 4-12	0.00	\$1,090.77	\$0	Regular Students 4-12	100.00	\$3,145.94	\$314,594
Special Students 4-12 Basic	0.00	\$5,641.48	\$0	Special Students 4-12 Basic	0.00	\$2,597.08	\$0	Special Students 4-12 Basic	12.00	\$7,490.33	\$89,884
Special Students 4-12 Intense	0.00	\$7,898.07	\$0	Special Students 4-12 Intense	0.00	\$3,635.91	\$0	Special Students 4-12 Intense	8.00	\$10,486.46	\$83,892
Special Students 4-12 Complex	0.00	\$18,226.31	\$0	Special Students 4-12 Complex	0.00	\$8,390.55	\$0	Special Students 4-12 Complex	0.00	\$24,199.52	\$0
Totals	0.00		\$0						120.00		\$488,370
<u>34 Colonial</u>	#	Local Pupil Rate	Amount	<u>37 Delmar</u>	#	Local Pupil Rate	Amount	<u>36 Indian River</u>	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$2,765.74	\$0	Regular/Special K-3	0.00	\$805.15	\$0	Regular/Special K-3	0.00	\$2,666.93	\$0
Regular Students 4-12	0.00	\$2,240.25	\$0	Regular Students 4-12	0.00	\$652.17	\$0	Regular Students 4-12	0.00	\$2,160.21	\$0
Special Students 4-12 Basic	0.00	\$5,333.93	\$0	Special Students 4-12 Basic	0.00	\$1,552.78	\$0	Special Students 4-12 Basic	0.00	\$5,143.36	\$0
Special Students 4-12 Intense	0.00	\$7,467.51	\$0	Special Students 4-12 Intense	0.00	\$2,173.89	\$0	Special Students 4-12 Intense	0.00	\$7,200.70	\$0
Special Students 4-12 Complex	0.00	\$17,232.71	\$0	Special Students 4-12 Complex	0.00	\$5,016.67	\$0	Special Students 4-12 Complex	0.00	\$16,617.00	\$0
Totals	0.00		\$0						0.00		\$0
<u>15 Lake Forest</u>	#	Local Pupil Rate	Amount	<u>16 Laurel</u>	#	Local Pupil Rate	Amount	<u>18 Milford</u>	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$1,076.87	\$0	Regular/Special K-3	0.00	\$737.88	\$0	Regular/Special K-3	0.00	\$1,348.14	\$0
Regular Students 4-12	0.00	\$872.27	\$0	Regular Students 4-12	0.00	\$597.68	\$0	Regular Students 4-12	0.00	\$1,091.99	\$0
Special Students 4-12 Basic	0.00	\$2,076.83	\$0	Special Students 4-12 Basic	0.00	\$1,423.05	\$0	Special Students 4-12 Basic	0.00	\$2,599.99	\$0
Special Students 4-12 Intense	0.00	\$2,907.56	\$0	Special Students 4-12 Intense	0.00	\$1,992.27	\$0	Special Students 4-12 Intense	0.00	\$3,639.98	\$0
Special Students 4-12 Complex	0.00	\$6,709.76	\$0	Special Students 4-12 Complex	0.00	\$4,597.56	\$0	Special Students 4-12 Complex	0.00	\$8,399.96	\$0
Totals	0.00		\$0						0.00		\$0
<u>32 Red Clay</u>	#	Local Pupil Rate	Amount	<u>23 Seaford</u>	#	Local Pupil Rate	Amount	<u>24 Smyrna</u>	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$4,211.22	\$0	Regular/Special K-3	0.00	\$1,146.72	\$0	Regular/Special K-3	0.00	\$1,285.94	\$0
Regular Students 4-12	100.00	\$3,411.09	\$341,109	Regular Students 4-12	0.00	\$928.85	\$0	Regular Students 4-12	0.00	\$1,041.61	\$0
Special Students 4-12 Basic	12.00	\$8,121.63	\$97,460	Special Students 4-12 Basic	0.00	\$2,211.54	\$0	Special Students 4-12 Basic	0.00	\$2,480.02	\$0
Special Students 4-12 Intense	8.00	\$11,370.28	\$90,962	Special Students 4-12 Intense	0.00	\$3,096.16	\$0	Special Students 4-12 Intense	0.00	\$3,472.03	\$0
Special Students 4-12 Complex	0.00	\$26,239.12	\$0	Special Students 4-12 Complex	0.00	\$7,144.98	\$0	Special Students 4-12 Complex	0.00	\$8,012.37	\$0
Totals	120.00		\$529,531		0.00		\$0		0.00		\$0
<u>35 Woodbridge</u>	#	Local Pupil Rate	Amount								
Regular/Special K-3	0.00	\$1,135.54	\$0								
Regular Students 4-12	0.00	\$919.79	\$0								
Special Students 4-12 Basic	0.00	\$2,189.97	\$0								
Special Students 4-12 Intense	0.00	\$3,065.95	\$0								
Special Students 4-12 Complex	0.00	\$7,075.28	\$0								
Totals	0.00		\$0								

Charter School Revenue Calculation - Estimate
State Funding

Student Total: 240
Regular: 200
Special: 40

Location

Districts:

Appoquinimink	0	Christina	120	Laurel	0
Brandywine	0	Colonial	0	Milford	0
Caesar Rodney	0	Delmar	0	Red Clay	120
Cape Henlopen	0	Indian River	0	Seaford	0
Capital	0	Lake Forest	0	Smyrna	0
				Woodbridge	0

Transportation Eligible Students:	180		
Regular/Special K-3	0.00	Unit size Regular/Special K-3 students =	16.2
Regular Students 4-12	200.00	Unit size Regular Students 4-12 =	20
Special Students 4-12 Basic	24.00	Unit size Special Students 4-12 Basic =	8.4
Special Students 4-12 Intense	16.00	Unit size Special Students 4-12 Intense =	6
Special Students 4-12 Complex	0.00	Unit Size Special Students 4-12 Complex =	2.6

# of Div I Units Generated =	15.52		\$30,894	\$479,590
Administrative Assistant =	1.00		\$50,290	\$50,290
Percentage 11 Month Supervisor =	0.10		\$59,411	\$5,941
Percentage Transportation Supervisor =	0.03		\$59,411	\$1,782
Principal =	1.00		\$60,849	\$60,849
Assistant Principal =	0.00		\$55,189	\$0
Percentage Visiting Teacher =	0.06		\$42,544	\$2,553
Percentage Driver Education Teacher =	0.80		\$37,468	\$29,974
Nurse =	0.12		\$40,315	\$4,694
Academic Excellence Units =	0.96		\$37,483	\$35,984
Related Services Specialist K-3, 4-12 Reg, Basic 4-12	0.23		\$42,890	\$9,674
Related Services Specialist Intensive	0.48		\$42,890	\$20,795
Related Services Specialist Complex	0.00		\$42,890	\$0
Clerical Units =	1.00		\$28,368	\$28,368
Custodial Units =	1.00		\$23,401	\$23,401
Cafeteria Manager =	0.00		\$26,491	\$0
Cafeteria Worker =	0.00		\$16,835	\$0

Total Staffing =	22.30
Total Staffing For Health Insurance =	22.30

Total Salary Costs			\$753,896
OEC Rate		28.53%	\$215,086
Health Insurance Per FTE		\$8,611	\$192,031

Subtotal Personnel Revenue			\$1,161,013

Other State Sources (based on Latest Available Values)

Professional & Curriculum Development =			\$	-
Division II Units (No Vocational Courses) =	15.52			
Division II - All Other Costs - Current Unit Value =	\$	2,955	\$	45,873
Division II - Energy - Current Unit Value =	\$	2,435	\$	37,800
Division III - Equalization - Unit Value =	\$	6,465	\$	100,361
Academic Excellence Division III =			\$	6,206
MCI/Annual Maintenance =			\$	13,543
LEP =			\$	-
Student Transportation Amount =			\$	163,575

Subtotal Other Sources			\$367,359

Grand Total State Sources			\$1,528,372

Transportation			
County	Vo Tech	FY 12 Transp P/Pupil (70%)	
New Castle	NCCVT	\$	908.75
Kent	Polytech	\$	843.85
Sussex	SCVT	\$	964.88

Final FY 2012 Div I Salary

Academy of Dover	\$33,250
Campus Community	\$35,596
DCPA	\$29,022
East Side	\$34,862
Edison	\$31,262
FFA	\$32,380
Kuumba Academy	\$32,292
MOT	\$34,981
Newark Charter	\$38,017
Positive Outcomes	\$36,594
Prestige	\$29,509
Providence Creek	\$30,993
Moyer Academy	\$31,804
Odyssey	\$33,838
Pencader	\$32,699
Sussex Academy	\$43,872
Delaware Military Academy	\$35,831
Wilmington Charter	\$41,075
Total Charter Average	\$34,327

FY 12 Equalization	
Appoquinimink	\$15,602
Brandywine	\$6,465
Caesar Rodney	\$19,861
Cape Henlopen	\$1,225
Capital	\$14,796
Christina	\$6,465
Colonial	\$6,465
Delmar	\$20,617
Indian River	\$1,483
Lake Forest	\$20,756
Laurel	\$16,546
Milford	\$17,461
Red Clay	\$6,465
Seaford	\$16,969
Smyrna	\$19,860
Woodbridge	\$16,744

New Charter School Estimated State and Local Fund Calculations

Disclaimer: The following estimates will vary from actuals and do not account for any extenuating circumstances.
--State earnings are detailed on the New Charter State Template Tab below.

Please enter the following information:

Specify grade configuration for the year of estimate

9-10

(Example k-8, 9-12)

Specify the county the school will be located

New Castle

Choices New Castle, Kent or Sussex

Enter the number of students in the red cells below by school district and student type and the estimated funds will calculate below.

Enter the number of tenth graders in the box in cell location J:11

	#students per unit
Regular/Special K-3	16.2
Regular Students 4-12	20
Special Students 4-12 Basic	8.4
Special Students 4-12 Intense	6
Special Students 4-12 Complex	2.6

State Funding	Local Funding	Total Funding
\$2,320,222	\$1,616,776	\$3,936,997

UNITS	24.66

Enter Estimated # of 10th Graders Here

##

<u>29 Appoquinimink</u>	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$1,576.43	\$0
Regular Students 4-12	0.00	\$1,276.91	\$0
Special Students 4-12 Basic	0.00	\$3,040.26	\$0
Special Students 4-12 Intense	0.00	\$4,256.36	\$0
Special Students 4-12 Complex	0.00	\$9,822.37	\$0
Totals	0.00		\$0

<u>17 Cape Henlopen</u>	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$2,925.21	\$0
Regular Students 4-12	0.00	\$2,369.42	\$0
Special Students 4-12 Basic	0.00	\$5,641.48	\$0
Special Students 4-12 Intense	0.00	\$7,898.07	\$0
Special Students 4-12 Complex	0.00	\$18,226.31	\$0
Totals	0.00		\$0

<u>34 Colonial</u>	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$2,765.74	\$0
Regular Students 4-12	0.00	\$2,240.25	\$0
Special Students 4-12 Basic	0.00	\$5,333.93	\$0
Special Students 4-12 Intense	0.00	\$7,467.51	\$0
Special Students 4-12 Complex	0.00	\$17,232.71	\$0
Totals	0.00		\$0

<u>15 Lake Forest</u>	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$1,076.87	\$0
Regular Students 4-12	0.00	\$872.27	\$0
Special Students 4-12 Basic	0.00	\$2,076.83	\$0
Special Students 4-12 Intense	0.00	\$2,907.56	\$0
Special Students 4-12 Complex	0.00	\$6,709.76	\$0
Totals	0.00		\$0

<u>32 Red Clay</u>	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$4,211.22	\$0
Regular Students 4-12	158.00	\$3,411.09	\$538,952
Special Students 4-12 Basic	19.00	\$8,121.63	\$154,311
Special Students 4-12 Intense	13.00	\$11,370.28	\$147,814
Special Students 4-12 Complex	0.00	\$26,239.12	\$0
Totals	190.00		\$841,077

<u>35 Woodbridge</u>	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$1,135.54	\$0
Regular Students 4-12	0.00	\$919.79	\$0
Special Students 4-12 Basic	0.00	\$2,189.97	\$0
Special Students 4-12 Intense	0.00	\$3,065.95	\$0
Special Students 4-12 Complex	0.00	\$7,075.28	\$0
Totals	0.00		\$0

<u>31 Brandywine</u>	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$4,137.77	\$0
Regular Students 4-12	0.00	\$3,351.59	\$0
Special Students 4-12 Basic	0.00	\$7,979.98	\$0
Special Students 4-12 Intense	0.00	\$11,171.98	\$0
Special Students 4-12 Complex	0.00	\$25,781.49	\$0
Totals	0.00		\$0

<u>13 Capital</u>	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$1,346.63	\$0
Regular Students 4-12	0.00	\$1,090.77	\$0
Special Students 4-12 Basic	0.00	\$2,597.08	\$0
Special Students 4-12 Intense	0.00	\$3,635.91	\$0
Special Students 4-12 Complex	0.00	\$8,390.55	\$0
Totals	0.00		\$0

<u>37 Delmar</u>	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$805.15	\$0
Regular Students 4-12	0.00	\$652.17	\$0
Special Students 4-12 Basic	0.00	\$1,552.78	\$0
Special Students 4-12 Intense	0.00	\$2,173.89	\$0
Special Students 4-12 Complex	0.00	\$5,016.67	\$0
Totals	0.00		\$0

<u>16 Laurel</u>	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$737.88	\$0
Regular Students 4-12	0.00	\$597.68	\$0
Special Students 4-12 Basic	0.00	\$1,423.05	\$0
Special Students 4-12 Intense	0.00	\$1,992.27	\$0
Special Students 4-12 Complex	0.00	\$4,597.56	\$0
Totals	0.00		\$0

<u>23 Seaford</u>	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$1,146.72	\$0
Regular Students 4-12	0.00	\$928.85	\$0
Special Students 4-12 Basic	0.00	\$2,211.54	\$0
Special Students 4-12 Intense	0.00	\$3,096.16	\$0
Special Students 4-12 Complex	0.00	\$7,144.98	\$0
Totals	0.00		\$0

<u>10 Caesar Rodney</u>	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$1,127.59	\$0
Regular Students 4-12	0.00	\$913.35	\$0
Special Students 4-12 Basic	0.00	\$2,174.64	\$0
Special Students 4-12 Intense	0.00	\$3,044.49	\$0
Special Students 4-12 Complex	0.00	\$7,025.75	\$0
Totals	0.00		\$0

<u>33 Christina</u>	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$3,883.87	\$0
Regular Students 4-12	158.00	\$3,145.94	\$497,059
Special Students 4-12 Basic	19.00	\$7,490.33	\$142,316
Special Students 4-12 Intense	13.00	\$10,486.46	\$136,324
Special Students 4-12 Complex	0.00	\$24,199.52	\$0
Totals	190.00		\$775,699

<u>36 Indian River</u>	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$2,666.93	\$0
Regular Students 4-12	0.00	\$2,160.21	\$0
Special Students 4-12 Basic	0.00	\$5,143.36	\$0
Special Students 4-12 Intense	0.00	\$7,200.70	\$0
Special Students 4-12 Complex	0.00	\$16,617.00	\$0
Totals	0.00		\$0

<u>18 Milford</u>	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$1,348.14	\$0
Regular Students 4-12	0.00	\$1,091.99	\$0
Special Students 4-12 Basic	0.00	\$2,599.99	\$0
Special Students 4-12 Intense	0.00	\$3,639.98	\$0
Special Students 4-12 Complex	0.00	\$8,399.96	\$0
Totals	0.00		\$0

<u>24 Smyrna</u>	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$1,285.94	\$0
Regular Students 4-12	0.00	\$1,041.61	\$0
Special Students 4-12 Basic	0.00	\$2,480.02	\$0
Special Students 4-12 Intense	0.00	\$3,472.03	\$0
Special Students 4-12 Complex	0.00	\$8,012.37	\$0
Totals	0.00		\$0

Charter School Revenue Calculation - Estimate
State Funding

Student Total: 380
Regular: 316
Special: 64

Location

Districts:

Appoquinimink	0	Christina	190	Laurel	0
Brandywine	0	Colonial	0	Milford	0
Caesar Rodney	0	Delmar	0	Red Clay	190
Cape Henlopen	0	Indian River	0	Seaford	0
Capital	0	Lake Forest	0	Smyrna	0
				Woodbridge	0

Transportation Eligible Students:	285		
Regular/Special K-3	0.00	Unit size Regular/Special K-3 students =	16.2
Regular Students 4-12	316.00	Unit size Regular Students 4-12 =	20
Special Students 4-12 Basic	38.00	Unit size Special Students 4-12 Basic =	8.4
Special Students 4-12 Intense	26.00	Unit size Special Students 4-12 Intense =	6
Special Students 4-12 Complex	0.00	Unit Size Special Students 4-12 Complex =	2.6

# of Div I Units Generated =	24.66		\$30,894	\$761,754
Administrative Assistant =	1.00		\$50,290	\$50,290
Percentage 11 Month Supervisor =	0.16		\$59,411	\$9,506
Percentage Transportation Supervisor =	0.04		\$59,411	\$2,376
Principal =	1.00		\$60,849	\$60,849
Assistant Principal =	0.00		\$55,189	\$0
Percentage Visiting Teacher =	0.10		\$42,544	\$4,254
Percentage Driver Education Teacher =	1.12		\$37,468	\$41,964
Nurse =	0.18		\$40,315	\$7,455
Academic Excellence Units =	1.52		\$37,483	\$56,974
Related Services Specialist K-3, 4-12 Reg, Basic 4-12	0.36		\$42,890	\$15,293
Related Services Specialist Intensive	0.79		\$42,890	\$33,792
Related Services Specialist Complex	0.00		\$42,890	\$0
Clerical Units =	2.00		\$28,368	\$56,736
Custodial Units =	1.00		\$23,401	\$23,401
Cafeteria Manager =	0.00		\$26,491	\$0
Cafeteria Worker =	0.00		\$16,835	\$0

Total Staffing =	33.93
Total Staffing For Health Insurance =	33.93

Total Salary Costs			\$1,124,645
OEC Rate		28.53%	\$320,861
Health Insurance Per FTE		\$8,611	\$292,141

Subtotal Personnel Revenue			\$1,737,647

Other State Sources (based on Latest Available Values)

Professional & Curriculum Development =			\$	-
Division II Units (No Vocational Courses) =	24.66			
Division II - All Other Costs - Current Unit Value =	\$	2,955	\$	72,862
Division II - Energy - Current Unit Value =	\$	2,435	\$	60,040
Division III - Equalization - Unit Value =	\$	6,465	\$	159,408
Academic Excellence Division III =			\$	9,827
MCI/Annual Maintenance =			\$	21,443
LEP =			\$	-
Student Transportation Amount =			\$	258,994

Subtotal Other Sources			\$582,574

Grand Total State Sources			\$2,320,222

Transportation			
County	Vo Tech	FY 12 Transp P/Pupil (70%)	
New Castle	NCCVT	\$	908.75
Kent	Polytech	\$	843.85
Sussex	SCVT	\$	964.88

Final FY 2012 Div I Salary

Academy of Dover	\$33,250
Campus Community	\$35,596
DCPA	\$29,022
East Side	\$34,862
Edison	\$31,262
FFA	\$32,380
Kuumba Academy	\$32,292
MOT	\$34,981
Newark Charter	\$38,017
Positive Outcomes	\$36,594
Prestige	\$29,509
Providence Creek	\$30,993
Moyer Academy	\$31,804
Odyssey	\$33,838
Pencader	\$32,699
Sussex Academy	\$43,872
Delaware Military Academy	\$35,831
Wilmington Charter	\$41,075
Total Charter Average	\$34,327

FY 12 Equalization	
Appoquinimink	\$15,602
Brandywine	\$6,465
Caesar Rodney	\$19,861
Cape Henlopen	\$1,225
Capital	\$14,796
Christina	\$6,465
Colonial	\$6,465
Delmar	\$20,617
Indian River	\$1,483
Lake Forest	\$20,756
Laurel	\$16,546
Milford	\$17,461
Red Clay	\$6,465
Seaford	\$16,969
Smyrna	\$19,860
Woodbridge	\$16,744

New Charter School Estimated State and Local Fund Calculations

Disclaimer: The following estimates will vary from actuals and do not account for any extenuating circumstances.
--State earnings are detailed on the New Charter State Template Tab below.

Please enter the following information:

Specify grade configuration for the year of estimate

9-10

(Example k-8, 9-12)

Specify the county the school will be located

New Castle

Choices New Castle, Kent or Sussex

Enter the number of students in the red cells below by school district and student type and the estimated funds will calculate below.

Enter the number of tenth graders in the box in cell location J:11

	#students per unit
Regular/Special K-3	16.2
Regular Students 4-12	20
Special Students 4-12 Basic	8.4
Special Students 4-12 Intense	6
Special Students 4-12 Complex	2.6

State Funding	Local Funding	Total Funding
\$3,155,770	\$2,200,351	\$5,356,122

UNITS	33.56

Enter Estimated # of 10th Graders Here

##

<u>29 Appoquinimink</u>	#	Local Pupil Rate	Amount	<u>31 Brandywine</u>	#	Local Pupil Rate	Amount	<u>10 Caesar Rodney</u>	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$1,576.43	\$0	Regular/Special K-3	0.00	\$4,137.77	\$0	Regular/Special K-3	0.00	\$1,127.59	\$0
Regular Students 4-12	0.00	\$1,276.91	\$0	Regular Students 4-12	0.00	\$3,351.59	\$0	Regular Students 4-12	0.00	\$913.35	\$0
Special Students 4-12 Basic	0.00	\$3,040.26	\$0	Special Students 4-12 Basic	0.00	\$7,979.98	\$0	Special Students 4-12 Basic	0.00	\$2,174.64	\$0
Special Students 4-12 Intense	0.00	\$4,256.36	\$0	Special Students 4-12 Intense	0.00	\$11,171.98	\$0	Special Students 4-12 Intense	0.00	\$3,044.49	\$0
Special Students 4-12 Complex	0.00	\$9,822.37	\$0	Special Students 4-12 Complex	0.00	\$25,781.49	\$0	Special Students 4-12 Complex	0.00	\$7,025.75	\$0
Totals	0.00		\$0						0.00		\$0
<u>17 Cape Henlopen</u>	#	Local Pupil Rate	Amount	<u>13 Capital</u>	#	Local Pupil Rate	Amount	<u>33 Christina</u>	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$2,925.21	\$0	Regular/Special K-3	0.00	\$1,346.63	\$0	Regular/Special K-3	0.00	\$3,883.87	\$0
Regular Students 4-12	0.00	\$2,369.42	\$0	Regular Students 4-12	0.00	\$1,090.77	\$0	Regular Students 4-12	217.00	\$3,145.94	\$682,669
Special Students 4-12 Basic	0.00	\$5,641.48	\$0	Special Students 4-12 Basic	0.00	\$2,597.08	\$0	Special Students 4-12 Basic	26.00	\$7,490.33	\$194,749
Special Students 4-12 Intense	0.00	\$7,898.07	\$0	Special Students 4-12 Intense	0.00	\$3,635.91	\$0	Special Students 4-12 Intense	17.00	\$10,486.46	\$178,270
Special Students 4-12 Complex	0.00	\$18,226.31	\$0	Special Students 4-12 Complex	0.00	\$8,390.55	\$0	Special Students 4-12 Complex	0.00	\$24,199.52	\$0
Totals	0.00		\$0						260.00		\$1,055,687
<u>34 Colonial</u>	#	Local Pupil Rate	Amount	<u>37 Delmar</u>	#	Local Pupil Rate	Amount	<u>36 Indian River</u>	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$2,765.74	\$0	Regular/Special K-3	0.00	\$805.15	\$0	Regular/Special K-3	0.00	\$2,666.93	\$0
Regular Students 4-12	0.00	\$2,240.25	\$0	Regular Students 4-12	0.00	\$652.17	\$0	Regular Students 4-12	0.00	\$2,160.21	\$0
Special Students 4-12 Basic	0.00	\$5,333.93	\$0	Special Students 4-12 Basic	0.00	\$1,552.78	\$0	Special Students 4-12 Basic	0.00	\$5,143.36	\$0
Special Students 4-12 Intense	0.00	\$7,467.51	\$0	Special Students 4-12 Intense	0.00	\$2,173.89	\$0	Special Students 4-12 Intense	0.00	\$7,200.70	\$0
Special Students 4-12 Complex	0.00	\$17,232.71	\$0	Special Students 4-12 Complex	0.00	\$5,016.67	\$0	Special Students 4-12 Complex	0.00	\$16,617.00	\$0
Totals	0.00		\$0						0.00		\$0
<u>15 Lake Forest</u>	#	Local Pupil Rate	Amount	<u>16 Laurel</u>	#	Local Pupil Rate	Amount	<u>18 Milford</u>	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$1,076.87	\$0	Regular/Special K-3	0.00	\$737.88	\$0	Regular/Special K-3	0.00	\$1,348.14	\$0
Regular Students 4-12	0.00	\$872.27	\$0	Regular Students 4-12	0.00	\$597.68	\$0	Regular Students 4-12	0.00	\$1,091.99	\$0
Special Students 4-12 Basic	0.00	\$2,076.83	\$0	Special Students 4-12 Basic	0.00	\$1,423.05	\$0	Special Students 4-12 Basic	0.00	\$2,599.99	\$0
Special Students 4-12 Intense	0.00	\$2,907.56	\$0	Special Students 4-12 Intense	0.00	\$1,992.27	\$0	Special Students 4-12 Intense	0.00	\$3,639.98	\$0
Special Students 4-12 Complex	0.00	\$6,709.76	\$0	Special Students 4-12 Complex	0.00	\$4,597.56	\$0	Special Students 4-12 Complex	0.00	\$8,399.96	\$0
Totals	0.00		\$0						0.00		\$0
<u>32 Red Clay</u>	#	Local Pupil Rate	Amount	<u>23 Seaford</u>	#	Local Pupil Rate	Amount	<u>24 Smyrna</u>	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$4,211.22	\$0	Regular/Special K-3	0.00	\$1,146.72	\$0	Regular/Special K-3	0.00	\$1,285.94	\$0
Regular Students 4-12	217.00	\$3,411.09	\$740,207	Regular Students 4-12	0.00	\$928.85	\$0	Regular Students 4-12	0.00	\$1,041.61	\$0
Special Students 4-12 Basic	26.00	\$8,121.63	\$211,162	Special Students 4-12 Basic	0.00	\$2,211.54	\$0	Special Students 4-12 Basic	0.00	\$2,480.02	\$0
Special Students 4-12 Intense	17.00	\$11,370.28	\$193,295	Special Students 4-12 Intense	0.00	\$3,096.16	\$0	Special Students 4-12 Intense	0.00	\$3,472.03	\$0
Special Students 4-12 Complex	0.00	\$26,239.12	\$0	Special Students 4-12 Complex	0.00	\$7,144.98	\$0	Special Students 4-12 Complex	0.00	\$8,012.37	\$0
Totals	260.00		\$1,144,664		0.00		\$0		0.00		\$0
<u>35 Woodbridge</u>	#	Local Pupil Rate	Amount								
Regular/Special K-3	0.00	\$1,135.54	\$0								
Regular Students 4-12	0.00	\$919.79	\$0								
Special Students 4-12 Basic	0.00	\$2,189.97	\$0								
Special Students 4-12 Intense	0.00	\$3,065.95	\$0								
Special Students 4-12 Complex	0.00	\$7,075.28	\$0								
Totals	0.00		\$0								

Charter School Revenue Calculation - Estimate
State Funding

Student Total: 520
Regular: 434
Special: 86

Location

Districts:

Appoquinimink	0	Christina	260	Laurel	0
Brandywine	0	Colonial	0	Milford	0
Caesar Rodney	0	Delmar	0	Red Clay	260
Cape Henlopen	0	Indian River	0	Seaford	0
Capital	0	Lake Forest	0	Smyrna	0
				Woodbridge	0

Transportation Eligible Students:	390		
Regular/Special K-3	0.00	Unit size Regular/Special K-3 students =	16.2
Regular Students 4-12	434.00	Unit size Regular Students 4-12 =	20
Special Students 4-12 Basic	52.00	Unit size Special Students 4-12 Basic =	8.4
Special Students 4-12 Intense	34.00	Unit size Special Students 4-12 Intense =	6
Special Students 4-12 Complex	0.00	Unit Size Special Students 4-12 Complex =	2.6

# of Div I Units Generated =	33.56		\$30,894	\$1,036,709
Administrative Assistant =	1.00		\$50,290	\$50,290
Percentage 11 Month Supervisor =	0.22		\$59,411	\$13,070
Percentage Transportation Supervisor =	0.06		\$59,411	\$3,565
Principal =	1.00		\$60,849	\$60,849
Assistant Principal =	1.00		\$55,189	\$55,189
Percentage Visiting Teacher =	0.13		\$42,544	\$5,531
Percentage Driver Education Teacher =	1.12		\$37,468	\$41,964
Nurse =	0.25		\$40,315	\$10,146
Academic Excellence Units =	2.08		\$37,483	\$77,965
Related Services Specialist K-3, 4-12 Reg, Basic 4-12	0.49		\$42,890	\$20,986
Related Services Specialist Intensive	1.03		\$42,890	\$44,190
Related Services Specialist Complex	0.00		\$42,890	\$0
Clerical Units =	3.00		\$28,368	\$85,104
Custodial Units =	1.00		\$23,401	\$23,401
Cafeteria Manager =	0.00		\$26,491	\$0
Cafeteria Worker =	0.00		\$16,835	\$0

Total Staffing = 45.94
Total Staffing For Health Insurance = 45.94

Total Salary Costs			\$1,528,959
OEC Rate		28.53%	\$436,212
Health Insurance Per FTE		\$8,611	\$395,576

Subtotal Personnel Revenue			\$2,360,747

Other State Sources (based on Latest Available Values)

Professional & Curriculum Development =			\$	-
Division II Units (No Vocational Courses) =	33.56			
Division II - All Other Costs - Current Unit Value =	\$	2,955	\$	99,161
Division II - Energy - Current Unit Value =	\$	2,435	\$	81,712
Division III - Equalization - Unit Value =	\$	6,465	\$	216,947
Academic Excellence Division III =			\$	13,447
MCI/Annual Maintenance =			\$	29,344
LEP =			\$	-
Student Transportation Amount =			\$	354,413

Subtotal Other Sources			\$795,023

Grand Total State Sources			\$3,155,770

Transportation			
County	Vo Tech	FY 12 Transp P/Pupil (70%)	
New Castle	NCCVT	\$	908.75
Kent	Polytech	\$	843.85
Sussex	SCVT	\$	964.88

Final FY 2012 Div I Salary

Academy of Dover	\$33,250
Campus Community	\$35,596
DCPA	\$29,022
East Side	\$34,862
Edison	\$31,262
FFA	\$32,380
Kuumba Academy	\$32,292
MOT	\$34,981
Newark Charter	\$38,017
Positive Outcomes	\$36,594
Prestige	\$29,509
Providence Creek	\$30,993
Moyer Academy	\$31,804
Odyssey	\$33,838
Pencader	\$32,699
Sussex Academy	\$43,872
Delaware Military Academy	\$35,831
Wilmington Charter	\$41,075
Total Charter Average	\$34,327

FY 12 Equalization	
Appoquinimink	\$15,602
Brandywine	\$6,465
Caesar Rodney	\$19,861
Cape Henlopen	\$1,225
Capital	\$14,796
Christina	\$6,465
Colonial	\$6,465
Delmar	\$20,617
Indian River	\$1,483
Lake Forest	\$20,756
Laurel	\$16,546
Milford	\$17,461
Red Clay	\$6,465
Seaford	\$16,969
Smyrna	\$19,860
Woodbridge	\$16,744

New Charter School Estimated State and Local Fund Calculations

Disclaimer: The following estimates will vary from actuals and do not account for any extenuating circumstances.
--State earnings are detailed on the New Charter State Template Tab below.

Please enter the following information:

Specify grade configuration for the year of estimate

9-10

(Example k-8, 9-12)

Specify the county the school will be located

New Castle

Choices New Castle, Kent or Sussex

Enter the number of students in the red cells below by school district and student type and the estimated funds will calculate below.

Enter the number of tenth graders in the box in cell location J:11

	#students per unit
Regular/Special K-3	16.2
Regular Students 4-12	20
Special Students 4-12 Basic	8.4
Special Students 4-12 Intense	6
Special Students 4-12 Complex	2.6

UNITS	36.07

Enter Estimated # of 10th Graders Here

##

<u>29 Appoquinimink</u>	#	Local Pupil Rate	Amount	<u>31 Brandywine</u>	#	Local Pupil Rate	Amount	<u>10 Caesar Rodney</u>	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$1,576.43	\$0	Regular/Special K-3	0.00	\$4,137.77	\$0	Regular/Special K-3	0.00	\$1,127.59	\$0
Regular Students 4-12	0.00	\$1,276.91	\$0	Regular Students 4-12	0.00	\$3,351.59	\$0	Regular Students 4-12	0.00	\$913.35	\$0
Special Students 4-12 Basic	0.00	\$3,040.26	\$0	Special Students 4-12 Basic	0.00	\$7,979.98	\$0	Special Students 4-12 Basic	0.00	\$2,174.64	\$0
Special Students 4-12 Intense	0.00	\$4,256.36	\$0	Special Students 4-12 Intense	0.00	\$11,171.98	\$0	Special Students 4-12 Intense	0.00	\$3,044.49	\$0
Special Students 4-12 Complex	0.00	\$9,822.37	\$0	Special Students 4-12 Complex	0.00	\$25,781.49	\$0	Special Students 4-12 Complex	0.00	\$7,025.75	\$0
Totals	0.00		\$0				\$0		0.00		\$0
<u>17 Cape Henlopen</u>	#	Local Pupil Rate	Amount	<u>13 Capital</u>	#	Local Pupil Rate	Amount	<u>33 Christina</u>	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$2,925.21	\$0	Regular/Special K-3	0.00	\$1,346.63	\$0	Regular/Special K-3	0.00	\$3,883.87	\$0
Regular Students 4-12	0.00	\$2,369.42	\$0	Regular Students 4-12	0.00	\$1,090.77	\$0	Regular Students 4-12	234.00	\$3,145.94	\$736,150
Special Students 4-12 Basic	0.00	\$5,641.48	\$0	Special Students 4-12 Basic	0.00	\$2,597.08	\$0	Special Students 4-12 Basic	28.00	\$7,490.33	\$209,729
Special Students 4-12 Intense	0.00	\$7,898.07	\$0	Special Students 4-12 Intense	0.00	\$3,635.91	\$0	Special Students 4-12 Intense	18.00	\$10,486.46	\$188,756
Special Students 4-12 Complex	0.00	\$18,226.31	\$0	Special Students 4-12 Complex	0.00	\$8,390.55	\$0	Special Students 4-12 Complex	0.00	\$24,199.52	\$0
Totals	0.00		\$0				\$0		280.00		\$1,134,635
<u>34 Colonial</u>	#	Local Pupil Rate	Amount	<u>37 Delmar</u>	#	Local Pupil Rate	Amount	<u>36 Indian River</u>	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$2,765.74	\$0	Regular/Special K-3	0.00	\$805.15	\$0	Regular/Special K-3	0.00	\$2,666.93	\$0
Regular Students 4-12	0.00	\$2,240.25	\$0	Regular Students 4-12	0.00	\$652.17	\$0	Regular Students 4-12	0.00	\$2,160.21	\$0
Special Students 4-12 Basic	0.00	\$5,333.93	\$0	Special Students 4-12 Basic	0.00	\$1,552.78	\$0	Special Students 4-12 Basic	0.00	\$5,143.36	\$0
Special Students 4-12 Intense	0.00	\$7,467.51	\$0	Special Students 4-12 Intense	0.00	\$2,173.89	\$0	Special Students 4-12 Intense	0.00	\$7,200.70	\$0
Special Students 4-12 Complex	0.00	\$17,232.71	\$0	Special Students 4-12 Complex	0.00	\$5,016.67	\$0	Special Students 4-12 Complex	0.00	\$16,617.00	\$0
Totals	0.00		\$0				\$0		0.00		\$0
<u>15 Lake Forest</u>	#	Local Pupil Rate	Amount	<u>16 Laurel</u>	#	Local Pupil Rate	Amount	<u>18 Milford</u>	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$1,076.87	\$0	Regular/Special K-3	0.00	\$737.88	\$0	Regular/Special K-3	0.00	\$1,348.14	\$0
Regular Students 4-12	0.00	\$872.27	\$0	Regular Students 4-12	0.00	\$597.68	\$0	Regular Students 4-12	0.00	\$1,091.99	\$0
Special Students 4-12 Basic	0.00	\$2,076.83	\$0	Special Students 4-12 Basic	0.00	\$1,423.05	\$0	Special Students 4-12 Basic	0.00	\$2,599.99	\$0
Special Students 4-12 Intense	0.00	\$2,907.56	\$0	Special Students 4-12 Intense	0.00	\$1,992.27	\$0	Special Students 4-12 Intense	0.00	\$3,639.98	\$0
Special Students 4-12 Complex	0.00	\$6,709.76	\$0	Special Students 4-12 Complex	0.00	\$4,597.56	\$0	Special Students 4-12 Complex	0.00	\$8,399.96	\$0
Totals	0.00		\$0				\$0		0.00		\$0
<u>32 Red Clay</u>	#	Local Pupil Rate	Amount	<u>23 Seaford</u>	#	Local Pupil Rate	Amount	<u>24 Smyrna</u>	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$4,211.22	\$0	Regular/Special K-3	0.00	\$1,146.72	\$0	Regular/Special K-3	0.00	\$1,285.94	\$0
Regular Students 4-12	234.00	\$3,411.09	\$798,195	Regular Students 4-12	0.00	\$928.85	\$0	Regular Students 4-12	0.00	\$1,041.61	\$0
Special Students 4-12 Basic	28.00	\$8,121.63	\$227,406	Special Students 4-12 Basic	0.00	\$2,211.54	\$0	Special Students 4-12 Basic	0.00	\$2,480.02	\$0
Special Students 4-12 Intense	18.00	\$11,370.28	\$204,665	Special Students 4-12 Intense	0.00	\$3,096.16	\$0	Special Students 4-12 Intense	0.00	\$3,472.03	\$0
Special Students 4-12 Complex	0.00	\$26,239.12	\$0	Special Students 4-12 Complex	0.00	\$7,144.98	\$0	Special Students 4-12 Complex	0.00	\$8,012.37	\$0
Totals	280.00		\$1,230,266		0.00		\$0		0.00		\$0
<u>35 Woodbridge</u>	#	Local Pupil Rate	Amount								
Regular/Special K-3	0.00	\$1,135.54	\$0								
Regular Students 4-12	0.00	\$919.79	\$0								
Special Students 4-12 Basic	0.00	\$2,189.97	\$0								
Special Students 4-12 Intense	0.00	\$3,065.95	\$0								
Special Students 4-12 Complex	0.00	\$7,075.28	\$0								
Totals	0.00		\$0								

Charter School Revenue Calculation - Estimate
State Funding

Student Total: 560
Regular: 468
Special: 92

Location

Districts:

Appoquinimink	0	Christina	280	Laurel	0
Brandywine	0	Colonial	0	Milford	0
Caesar Rodney	0	Delmar	0	Red Clay	280
Cape Henlopen	0	Indian River	0	Seaford	0
Capital	0	Lake Forest	0	Smyrna	0
				Woodbridge	0

Transportation Eligible Students:	420		
Regular/Special K-3	0.00	Unit size Regular/Special K-3 students =	16.2
Regular Students 4-12	468.00	Unit size Regular Students 4-12 =	20
Special Students 4-12 Basic	56.00	Unit size Special Students 4-12 Basic =	8.4
Special Students 4-12 Intense	36.00	Unit size Special Students 4-12 Intense =	6
Special Students 4-12 Complex	0.00	Unit Size Special Students 4-12 Complex =	2.6

# of Div I Units Generated =	36.07		\$30,894	\$1,114,238
Administrative Assistant =	1.00		\$50,290	\$50,290
Percentage 11 Month Supervisor =	0.24		\$59,411	\$14,259
Percentage Transportation Supervisor =	0.06		\$59,411	\$3,565
Principal =	1.00		\$60,849	\$60,849
Assistant Principal =	1.00		\$55,189	\$55,189
Percentage Visiting Teacher =	0.14		\$42,544	\$5,956
Percentage Driver Education Teacher =	1.12		\$37,468	\$41,964
Nurse =	0.27		\$40,315	\$10,905
Academic Excellence Units =	2.24		\$37,483	\$83,962
Related Services Specialist K-3, 4-12 Reg, Basic 4-12	0.53		\$42,890	\$22,624
Related Services Specialist Intensive	1.09		\$42,890	\$46,789
Related Services Specialist Complex	0.00		\$42,890	\$0
Clerical Units =	3.00		\$28,368	\$85,104
Custodial Units =	1.00		\$23,401	\$23,401
Cafeteria Manager =	0.00		\$26,491	\$0
Cafeteria Worker =	0.00		\$16,835	\$0

Total Staffing = 48.76
Total Staffing For Health Insurance = 48.76

Total Salary Costs			\$1,619,095
OEC Rate		28.53%	\$461,928
Health Insurance Per FTE		\$8,611	\$419,834

Subtotal Personnel Revenue			\$2,500,857

Other State Sources (based on Latest Available Values)

Professional & Curriculum Development =			\$	-
Division II Units (No Vocational Courses) =	36.07			
Division II - All Other Costs - Current Unit Value =	\$	2,955	\$	106,577
Division II - Energy - Current Unit Value =	\$	2,435	\$	87,822
Division III - Equalization - Unit Value =	\$	6,465	\$	233,171
Academic Excellence Division III =			\$	14,482
MCI/Annual Maintenance =			\$	31,601
LEP =			\$	-
Student Transportation Amount =			\$	381,675

Subtotal Other Sources			\$855,328

Grand Total State Sources			\$3,356,185

Transportation			
County	Vo Tech	FY 12 Transp P/Pupil (70%)	
New Castle	NCCVT	\$	908.75
Kent	Polytech	\$	843.85
Sussex	SCVT	\$	964.88

Final FY 2012 Div I Salary

Academy of Dover	\$33,250
Campus Community	\$35,596
DCPA	\$29,022
East Side	\$34,862
Edison	\$31,262
FFA	\$32,380
Kuumba Academy	\$32,292
MOT	\$34,981
Newark Charter	\$38,017
Positive Outcomes	\$36,594
Prestige	\$29,509
Providence Creek	\$30,993
Moyer Academy	\$31,804
Odyssey	\$33,838
Pencader	\$32,699
Sussex Academy	\$43,872
Delaware Military Academy	\$35,831
Wilmington Charter	\$41,075
Total Charter Average	\$34,327

FY 12 Equalization	
Appoquinimink	\$15,602
Brandywine	\$6,465
Caesar Rodney	\$19,861
Cape Henlopen	\$1,225
Capital	\$14,796
Christina	\$6,465
Colonial	\$6,465
Delmar	\$20,617
Indian River	\$1,483
Lake Forest	\$20,756
Laurel	\$16,546
Milford	\$17,461
Red Clay	\$6,465
Seaford	\$16,969
Smyrna	\$19,860
Woodbridge	\$16,744

Delaware Design-Lab HS

Budget Narrative Information

Lines 5 & 6	Revenue	Per Revenue worksheets using anticipated student populations
Lines 14 to 16	Personnel costs	Per staffing chart using Christina School District wage scale Nurse and custodian are included at approximately 75% of scale b
Line 31	Transportation	Per bus company, cost will not exceed state funding base on eligibl
Lines 34 to 38		Provided by Cristina
Line 39	Assessments	MAP testing per Technology plan. PSAT testing starting in year 2 for 50% of juniors at \$14 each. SAT testing starting in year 2 for 50% of juniors at \$69 each.
Line 44	Computers	Per Technology plan less MAP assessment costs and contracted ma
Line 45	Contracted services	Corporate Alliance for Drug Education \$10,000 per year Delaware Science Coalition at \$2,000 per year. Social Studies Coalition at \$2,000 per year.
Line 51	Insurance	Quote per Pratt Insurance
Line 52	Rent	Year 1 & 2 - 27,000 square feet at \$16 per. Year 3 & 4 - 54,000 square feet at \$16 per. Lease costs include all renovations, utilities and maintenance.
Line 56	Telephone	Estimated costs comparable to existing charter high school.
Line 64	Equipment lease	Lease of one photocopier for year 1 & 2 Lease of two photocopiers for year 3 & 4
Line 65	Equipment purchased	Desks and chairs for students at \$300 each for additional students
Lines 66,67 & 68		Estimated costs comparable to existing charter high school.
Line 71	Tech plan	Per technology plan - costs of annual maintenance by Innovative S
Line 72	Other	Cost of annual audit.
Line 81	Other	Innovative Schools contract.

It will be contracted.

le students

aintenance of \$13,520 per year.

each year.

chools.

Delaware Design-Lab HS

Budget Narrative Information

Lines 5 & 6	Revenue	Per Revenue worksheets using anticipated student populations
Lines 14 to 16	Personnel costs	Per staffing chart using 90% of Christina School District wage scale. Nurse and custodian are included at approximately 75% of scale but Principal salary reduced an additional \$25,000 <u>for year 1 only</u> . Eliminated one special teacher position <u>for year 1 only</u> .
Line 31	Transportation	Per bus company, cost will not exceed state funding base on eligible
Lines 34 to 38		Provided by Christina at 50%
Line 39	Assessments	MAP testing per Technology plan. PSAT testing starting in year 2 for 50% of juniors at \$14 each. SAT testing starting in year 2 for 50% of juniors at \$69 each.
Line 44	Computers	90% of Technology plan less MAP assessment costs and contracted
Line 45	Contracted services	Corporate Alliance for Drug Education \$10,000 per year Delaware Science Coalition at \$2,000 per year. Social Studies Coalition at \$2,000 per year.
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Line 71	Tech plan	Per technology plan - costs of annual maintenance by Innovative S
Line 72	Other	Cost of annual audit.
Line 81	Other	Innovative Schools contract.

Fixed costs - costs not dependent on student population

Rent

Equipment lease

Technology maintenance

Audit

Innovative Schools Contract

for year 1 only

It will be contracted.

le students

d maintenance of \$13,520 per year.

each year.

chools.

Appendices

Memoranda of Understanding
Policies
Governance
School Culture
Special Populations
Education Plan
Budget

Appendix A
Appendix B
Appendix C
Appendix D
Appendix E
Appendix F
Appendix G

**MEMORANDUM OF UNDERSTANDING
THE SOCIAL STUDIES COALITION OF DELAWARE
WITH
DELAWARE DESIGN-LAB HIGH SCHOOL**

PURPOSE OF THIS MEMO

This memorandum of understanding will define the roles and responsibilities of each party in the Social Studies Coalition of Delaware (SSCD). This coalition is a partnership with the purpose to improve the teaching and learning of K-12 social studies in Delaware public schools and to help all Delaware public school students reach the Delaware Social Studies Standards.

The partnership includes the Department of Education, public school districts throughout the state, charter schools, and other agencies involved in standards-based instruction and assessment (Center for Economic Education and Entrepreneurship, Delaware Geography Alliance, Delaware Social Studies Education Project, Democracy Project and State Archives). The partnership is open to all public school entities, including vocational/technology schools and charter schools, that agree to collaborate in the systemic improvement of their K-12 social studies programs as outlined in this memorandum.

This Memorandum of Understanding (MoU) defines the conditions under which the Coalition will be financed, principles for operation and the collaborative processes as established by the Coalition. The MoU can be modified at any time by majority agreement of voting members of the Steering Committee.

MISSION

The Coalition exists to support the creation of the highest quality social studies instruction for the K-12 students in Delaware. The goals of the SSCD are to:

- Assist districts in the development of assessments to guide social studies curriculum development and instruction at the district level.
- Continue the development and alignment of social studies curriculum and instructional materials by designing model lessons for each benchmark to be distributed to members of the Coalition.
- Provide staff development for curriculum development and instructional delivery.
- Provide leadership and an organizational structure to facilitate planning, assist with the development of instructional materials and coordinate the delivery of the items listed above.

GUIDING PRINCIPLES

- The purpose of the partnership is to support continuous standards-based reform of social studies education in Delaware schools.
- Adoption and implementation of curricula is the responsibility of individual school systems. The Coalition is established to assist them in this endeavor and to provide cost effective standards-based education programs.
- Costs will be shared in a way that all parties benefit as equally as possible. Every effort will be made to provide services in support of the program at cost. Member districts and charter schools will pay \$2000 by Sept. 30, 2014 to support Coalition actions beginning July 1, 2014 through June 30, 2015 for professional development, development of products and other activities. Thereafter, annual fees will be determined by the Board.
- Professional development will be provided by the Coalition. Individual districts/charter schools will provide additional support for the participants.

- The Coalition will seek to coordinate financial support from foundations, affiliates and others for implementation of standards-based social studies education for Delaware students.

GOVERNANCE OF THE COALITION

The Coalition will be directed by the Board that includes voting and non-voting members. Voting members shall include a representative from each member school district and charter school that has paid its annual fee. Non-voting members shall include two representatives from the Department of Education, affiliate members including the Center for Economic Education and Entrepreneurship, the Delaware Geographic Alliance, the Delaware Social Studies Education Project and the Democracy Project as well as future affiliate members.

The purpose of the Board is to:

- Establish and approve operating policies and practices for the Coalition.
- Set and approve the annual budget for the Coalition and monitor expenditures. The Milford School District has agreed to act as the fiscal agent at no cost, and for this will receive a reduced membership fee for the 2014-2015 school year.
- Establish and implement an effective communications program.
- Take a leadership role in developing and overseeing a strategic plan for K-12 social studies education in Delaware.
- Promote partnerships among the K-12 public schools, higher education and the business community.

Coalition Leadership – SSCD leadership shall be administered by an Executive Committee and directed by the Board. An Executive Secretary and two chairpersons shall be elected by the voting members of the Steering Committee to a two year, staggered term without remuneration and will coordinate the Coalition's activities and chair meetings. Additionally, the Executive Committee shall consist of two non-voting members from the Department of Education as well as one representative from each of the three counties who are approved by the Board.

The Board will establish sub-committees to manage specific aspects of the Coalition. These committees will be defined as the Coalition membership is firmly established. Meetings of the Coalition's Executive committee and Board will be held on a monthly basis.

Signatures of Agreement – 2014 - 2015

SSCD Representative

Date

Cristina Chavez

15 DEC 2012

Superintendent –S.D./Charter

Date

School District/Charter School name - **Delaware Design-Lab High School**

No fees will be collected until the charter application is approved and the school is in operation. In 2014, the SSCD may adjust the quoted fee in this MoU for the school year in operation to match the fee charged to other Delaware member districts.



Delaware Science Coalition Memorandum of Agreement

The Delaware Design-Lab High School agrees to abide by
(LEA Name)

the Delaware Science Coalition's bylaws and join the Delaware Science Coalition partnership. The Delaware Science Coalition program is sustained by local district/charter school fees in combination with state allocations. Professional development; materials acquisitions; distribution, collection and refurbishment of science curricular units; and any other associated costs are supported by these funding sources.

Signed:

Marian Wolak, Director
Curriculum, Instruction & Professional Development

Date

Linda Rogers, Associate Secretary
Teaching & Learning Branch

Date

Karen Field Rogers, Associate Secretary
Financial Reform & Resource Management

Date

Lillian Lowery, Secretary
Delaware Department of Education

Date

Cristina O'Hara CEO
LEA Official, Title

15 DEC 2012
Date

**MEMORANDUM OF UNDERSTANDING
CADEKIDS AND DELAWARE DESIGN-LAB HIGH SCHOOL**

Purpose of Memorandum

The Corporate Alliance for Drug Education (CADEkids) and Delaware Design-Lab High School (DDLHS) enter into this memorandum of understanding to leverage their combined resources toward the shared goal of helping DDLHS students develop critical thinking in behavioral skill sets for enhanced academic and behavioral outcomes.

CADEkids Mission Statement

CADEkids' mission is to equip students with skills to handle conflict the smart way and have the courage to stop and evaluate situations, exercise impulse control, and steer clear of substance abuse, violence, and other destructive behaviors.

Scope of Services

CADEkids will dedicate one Prevention Specialist (.2 full-time equivalent) to DD-LHS, for the 2014-15 academic year. The Prevention Specialist (PS) will spend one day per week at DD-LHS from late-September 2014 through mid-June 2015. The PS will be responsible for conducting whole classroom instruction (with the teacher present), as well as small group and one-on-one sessions, as determined by DD-LHS administrative personnel—for approximately 300 students, grades 9-10—in up to five instructional units per day. The primary curriculum, **Reconnecting Youth** (RY), uses a partnership model involving peers, parents, and school personnel to deliver service components that revolve around three central program goals: Improved school performance, decreased drug involvement, and increased mood management. RY is an evidence-based prevention program for schools/communities that addresses student issues including, but not limited to, social decision-making, self-control, interpersonal communication, school performance, and self-esteem enhancement. The Prevention Specialist will deliver programs in three 10-12-week lesson cycles, including administration of pre-/post-instruction participant surveys. Per cycle, CADEkids will offer one parent workshop and professional development sessions (up to one hour), by request.

Project Budget

\$10,000 per academic year—includes one Prevention Specialist's salary of \$6,400 (20% FTE); benefits of \$2,200 (calculated at 34.5%); program supplies of \$500; and a 10% administrative fee of \$900.

Signatures of Agreement—2014-15

CADEkids Representative

Date


Delaware Design-Lab High School Representative

14 DEC 2012

Date

Bullying Prevention Policy

DRAFT

Delaware Design-Lab High School (DDLHS) is committed to providing a safe, positive learning environment for all students. DDLHS recognizes the negative impact that bullying has on student health, welfare, and safety and on the learning environment at school. DDLHS recognizes that bullying creates an atmosphere of fear and intimidation, detracts from the safe environment necessary for student learning, and may lead to more serious violence. DDLHS prohibits bullying by students and by personnel. DDLHS will work to prevent bullying and delinquency and to promote the healthy social and emotional development of all of our students.

To further these goals and as required by 14 Del. C. 4112D, Delaware Design-Lab High School hereby *“prohibits the bullying of any person on school property or at school functions or by use of data or computer software that is accessed through a computer, computer system, computer network or other electronic technology of a school district or charter school from grades kindergarten through grade twelve. DDLHS further prohibits reprisal, retaliation or false accusation against a target, witness or one with reliable information about an act of bullying”*. 1

Definition:

Bullying is characterized by the following three (3) criteria:

1. It is aggressive behavior or intentional doing of harm.
2. It is carried out repeatedly over time.
3. It occurs within an interpersonal relationship where there is an imbalance of power (e.g. one person is physically larger, stronger, mentally quicker or socially more powerful).

Bullying, as defined in this policy, refers to direct and intentional actions such as:

1. **Physical:** hitting, choking, kicking, pushing, shoving, getting another person to hurt someone, unwanted touch of a sexual nature, exclusion, isolating an individual from his or her peer group;
2. **Verbal:** racial slurs, name-calling, teasing, taunting, gossiping, slandering, spreading rumors, unwanted comment about the target's sexuality, verbal sexual harassment; or
3. **Non-Verbal:** threatening gestures, obscene gestures, isolation, exclusion, stalking. This category includes *sending visual images*, such as paper notes or drawings that are threatening (example: picture of a noose) and *cyber-bullying* (bullying that occurs by use of electronic or communication devices through email, instant messaging, text messages, blogs, photo and video sharing, websites, or other Internet sources).

Bullying is the intentionally harmful (electronic, written, verbal, non-verbal, psychological or physical) act or series of acts that is directed at another person, in and/or outside of school.

The behavior is severe, persistent, or pervasive and has the effect of doing the following:

1. Substantial interference with a student's education
2. Creation of a threatening environment
3. Substantial disruption of the orderly operation of the school

Authority:

Bullying Prevention Policy

*****DRAFT*****

Delaware Design-Lab High School Board of Directors prohibits all forms of bullying and encourages students who have been bullied or witnesses to bullying to immediately report such incidents to the building administrator or other school personnel.

The Delaware Design-Lab High School Board of Directors directs that complaints of bullying shall be investigated promptly and thoroughly, and corrective action shall be taken when allegations are verified. Confidentiality of all parties shall be maintained, consistent with the school's legal and investigative obligations. No reprisals or retaliation shall occur as a result of good faith reports of bullying.

Procedure for Student/Parent Reporting a Bullying Incident

Any student or parent/guardian that has information on a bullying incident is encouraged to report it and provide the information to DDLHS administration in any of the following ways:

- 1) Telephone call
- 2) In writing by notes or electronic mail
- 3) By meeting with administrators (or designees)
- 4) Anonymously

Delegation for Responsibility at the School:

1. Each adult and student shall be responsible to respect the rights of others and to ensure an atmosphere that is conducive to learning and free from bullying.
2. The CEO, Principal (or designee) shall develop administrative regulations to implement this policy.
3. The CEO, Principal (or designee) shall ensure that this policy and administrative regulations are reviewed annually with staff, students, and parents.
4. The CEO, Principal (or designee), in cooperation with other appropriate administrators, shall review this policy every year and recommend necessary revisions to the Board of Directors.
5. School administration shall annually provide to the Board of Directors the following information:
 1. DDLHS's Bullying Prevention Policy
 2. Report of bullying incidents
 3. Information on the development and implementation of any and all research-based bullying prevention and intervention programs.

Guidelines:

1. The Student Code of Conduct, which shall contain this policy, shall be disseminated annually to students and parents.
2. This policy shall be accessible in every classroom. The policy shall be posted in a prominent location within the school building and on the DDLHS website.
3. This policy will be reviewed within 90 days after the adoption by the Board of Directors, and annually by August 1st and thereafter.

Education:

DDLHS staff shall be trained in accordance with requirements of 14 Del. C. 4112D. so they can implement research-based bullying prevention and intervention programs. The school shall provide training for school staff for effectively responding to, intervening in and reporting

Bullying Prevention Policy

DRAFT

incidents of bullying. DDLHS's bullying prevention and intervention efforts shall be aligned with research-based frameworks for the

1. prevention of delinquency and the
2. promotion of healthy social and emotional development.

Two research-based frameworks are:

- a. US Department of Justice, Office of Juvenile Justice and Delinquency Prevention, Olweus Bullying Prevention Program, <http://www.ojjdp.gov/mpg/mpgProgramDetails.aspx?ID=306> (prevention of delinquency)
- b. Partnership with Children, The Center for Capacity Building, <http://www.partnershipwithchildreennyc.org/> (promotion of healthy social and emotional development)

Consequences for Violations:

Upon receipt of a complaint of bullying, the administrator (CEO, Principal, Vice Principal, Dean) shall conduct an investigation by meeting separately with the student(s) who are the targets of bullying and student(s) who are alleged as bullies. The investigation will start with the student(s) who is bullied to investigate the reported allegations.

If the allegations are confirmed, the administrator shall implement consequences in accordance with the DDLHS Code of Conduct, Level 2 Infraction and:

1. Inform the student who bullies the results of the investigation
2. Review the definition of bullying and the school's policy on bullying
3. Give the consequences for the behavior relative to the number of offenses and the severity of the behavior as per the DDLHS Student Code of Conduct.
4. Notify the parents of the student(s) who bullies, including the actions of the student and the consequences.
5. Recommend interventions that may include behavior management and/or counseling.

A student who violates this policy shall be subject to the following disciplinary procedure as per the DDLHS Code of Conduct.

1. **First Offense:** Documented warning and parent notification
2. **Second Offense:** Parent conference, loss of school privileges, exclusion from school-sponsored activities, detention, or counseling within the school
3. **Third Offense:** Suspension or transfer to another classroom or school bus
4. Depending on the severity of the incident, cases of bullying may immediately warrant the disciplinary actions of a third offense and may result in expulsion and/or referral to law enforcement officials.

Ethics and Conflicts of Interest

5. Ethics and Conflicts of Interest.

Describe the Board ethical standards and procedures for identifying and addressing conflicts of interest and compliance with the State Code of Conduct.

The Board shall adopt a Conflict of Interest Policy requiring disclosure of any conflict, recusal from discussion and a vote of disinterested Board members. Board members will execute the “Conflict of Interest Policy” annually. While none exist, any ownership interests in the school building or real estate must be disclosed in the charter school application. A Board member may not usurp a corporate opportunity for personal use that the school may be interested in. The law firm of Fox Rothschild LLP will provide training for Board members on the legal and financial responsibilities of Board members. Fox Rothschild has trained the Board for the Gateway Lab School in Delaware, and a number of charter school boards in other jurisdictions.

Delaware Design-Lab High School
School Discipline Policy

Attachment 9

*****DRAFT*****

The goal of this draft is to develop a "Student Rights and Responsibilities Manual". The policies regarding the school discipline policy and the "Student Rights and Responsibilities Manual" will be in accordance with 14 Del. C. § 512(11) and include the following:

- a. Practices the school will use to promote good discipline in the school, including both penalties for infractions and incentives for positive behavior
- b. A preliminary list and definitions of the offenses for which students in the school must (where non-discretionary) and may (where discretionary) be suspended or expelled, respectively
- c. An explanation of how the school will take into account the rights of students with disabilities in disciplinary actions and proceedings
- d. Procedures for due process when a student is suspended or expelled as a result of a code of conduct violation including a description of the appeal process that the school will employ for students facing expulsion
- e. A plan to ensure compliance with 14 DE Admin Code 601 and 14 Del. C. § 4112 regarding the reporting of school crimes
- f. A description of the school's attendance policies (as required under 14 DE Admin Code 615—School Attendance)
- g. A written policy implementing the Gun Free Schools Act [(20 USC 4141) (20 USC 7151)] and 11 Del. C. § 1457(j) or its successor statute. Refer to 14 DE Admin Code 603—Compliance with Gun Free Schools Act.
- h. A written policy regarding 14 DE Admin Code 612—Possession, Use, or Distribution of Drugs & Alcohol
- i. The model policy on bullying required by 14 Del. C. Sec. 4112D. (*The draft Bullying Prevention Policy is attached to this document.*)

NON-DISCRIMINATION POLICY

Delaware Design-Lab High School is an equal opportunity educational institution and does not discriminate, or permit its employees to discriminate, on the basis of race, religion, color, national origin, sex, marital status, political affiliation, age, or handicap in its actions, programs, or employment practices.

Information regarding civil rights or specific grievance procedures, contact the CEO, Dr. Cristina Alvarez in the main office.

POLICIES AND PROCEDURES

REGULATIONS

No set of regulations can be exhaustive. Recognizing its responsibility to safeguard its good name and the welfare of its students, Delaware Design-Lab High School reserves the right to respond as it sees fit to the actions of its students, even if those actions take place outside of school hours or off school property.

While the School does not hold itself responsible for offenses committed outside of its jurisdiction, conduct or an allegation of inappropriate conduct that might jeopardize the good name of Delaware Design-Lab High School, or which is of such a nature as to force the question of whether a student's presence at DDLHS can reasonably be considered to be a potential threat to the safety or well-being of other students in the School, or which can reasonably be determined to interfere with the educational process, is cause for the School to request the withdrawal of a student. This withdraw may be requested

whether the conduct or alleged conduct occurred on school property or at another location. Absent that withdrawal, Delaware Design-Lab High School reserves the right to expel a student. This includes, but is not limited to, any activity that results in police intervention. Students should be particularly aware of this when they are formally representing Delaware Design-Lab High School, and/or when they are guests at any other school or institution.

The authority and responsibility for directing the activities of our school have been given to the professional staff as determined by the administration. **Insubordination is the failure of a student to follow the reasonable directives of a teacher or staff member during the day and at all school activities.** Insubordination will result in a parent conference and possible suspension.

BUS POLICIES

Safety is the number one concern as students are being transported to and from school or to school sponsored activities. Safety requires the cooperation of students, parent/guardian and Delaware Design-Lab High School Staff members. Parents/Guardians should review and discuss the rules with their children in efforts to make the school bus environment as safe as possible.

Students have the responsibility to abide to all bus rules and regulations. Failure to abide by the rules and regulations of the bus may result in a student being suspended off the bus or denial of bus transportation. Incidents in a serious nature will be sufficient grounds for the CEO or Designee to suspend a student off the bus or deny bus transportation.

Riding the school bus is a privilege, not a right. Bus drivers have the authority to assign seats to students, and they have the final authority regarding student behavior and discipline on the vehicle. The school bus is an extension of the classroom; the same rules regarding safety and individual rights apply. The Administration may revoke bus-riding privileges at any time due to safety or discipline violations. Each student and parent must sign a contract, which indicates that the individuals have read and understand the bus discipline policies. The responsibility for student supervision by the school begins when the student boards the school bus in the morning and continues until the child leaves it at the end of the day.

The primary consideration of the bus discipline policy is the safety and well-being of the students. To this end, the Administration must encourage the establishment of an environment that allows the bus driver the freedom to concentrate on driving. Most students want a safe, pleasant ride to and from school; however, some individuals violate the policies that promote safety and personal rights. Students who breach established bus procedures are in danger of forfeiting the privilege to ride the bus.

The Administration, in accordance with policy, will determine the consequences for misbehavior when a student receives a suspension from the bus because of rule violations. ***When students lose the privilege to ride the school bus, the parents are responsible for transporting their children to and from school. The suspension of bus privileges includes activity and sports buses as well as the student's regular bus.*** Should the student be absent during the bus suspension, the responsibility for initiating the make-up work and submission of assignments rests with the student.

The responsibility for teaching polite, respectable behavior to the children rests with the parents. ***Students must ride their assigned buses to and from their assigned stops and are not permitted to switch buses for any reason.*** The Administration will judge exceptions or special circumstances as valid or unacceptable through written/telephoned request from the parent.

Briefly, regarding appropriate bus behavior, the Administration of Delaware Design-Lab High School expects all students who ride the school bus to ...

- Follow every directive that the bus driver issues;
- Respect the personal rights of others;
- Stay in assigned seats while the bus is in motion;
- Speak quietly (no shouting, screaming, or making loud noises that may distract the driver);
- The use of profane, abusive, or derogatory language or gestures is prohibited;
- Refrain from making excessive and unnecessary noises inside the bus or outside the window;
- Keep hands and feet to self and all body parts inside the bus;
- Maintain self-control to the extent that offensive touching of any kind is avoided;
- The use or possession of illegal substances and paraphernalia, smoking, materials, or weapons (real or simulated) is strictly prohibited;
- No littering;
- No touching, writing on, or damaging bus equipment in any way;
- No throwing objects inside the bus or out of the window;
- Keep aisle and floor area clear of objects;

Note: Students must ride the assigned bus to and from the assigned stop. Switching buses for any reason is strictly prohibited unless approved by the School Leader or Designee. The student must bring in a signed note from the parent/guardian stating the reason why he/she must ride another bus.

ELECTRONIC COMMUNICATION SYSTEM

Our role as educators is to prepare our students to live and work with computing technology and with electronic communication systems in a responsible, productive, legal, and ethical manner, and with the values that are part of the Delaware Design-Lab High School community.

Our goal in providing electronic information and communication skills is to give our students the fundamental computer skills required of citizens and employees of the 21st century.

Access--Access to Delaware Design-Lab High School's electronic communication systems is provided to students and members of the DDLHS's community as a tool in support of activities related to classroom learning. Access to network services is given to students who agree to act in a responsible manner, in compliance with the Delaware Design-Lab High School Charter Acceptable Use Policy Agreement. Students are responsible for their behavior, actions, and communications when using the school's network and computer technology. Students are responsible for the appropriateness and content of material they store, transmit, or publish on the system.

Privileges--The use of electronic networks and computer technology is a privilege, not a right.

Privacy--Communication over networks should not be considered private. Network administrators may review files and communications to maintain system integrity and insure that users are using the system responsibly. Users should **not** expect that files are deemed to be private. All students and their parents/guardians will be required to sign an Acceptable Use Policy Agreement before systems are available.

NONDISCRIMINATORY POLICIES

Delaware Design-Lab High School admits students of any race, color, sex, national and ethnic origin, to all rights, privileges, programs and activities at the school. Delaware Design-Lab High School does not discriminate against race, color, sex, or national origin in the administration of its educational policies, admissions policies and loan program, athletic and other school-administered programs.

STATEMENT OF ASSURANCE

Delaware Design-Lab High School shall comply, where able, with Title IX of the Educational Amendments of 1972 of Public Law 92-318, and all the pertinent regulations of the Department of Health, Education, and Welfare, issued pursuant to the Title, to the end that no person in the United States shall on the basis

of sex be excluded from participation in, be denied the benefits of, be denied employment in, or be subjected to discrimination of any educational programs or activity receiving federal funds.

LOCKERS

Students will have the opportunity to use a locker for their personal belongings and books. Students must use school-issued locks.

Delaware Design-Lab High School assumes that a student possesses, and is responsible for, all items found in the student's locker. Regularly check the contents of your locker. If you fail to lock your locker, or provide others access to your locker, you remain responsible for items found in or missing from your locker.

The following rules must be adhered to by students using a locker.

1. Students are only allowed to use the locker that they have been assigned;
2. Lockers are subject to search. (See school rules on searches); and
3. Students are not to loiter by the lockers.

LUNCH / CAFETERIA RULES

During the lunch period students must be in the cafeteria or other space designated by the school for use during lunch. Students are free to talk quietly with those around them. Shouting and excessive movement from table to table or inside the cafeteria or outside is prohibited. Teachers/Administrators have been assigned to monitor lunch behavior. Students are expected to show respect and following any requests given by teachers or administrators. Students may not leave the cafeteria without permission from a teacher or administrator.

PERSONAL ELECTRONIC DEVICES

The use or display of any of the following on school premises during school hours is strictly prohibited and will be confiscated (See Student Code of Conduct):

- Cellular phones;
- Pagers;
- Laser Pointers;
- Radios/Walkmans/iPods/Music playing devices of any kind; and
- Blackberries/PDAs of any type.

Other materials designated by building staff as disruptive or having the potential for causing disruption.

PUBLICATIONS

Official school publications such as newspaper or yearbook should reflect the policy and judgment of the advisor and student editors. Any publications should include viewpoints representative of the entire school community. The School Leader and/or Designee may exercise editorial control over the treatment of sensitive or controversial issues and will suppress and recall literature that could disrupt the orderly operation of school.

Students have the right to:

- To possess, post and distribute literature which will not disrupt the school program and which adheres to school guidelines; and
- To be free from their censorship of their publications apart from the limitations imposed from the school guidelines.

Students have the responsibility to:

- To use only the bulletin boards or wall areas assigned for use; and
- To refrain from publishing libelous and obscene materials; to approve full information on the topics about which they write; to observe acceptable standards of good taste.

STUDENT CODE OF CONDUCT

What is the Code of Student Conduct?

The Code is an official declaration of Delaware Design-Lab High School which:

- Specifies the rights and responsibilities of students
- Defines conduct that disrupts a positive environment
- Standardizes procedures for disciplinary action
- Defines grievance procedure

Provisions in the Code apply to all students. Students and parents/guardians are presumed to have reviewed the Code and by attending Delaware Design-Lab High School, agree to be bound by its terms.

When is the Code in Force?

The Code is in force:

- On school property prior to, during and following regular school hours
- While students are on the school bus for any purpose
- At all school-sponsored events and other activities where the School has jurisdiction over students
- When a student's conduct to and from school has a harmful effect in the other students or on the orderly education process
- When a student's out-of-school conduct indicates that the student presents a threat to the health, safety or welfare of the other students and staff

What if I have a Question about the Code?

Please direct all questions about the Code to the school administration.

VIOLATIONS OF CONDUCT RULES

The code defines specific acts which constitute violations of expected student behavior. These violations are examples of those acts, which disrupt the school environment and the instructional process or demonstrate that the student presents a threat to the safety and welfare of other students and staff.

The purpose of this section is to provide school personnel, parents, and students with a clear understanding of these violations and the resulting range of disciplinary actions. It is anticipated that student familiarity with the violations and disciplinary measures will encourage positive behavior.

The code permits the CEO or Designee to select from a list of recommended and optional actions for certain violations. In such cases, the severity and frequency of the misbehavior shall be considered in selecting appropriate disciplinary actions. Specific disciplinary actions are required for other violations.

The CEO or Designee shall conduct a reasonable investigation to decide whether the charged offense has in fact occurred and to establish facts, which may influence the selection of disciplinary action.

DISCIPLINE POLICY

The opportunity for education is the right of all students in our school, but education is a privilege gained only by those responsible students whose behavior and attitudes enable them to derive the most from their school years. The purpose of any disciplinary measure should be to modify or change behavior rather than to serve as punishment. In order to attempt to modify behavior, the unacceptable behavior must be identified and communicated with the parties involved. The goal of Delaware Design-Lab High School is for each student to receive a high quality education.

The following procedures ensure that each student receives fair and equal treatment:

- 1) Every student must have prior knowledge of the conduct required of or prohibited to him/her.
- 2) He/she must be aware of specific matters giving rise to any proposed discipline.
- 3) He/she will have an opportunity to express to the decision-making authority, his/her views or rebuttal regarding the incident, including the opportunity to place a written response in the student's file together with the any incident report placed in the student's file.

- 4) The decision-making authority must base its decision on the incident or matters about which the student has been apprised as indicated above.

Parent Notification

Parents/guardians will be informed of the incident as soon as decisions regarding the appropriate response to the incident have been made by the CEO or Designee. The parent or guardian will be notified by phone, letter, or other written notification.

Student Grievance

Grievance is another name for a complaint. A student grievance may be presented when a student or the student's parent/guardian believes that the student has been treated unfairly.

A student or a student's parent(s)/guardian(s) may present a grievance. A grievance may involve the treatment of a student or relate to the treatment of a group of students. A person may not file a grievance about a situation in which he/she has no personal involvement.

Student Grievance Procedure

When the grievance procedure is used, the following steps shall be pursued in the sequence set forth below, except where otherwise noted:

Level 1

The grievant, whenever possible, shall request a conference with the teacher or person(s) who allegedly treated the student unfairly.

Level 2

If the conference does not resolve the complaint, the grievant may talk with his/her advisor about resolving the complaint.

Level 3

If the conferences fail to resolve the complaint, the grievant may file a written grievance with the School Leader.

Level 4

The School Leader, or his/her Designee, shall schedule a conference to hear the grievance no later than five (5) school days following receipt of the notice of appeal and shall render a decision, in writing, no later than five (5) school days after the grievance conference. The decision of the School Leader is subject to review by the Board of Directors.

It is understood that there are occasional sensitive situations where discussions may begin with level 2 or 3 of this process.

If the student's grievance is with the School Leader, this process may begin with contact with the Board of Directors.

Detention

Detention will be held on Tuesday and Thursday at a location designated by the staff member monitoring the detention. The detention period begins at 3:00 and ends at 5:00. Students with a detention must serve the detention before being allowed to attend extra-curricular clubs or activities.

Prior to detention being assigned, a student shall be given oral or written notice of the charges and be given an opportunity to tell his/her side of the story.

Students' assigned detention shall report to the designated location. Students who refuse to serve the assigned detention time or fail to show for an assigned detention shall be assigned one day of out-of-school suspension and the missed detention will be reassigned.

Suspension – Out of School

Prior to a suspension out of school, a student shall be given oral or written notice of the charges and be given an opportunity to tell his/her side of the story.

Generally, the notice and hearing should precede the student's removal from school.

Notification shall state the cause and duration of the suspension. In all events, an attempt shall be made to notify the parents by telephone. Students whose parents cannot be reached by telephone will be retained at school until the end of the school day. However, if this is not feasible or if the immediate removal of the student from school is necessary to protect the safety of individuals, property, or the integrity of the educational process, the necessary notice and hearing will follow as soon as possible.

In the case of students with disabilities (as defined in the Individuals with Disabilities Education Act) all of the above procedures do apply with additional considerations as follows:

- A suspension from school for more than ten days, either consecutively or cumulatively, is considered a change of placement if the conduct is related to the student's disability. The IEP Team will determine the relationship between the conduct and the student's disability; and
- Parents/guardians must conference with the CEO or her Designee regarding the violations that lead to the student's suspension.

Expulsion

When a student commits a violation that may result in a recommendation for expulsion, the following procedure shall be followed:

STEP I

The student shall be suspended for up to ten (10) days.

The CEO shall investigate all aspects of the discipline problem, including a conference with the student and his/her parents or guardians if possible, at which time the student will be informed of the charges and afforded an opportunity to tell his/her side of the story. If possible, this conference shall be held prior to the student's suspension.

The CEO shall normally complete the investigation within three school days of the incident under investigation.

If after the investigation, the School Leader concludes that the student committed the offense and that the nature of the offense warrants a recommendation for the expulsion, the School Leader shall make such a recommendation in writing to the Board of Directors. The recommendation must be accompanied by a summary of the School Leader's investigation.

STEP II

Within seven (7) school days from the first date of suspension for the incident giving rise to the expulsion recommendation, notify the student and the student's parents or guardians of intent to expel and of the date, time, and location for a formal hearing on the recommendation for expulsion. The notice of intent to expel shall be sent by certified mail or hand delivered and shall state the reasons for the expulsion and the time and place of the hearing.

In addition, the notice shall be accompanied by a copy of the rules of procedure for the conduct of disciplinary hearings.

The formal hearing shall be held not less than three (3), nor more than ten (10) school days after the notice of intent to expel is given. The time period may be modified by agreement of both parties.

The formal hearing shall be conducted by the Board of Directors.

The Board shall have full authority to control the conduct of the hearing, including authority to admit or exclude evidence.

The Board in conducting the hearing shall not be bound by common law or statutory rules of evidence or by technical or formal rules of procedure. The Board shall exclude plainly irrelevant evidence. Unduly repetitive proof shall be excluded.

The Board's Secretary shall swear in the witnesses.

The student shall have the following rights:

- To be represented by counsel, at the student's expense;
- To question any witnesses who testify and receive a copy of any written statements and/or affidavits made by such witnesses;
- To request that any witness appear in person and answer questions or is cross-examined. Student witnesses will not be excused from school or allowed to testify without subpoena or parent(s)/guardian(s) permission;
- To testify and produce witnesses on his/her behalf;
- To obtain upon written request, a copy of the transcript or tape of the Board hearing.

STEP III

Within ten (10) calendar days following the hearing, the Board shall decide whether to expel the student following a review of the evidence produced at the hearing. The Board's decision shall state conclusions of fact and the penalty to be imposed upon the student.

The duration of an expulsion is within the discretion of the Board based upon the circumstances of each case. An expulsion shall not exceed one calendar year, or 180 school days.

STEP IV

The parents/guardians of a student who is expelled shall be informed that they may apply for the student's readmission at the end of the period of expulsion and must provide verification that all conditions for readmission have been met.

The student and family will be given exit advice on the educational options and rehabilitative counseling that may be available during the expulsion period.

Upon readmission to school, the student will be placed on probation. The student will be formally assigned to a student advisor, who will monitor his/her behavior and academic performance, and provide assistance for a period of at least one semester.

A student is prohibited from being on Delaware Design-Lab High School property during the expulsion period except when accompanied by a parent or guardian for a scheduled appointment with school officials.

Upon readmission, a student shall be readmitted at the beginning of a marking period.

Expulsion and Suspension of Students with Disabilities

In the case of a student with a disability, as defined in federal and state regulations, being considered for expulsion, an Individual Educational Placement (IEP) Team meeting would be convened.

The IEP Team will determine whether (1) the alleged conduct is directly related to the student's disability or (2) the student was inappropriately placed at the time of the offense. A student with a disability conduct relates to the disability if the disability significantly impaired the student's ability to control his/her behavior.

If the IEP Team determines that the offense is directly related to the student's disability, the student's program and/or placement may be changed.

If the IEP Team determines that the offense is not directly related to the student's disability or the result of placement, the CEO will follow the Student Code of Conduct. In instances where the student with a disability presents a danger to himself or others, or is so disruptive to the educational environment as to interfere with the rights of other students to benefit from an education, emergency placements may be invoked by the School, including homebound instruction.

Corporal Punishment

No Delaware Design-Lab High School employee may inflict or cause to be inflicted corporal punishment on a pupil. For purposes of this policy section, corporal punishment means the willfully infliction of, willfully causing the infliction of, or willfully allowing the infliction of physical pain on a pupil. Corporal punishment includes, but is not limited to, the use of a paddle or stick on a pupil, blows to the head, hair pulling, limb twisting, slapping, shoving, or any other action that seeks to induce bodily pain.

This subsection of the discipline policy does not prohibit an official or professional employee of the Delaware Design-Lab High School from:

- Using reasonable and necessary physical contact to quell a disturbance or prevent an act that threatens physical injury to any other person;
- Using reasonable and necessary physical contact to obtain possession of a weapon, other dangerous object controlled substance, or drug paraphernalia within a pupil's control;
- Using reasonable and necessary physical contact for the purpose of self-defense or the defense of others;
- Using reasonable and necessary physical contact for the purpose of protecting public school property;
- Using reasonable and necessary physical contact for the purpose of removing a disruptive pupil from school premises or motor vehicle or from school-sponsored activities;
- Using reasonable and necessary physical contact to prevent a pupil from inflicting harm on himself or herself;
- Using reasonable and necessary physical contact to protect the safety of others; and
- Using incidental, minor, or reasonable physical contact to maintain order and control.

The School Board of Directors, or a designated committee thereof, shall exercise their good faith judgment in determining whether an employee was acting within the above exceptions.

Student Code of Conduct Disciplinary Actions for Violations

OFFENSE CATEGORY 1

**Behavior Modification Plan will be implemented for students who display chronic behaviors across Level 1 offenses or for students who display patterns of behavior for individual offenses.

ABUSIVE LANGUAGE (STUDENT TO STUDENT): Written or spoken language or gestures that are offensive, abusive, or vulgar.

First Offense • Parent guardian notification • Written Notice • 1 Detention Optional • Behavior Intervention Recommended • Mentoring	Second Offense • Parent/Guardian notification • Written Notification • Behavior Intervention • 2 Detention Optional • Parent Conference • 2 Detentions Recommended • Mentoring	Subsequent Offenses REQUIRED: Same as second offense with • Parent conference required Optional • School Based Counseling • Implementation of Behavior Modification Plan • Out of School Suspension (OSS) up to 3 days Recommended • Mentoring

CLASS CUTTING: Unexcused absence from a class without authorization or approved reason.

First Offense • Parent guardian notification • Written Notice • 1 Detention Optional • Behavior Intervention Recommended • Mentoring	Second Offense • Parent/Guardian notification • Written Notification Optional • Parent Conference • 2 Detentions Recommended • Mentoring	Subsequent Offenses REQUIRED: Same as second offense with • Parent conference required Optional • School Based Counseling • Implementation of Behavior Modification Plan • Out of School Suspension (OSS) up to 3 days Recommended • Mentoring

FORGERY: The act of forging a signature or using something written falsely to deceive.

First Offense • Parent guardian notification • Written Notice • 1 Detention Optional • Behavior Intervention Recommended • Mentoring	Second Offense • Parent/Guardian notification • Written Notification • Behavior Intervention Optional • Parent Conference • Out of School Suspension (OSS) up to 3 days Recommended • Mentoring	Subsequent Offenses REQUIRED: Same as second offense with • Parent conference required Optional • School Based Counseling • Implementation of Behavior Modification Plan • Out of School Suspension (OSS) up to 3 days Recommended • Mentoring

GAMBLING: Participation in games of chance; including but not limited to card playing for money and/or other things of value.

First Offense • Parent guardian notification • Written Notice • 1 Detention Optional • Behavior Intervention • Out of School Suspension (OSS)– 1 Day Recommended • Mentoring • Restitution resulting from the situation	Second Offense • Parent/Guardian notification • Written Notification • Behavior Intervention Optional • Parent Conference • Implementation of Behavior Modification Plan Recommended • Mentoring • Restitution resulting from the situation	Subsequent Offenses REQUIRED: Same as second offense with • Parent conference required • Implementation of Behavior Modification Plan • Out of School Suspension (OSS) up to 3 days Optional • School Based Counseling Recommended • Mentoring • Restitution resulting from the situation • Referral to Mediation

INAPPROPRIATE BEHAVIOR: Language, gestures, or actions that incite, produce distractions or disruptions, or seriously interfere with effective functioning of the teacher, another student, class, or any school activity. *This does NOT include severe insubordination. Severe insubordination is a separate Level II offense.*

First Offense • Parent guardian notification • Written Notice • 1 Detention Optional • Behavior Intervention • 2 Detention • Parent/Guardian Conference Recommended • Mentoring	Second Offense • Parent/Guardian notification • Written Notification • Behavior Intervention • 1 Detention Optional • Implementation of Behavior Plan • 3 Detentions • School Based Counseling Recommended • Mentoring	Subsequent Offenses REQUIRED: Same as second offense with • Implementation of Behavior Plan • School Based Counseling • Out of School Suspension (OSS) up to 3 days Recommended • Mentoring

INAPPROPRIATE BUS BEHAVIOR: Behavior which produces distractions or disturbances which seriously or repeatedly interfere with the bus driver, cause unsafe conditions or disrespect to the driver. *(Consequences for Level II and Level III code violations will be administered as indicated for the respected offense – see Level II and Level III offenses.)* Repeated violations may result in the loss of bus riding privileges.

First Offense REQUIRED: • Written Notice • Parent/Guardian notification • 1 Detention Optional • Behavior Intervention Recommended • Mentoring	Second Offense • Parent/Guardian notification • Written Notification • Conference with parent, child, Transportation Supervisor and building Administrator • Loss of bus privileges Optional • Implementation of Behavior Plan • School Based Counseling Recommended • Mentoring	Subsequent Offenses REQUIRED • Implementation of Behavior Plan • School Based Counseling • Suspension of bus privileges (three days, five, days, and ten days in sequential order) Recommended • Mentoring

INSUBORDINATION: Verbal or non-verbal refusal to comply with a reasonable request – student to teacher.

First Offense • Parent guardian notification • Written Notice • 1 Detention Optional • Behavior Intervention Recommended • Mentoring	Second Offense • Parent/Guardian notification • Written Notification • Behavior Intervention Optional • School Based Counseling • Parent Conference • 2 Detentions • Implementation of Behavior Modification Plan Recommended • Mentoring	Subsequent Offenses REQUIRED: Same as second offense with • School Based Counseling • Parent conference required • Implementation of Behavior Modification Plan • Out of School Suspension (OSS) up to 3 days Recommended • Mentoring • Implementation of Behavior Modification Plan

LATENESS TO CLASS: Students are considered late to class after the final bell rings. Excessive lateness (15 minutes or longer) shall constitute a class cut. Students shall be subject to a consequence after every third documented late to class.

First Offense • Parent guardian notification • Written Notice Optional • Behavior Intervention • 1 Detention • Mentoring	Second Offense • Parent/Guardian notification • Written Notification Optional • School Based Counseling • Behavior intervention • Parent Conference • 2 Detentions • Implementation of Behavior Modification Plan Recommended • Mentoring	Subsequent Offenses REQUIRED: Same as second offense with • School Based Counseling • Parent Conference Required Optional • Referral to Mediation • Suspension (1 – 3 days in sequential order) Recommended • Mentoring • Behavior Intervention • Implementation of Behavior Modification Plan • Parent Conference

LEAVING SCHOOL WITHOUT AUTHORIZATION: Once a student arrives at the school campus, he/she may not leave, unless authorized to do so, until the end of the student's scheduled day.

First Offense REQUIRED: • Written Notice • Parent/Guardian notification • 1 Detention Optional • Suspension Out of School (OSS) – 1 Day Recommended • Mentoring	Second Offense • Parent/Guardian notification • Written Notification • Behavior Intervention • Suspension Out of School (OSS) 1 – 3 Days. Optional • Parent Conference • Implementation of Behavior Plan • School Based Counseling Recommended • Mentoring	Subsequent Offenses REQUIRED • Parent Conference Required • School Based Counseling Recommended • Mentoring • Implementation of Behavior Modification Plan

INSUBORDINATION: Verbal or non-verbal refusal to comply with a reasonable request – student to teacher.

First Offense • Parent guardian notification • Written Notice • 1 Detention Optional • Behavior Intervention Recommended • Mentoring	Second Offense • Parent/Guardian notification • Written Notification • Behavior Intervention Optional • School Based Counseling • Parent Conference • 2 Detentions • Implementation of Behavior Modification Plan Recommended • Mentoring	Subsequent Offenses REQUIRED: Same as second offense with • School Based Counseling • Parent conference required • Implementation of Behavior Modification Plan • Out of School Suspension (OSS) up to 3 days Recommended • Mentoring • Implementation of Behavior Modification Plan

LATENESS TO CLASS: Students are considered late to class after the final bell rings. Excessive lateness (15 minutes or longer) shall constitute a class cut. Students shall be subject to a consequence after every third documented late to class.

First Offense • Parent guardian notification • Written Notice Optional • Behavior Intervention • 1 Detention • Mentoring	Second Offense • Parent/Guardian notification • Written Notification Optional • School Based Counseling • Behavior intervention • Parent Conference • 2 Detentions • Implementation of Behavior Modification Plan Recommended • Mentoring	Subsequent Offenses REQUIRED: Same as second offense with • School Based Counseling • Parent Conference Required Optional • Referral to Mediation • Suspension (1 – 3 days in sequential order) Recommended • Mentoring • Behavior Intervention • Implementation of Behavior Modification Plan • Parent Conference

LEAVING SCHOOL WITHOUT AUTHORIZATION: Once a student arrives at the school campus, he/she may not leave, unless authorized to do so, until the end of the student's scheduled day.

First Offense REQUIRED: • Written Notice • Parent/Guardian notification • 1 Detention Optional • Suspension Out of School (OSS) – 1 Day Recommended • Mentoring	Second Offense • Parent/Guardian notification • Written Notification • Behavior Intervention • Suspension Out of School (OSS) 1 – 3 Days. Optional • Parent Conference • Implementation of Behavior Plan • School Based Counseling Recommended • Mentoring	Subsequent Offenses REQUIRED • Parent Conference Required • School Based Counseling Recommended • Mentoring • Implementation of Behavior Modification Plan

STUDENT PRESENCE IN ANY PROHIBITED SCHOOL AREA: Unauthorized presence of a student in a prohibited area.

First Offense • Parent guardian notification • Written Notice Optional • 1 Detention • Mentoring	Second Offense • Parent/Guardian notification • Written Notification Optional • Behavior intervention • 2 Detentions • School Based Counseling • Parent Conference • Implementation of Behavior Modification Plan Recommended • Mentoring	Subsequent Offenses REQUIRED: Same as second offense with • School Based Counseling • Parent Conference Required Optional • Referral to Mediation • Suspension (1 – 3 days in sequential order) Recommended • Mentoring • Behavior Intervention • Parent Conference • Implementation of Behavior Modification Plan

TRESPASSING: Entering or remaining on school property without authorization: including, but not limited to, knowing or unknowing entry upon school property by a suspended student from another school who does not have a legitimate reason for being there.

First Offense • Parent guardian notification • Written Notice • 1 Day Out of School Suspension (OSS) Optional • Behavior Intervention • Police Notification Recommended • Mentoring	Second Offense • Parent/Guardian notification • Written Notification • Behavior Intervention • Parent/Guardian Conference • 1 Day Out of School Suspension (OSS) • Police Notification Optional • School Based Counseling • Implementation of Behavior Modification Plan Recommended • Mentoring	Subsequent Offenses REQUIRED: Same as second offense with • School Based Counseling • Implementation of Behavior Modification Plan Optional • Out of School Suspension (OSS) 3 days Recommended • Mentoring • Restitution

MISUSE and/or UNAUTHORIZED USE OF CELL PHONES AND ALL OTHER ELECTRONIC

DEVICES: The use and/or misuse of any of the following on school premises during the school hours of any school day: electronic communication devices, cellular phones, pocket pages, laser pointers, personal music devices (walkmans, MP3 players, I-Pods, etc.), electronic games and other materials designated by staff as disruptive or potentially disruptive. Misuse includes but is not limited to: texting, sexting, cyber bullying, verbal comments, graphic and symbolic communication, via e-mail, instant messaging, blogging, posting on commercial social networking sites. **Failure to give an electronic device to school personnel when asked will be considered as serious insubordination.**

First Offense REQUIRED: • Parent/Guardian notification • 1 Detention • Device taken away for the remainder of the school day. Optional • Mentoring • Behavior Intervention	Second Offense • Parent/Guardian notification • Device will be taken away for the remainder of the school day and • Parent/guardian must come to school to retrieve the device • Behavior Intervention • 2 Day's Detention Optional • Parent Conference • Device taken away for the remainder of the school year • Mentoring	Subsequent Offenses REQUIRED • Parent Conference Required • Device will be taken away for the balance of the semester • Parent/guardian must come to school to retrieve the device at the end of the semester • 1 – 3 Days Out of School Suspension (OSS) • Item will be taken away for the remainder of the school year Recommended • Mentoring

Item(s) taken and kept on campus for parent/guardian to pick up: any electronic device not picked up before July 1st will be discarded.

OFFENSE CATEGORY II

ABUSIVE LANGUAGE (STUDENT TO STAFF): Written or spoken language or gestures that are offensive, obscene, or vulgar.

First Offense • Parent guardian notification • Written notification • Parent conference • 1 Day Out of School Suspension (OSS) Optional • Mentoring • Behavior Intervention • Mediated student-teacher conference	Second Offense • Parent/Guardian notification • Parent conference • Written notification • 1 Day Out of School Suspension • Behavior Intervention Optional • Implementation of Behavior Modification Plan • Referral to mediation • School Based Counseling	Subsequent Offenses REQUIRED: Same as second offense with • School Based Counseling • Implementation of Behavior Modification • 2, 3 – 5 Day Out of School Suspension in sequential order (OSS) Recommended • Mentoring • Referral to mediation

ACADEMIC DISHONESTY: The act or instance of deception in preparing or presenting course work or class assignments as a student's own authentic work when it is not. This includes, but is not limited to: (1)

copying another student's paper; (2) unauthorized use of notes or sharing answers during a test or examination, (3) presenting another person's work as one's own (4) presenting quotations, words, or ideas without proper references or credit (plagiarism). The person sharing the information will receive the same consequence as the person who turned the work in as his/her own. These examples also apply to electronic information retrieved from the Internet.

First Offense • Parent guardian notification • Written Notice • 1 Day Out of School Suspension (OSS) Optional • Parent Conference • School Based Counseling Recommended • Mentoring	Second Offense • Parent/Guardian notification • Written Notification • 1 Day Out of School Suspension (OSS) • Behavior Intervention • School Based Counseling Optional • Implementation of Behavior Modification Plan Recommended • Mentoring	Subsequent Offenses REQUIRED: Same as second offense with • Implementation of Behavior Modification Plan • Out of School Suspension: 2, 3 – 5 Days (OSS) Recommended • Mentoring

BREAKING AND ENTERING: Unauthorized entry of any locked area of school during the or after school; including, but not limited to, rooms, classrooms, auditorium, gym, shops, offices, lockers, and cabinets.

First Offense • Parent/Guardian notification • Written notification • Parent Conference • 1 Out of School Suspension (OSS) Optional • School Based Counseling • Police Notification Recommended • Mentoring • Restitution	Second Offense • Parent/Guardian notification • Parent conference • Written notification • Out of school suspension (1 – 3 days) • Behavior Intervention • School Based Counseling Optional • Mentoring • Restitution	Subsequent Offenses REQUIRED • Implementation of Behavior Modification Plan • 3 – 5 Days Out of School Suspension (OSS) in sequential order Optional • Police Notification Recommended • Mentoring • Restitution

BULLYING: When one person or group of persons, targets a victim or multiple victims with direct or indirect negative actions over a period of time which is harmful to the victim either physically or emotionally. A negative action occurs when a person knowingly inflicts, or attempts to inflict physical or emotional injury or discomfort to another person.

First Offense • Parent guardian notification • Written notification • Behavior intervention • Mandatory Report to DOE Optional • 1 Day Out of School suspension (OSS) • Parent conference • Bully Free Schools Intervention • School Based Counseling Recommended • Mentoring	Second Offense • Parent/Guardian notification • Parent conference • Written notification • 1 Day Out of School Suspension • Bully Free Schools Intervention • School Based Counseling • Mandatory Report to DOE Optional • Implementation of Behavior Modification Plan • Out of School Suspension 1 – 3 Days • Police Notification • Referral to mediation Recommended • Mentoring	Subsequent Offenses REQUIRED: Same as second offense with • Implementation of Behavior Modification • 1, 3 – 5 Day Out of School Suspension in sequential order (OSS) Optional • Police Notification Recommended • Mentoring • Referral to mediation

CARELESS/RECKLESS BEHAVIOR: Intentional/unintentional behavior that threatens to or causes injury or property damage. For example, but not limited to: pushing, shoving, horseplay

First Offense • Parent guardian notification • Written Notice • Behavior intervention Optional • 1 Day Out of School Suspension (OSS) • Parent Conference • School Based Counseling Recommended • Mentoring	Second Offense • Parent/Guardian notification • Parent Conference • Written Notification • 1 Day Out of School Suspension (OSS) • Behavior Intervention • School Based Counseling Optional • Implementation of Behavior Modification Plan • Out of School Suspension 1, 3 – 5 Days in sequential order) (OSS) • Police Notification • Referral to mediation Recommended • Mentoring	Subsequent Offenses REQUIRED: Same as second offense with • Implementation of Behavior Modification Plan • Out of School Suspension: 1, 3 – 5 Days (OSS) Optional • Police Notification Recommended • Mentoring • Referral to mediation

CRIMINAL MISCHIEF/VANDALISM: The destruction or defacing of school property of others (including the unauthorized altering/tampering or vandalism to school owned electronic equipment and software). *If value of property is in excess of \$1,000, First Offense will result in Subsequent Offense consequences.*

First Offense • Parent guardian notification • Written Notification • Behavior Intervention • 1 Day Out of School Suspension (OSS) Optional • Out of School Suspension (1, 3 – 5 days in sequential order) • Parent conference • School Based Counseling • Police Notification Recommended • Mentoring	Second Offense • Parent/Guardian notification • Parent Conference • Written Notification • Out of School Suspension (1, 3 – 5 Days in sequential order) • Behavior Intervention • School Based Counseling • Mandatory Report to DOE Optional • Implementation of Behavior Modification Plan Recommended • Mentoring	Subsequent Offenses REQUIRED: Same as second offense with • Implementation of Behavior Modification Plan • 3 – 5 Days Out of School Suspension in sequential order (OSS) Recommended • Mentoring • Referral to Mediation

DEFIANCE: Serious insubordination; intentionally defiant behavior or attitude; resistance to authority (student to administrator)

First Offense • Parent guardian notification • Written Notification • Behavior Intervention • 1 Day Out of School Suspension (OSS) Optional • Parent Conference • School Based Counseling Recommended • Mentoring	Second Offense • Parent/Guardian notification • Parent Conference • Written Notification • Out of school suspension (1, 2, 3 days in sequential order) • Behavior Intervention • School Based Counseling Optional • Implementation of Behavior Modification Plan Recommended • Mentoring	Subsequent Offenses REQUIRED: Same as second offense with • Implementation of Behavior Modification Plan • Out of School Suspension (1, 2, 3 days in sequential order (OSS) Optional • Referral to Mediation Recommended • Mentoring •

FAILURE TO SERVE DETENTION

First Offense REQUIRED: • Written reprimand • Parent/Guardian notification • 1 Day Out of School Suspension • Serve missed Detention Optional • Behavior Intervention • Mentoring	Subsequent Offenses REQUIRED • Implementation of Behavior Modification Plan • Out of School Suspension (1, 2, 3 days in sequential order (OSS) Recommended • Mentoring

FIGHTING: Aggressive, physical conflict between two or more individuals; including, but not limited to punching.

First Offense • Parent guardian notification • Written notification • Parent conference • Intervention • 1 Day Out of School Suspension (OSS) Optional • 1 – 3 Days Out of School Suspension (OSS) • Parent Conference • School Based Counseling • Referral to Mediation	Second Offense • Parent/Guardian notification • Parent conference • Written notification • 1, 3 – 5 Day Out of School Suspension in sequential order (OSS) • Behavior Intervention • School Based Counseling • Mandatory Report to DOE • Implementation of Behavior Modification Plan Optional • Police Notification Recommended • Mentoring • Referral to Mediation	Subsequent Offenses REQUIRED: Same as second offense with • Implementation of Behavior Modification Plan • 3 – 5 Day Out of School Suspension in sequential order (OSS) Optional • Police Notification • Referral to Mediation Recommended • Mentoring

INAPPROPRIATE ITEM/MATERIAL: Using or possessing written language, clothing, electronic messages, pictures and objects considered to be offensive or not suitable for an educational setting.

First Offense • Parent guardian notification • Written Notice • Behavior Intervention • 1 Day Out of School Suspension (OSS) Optional • Parent Conference • School Based Counseling Recommended • Mentoring	Second Offense • Parent/Guardian notification • Written Notification • 1, 2, 3 Days Out of School Suspension (OSS) in sequential order • Behavior Intervention • School Based Counseling Optional • Implementation of Behavior Modification Plan Recommended • Mentoring	Subsequent Offenses REQUIRED: Same as second offense with • Implementation of Behavior Modification Plan • Out of School Suspension: 1, 3 – 5 Days (OSS) Recommended • Mentoring • Referral to Mediation

INAPPROPRIATE SEXUAL BEHAVIOR: Including, but not limited to, physical touching of intimate body parts or self: consensual acts of affection or intimacy inappropriate to an educational setting; including but not limited to, any action or suggestion by one or more persons involving the use or display of body parts generally referred to as “private.”

First Offense • Parent/Guardian notification • Written notification • Behavior Modification • 1 Out of School Suspension (OSS) Optional • School Based Counseling • Police Notification Recommended • Mentoring • Restitution resulting from the situation.	Second Offense • Parent/Guardian notification • Parent conference • Written notification • Out of school suspension (1 – 3 days) • Behavior Intervention • School Based Counseling Optional • Implementation of Behavior Modification Plan • Mentoring	Subsequent Offenses REQUIRED • Implementation of Behavior Modification Plan • 1, 3 – 5 Days Out of School Suspension (OSS) in sequential order Recommended • Mentoring

INSTIGATION: Behavior which is likely to incite or produce aggressive or physical conflict between two or more individuals.

First Offense • Parent guardian notification • Written Notification • Behavior Intervention • 1 Day Out of School Suspension (OSS) Optional • Out of School Suspension (1, 3 – 5 days in sequential order) • Parent conference • School Based Counseling • Mentoring • Referral to Mediation	Second Offense • Parent/Guardian notification • Parent Conference • Written Notification • Out of School Suspension (1, 3 – 5 Days in sequential order) • Behavior Intervention • School Based Counseling Recommended • Mentoring • Implementation of Behavior Modification Plan • Referral to Mediation	Subsequent Offenses REQUIRED: Same as second offense with • Implementation of Behavior Modification Plan • 3 – 5 Days Out of School Suspension in sequential order (OSS) Optional • Referral to Mediation Recommended • Mentoring

MISUSE OF TECHNOLOGY: Soliciting, using or sending pornographic or obscene material, accessing unauthorized e-mail, downloading and/or installing files with or without malicious intent, and/or damage to equipment within the campus environment.

First Offense • Parent guardian notification • Written Notification • Behavior Intervention • 1 – 5 Days Out of School Suspension (OSS) Optional • Cancellation of user privileges for up to a marking period • Parent Conference • School Based Counseling • Mentoring • Referral to Mediation • Police Notification Recommended • Restitution	Second Offense • Parent/Guardian notification • Parent Conference • Written Notification • Out of school suspension (1, 3 - 5 days in sequential order) • Cancellation of user privileges for up to a marking period • Behavior Intervention • School Based Counseling Optional • Police Notification Recommended • Mentoring • Implementation of Behavior Modification Plan • Restitution • Referral to Mediation	Subsequent Offenses REQUIRED: Same as second offense with • Implementation of Behavior Modification Plan • Out of School Suspension 3 – 5 days. (OSS) Optional • Police Notification • Cancellation of user privileges for the remainder of school year • Referral to Mediation Recommended • Mentoring • Restitution

OFFENSIVE TOUCHING STUDENT TO STUDENT: An intentional act taken against a student with a part of the body or with an instrument (including, but not limited to shoving, pushing, and striking) thereby causing offense, alarm or minor physical harm.

First Offense • Parent guardian notification • Written notification • Parent conference • Intervention • 1 Day Out of School Suspension (OSS) Optional • 1, 3 – 5 Days Out of School Suspension in sequential order (OSS) • Parent Conference • School Based Counseling • Referral to Mediation • Police Notification	Second Offense • Parent/Guardian notification • Parent conference • Written notification • 1, 3 – 5 Day Out of School Suspension in sequential order (OSS) • Mandatory Report to DOE Optional • Police Notification Recommended • Mentoring • Implementation of Behavior Modification Plan • School Based Counseling • Referral to Mediation	Subsequent Offenses REQUIRED: Same as second offense with • Implementation of Behavior Modification Plan • 3 – 5 Day Out of School Suspension in sequential order (OSS) Optional • Police Notification • Referral to Mediation • Threat Assessment Recommended • Mentoring • Referral to Mediation

RECKLESS BURNING: When a person intentionally or recklessly starts a fire or causes an explosion and recklessly places a building or property in danger of destruction or damage or places another person in danger of physical injury.

First Offense • Parent guardian notification • Written Notice • Behavior Intervention • 1 Day Out of School Suspension (OSS) • Mandatory report to DOE Optional • Out of School Suspension: 1, 3 – 5 Days (OSS) • Parent Conference • School Based Counseling • Mentoring • Referral to Mediation • Police Notification Recommended • Restitution • Behavior Modification	Second Offense • Parent/Guardian notification • Written Notification • 1, 2, 3 Days Out of School Suspension (OSS) in sequential order • Behavior Intervention • Mandatory Report to DOE Optional • Police Notification Recommended • Mentoring • Implementation of Behavior Modification Plan • School Based Counseling • Restitution • Referral to Medication	Subsequent Offenses REQUIRED: Same as second offense with • Implementation of Behavior Modification Plan • Out of School Suspension in 3 – 5 Days in sequential order (OSS) Optional • Police Notification Recommended • Mentoring • Restitution • Referral to Mediation

RECKLESS DRIVING: Driving any vehicle with willful and wanton disregard for the safety of persons or property on school property or in a school zone.

First Offense • Parent/Guardian notification • Written notification • Parent Conference • Driving privileges and campus parking suspended for ten days Optional • Police Notification • Restitution	Subsequent Offenses REQUIRED: same as first offense (excluding suspended driving privileges for ten school days) with • Driving privileges and campus parking suspended for the remainder of the school year. Optional • Police Notification

SEXUAL HARRASSMENT: A threat to engage in conduct likely to result in the commission of a sexual offense against another individual. The offender suggests, solicits, requests, commands, demands or otherwise attempts to induce another individual to have sexual contact or sexual intercourse or unlawful sexual penetration knowing that it is likely to cause annoyance, offense or alarm to that individual.

First Offense • Parent guardian notification • Written notification • 1 Day Out of School Suspension (OSS) Optional • 1, 3 – 5 Days Out of School Suspension in sequential order (OSS) • Parent Conference • School Based Counseling • Mentoring • Referral to Mediation • Police Notification	Second Offense • Parent/Guardian notification • Parent conference • Written notification • 1, 3 – 5 Day Out of School Suspension in sequential order (OSS) • Behavior Intervention • Mandatory Report to DOE Optional • Police Notification Recommended • Mentoring • Implementation of Behavior Modification Plan • School Based Counseling • Referral to Mediation	Subsequent Offenses REQUIRED: Same as second offense with • School Based Counseling • Implementation of Behavior Modification Plan • 3 – 5 Day Out of School Suspension in sequential order (OSS) Optional • Police Notification • Referral to Mediation Recommended • Mentoring

SMOKING/POSSESSION OF TOBACCO/TOBACCO PRODUCTS: This offense applied at any and all campus activities, in campus buildings, on campus grounds, or on campus field trips. Possession includes, but is not limited to, on student's person, in student's belongings, or under reasonable control by placement of and knowledge of the whereabouts of tobacco.

First Offense • Parent guardian notification • Written Notice • Behavior Intervention • 1 Day Detention • Mandatory report to DOE Optional • Out of School Suspension: 1, 3 – 5 Days (OSS) • Parent Conference • School Based Counseling • Mentoring Recommended • Behavior Intervention	Second Offense • Parent/Guardian notification • Written Notification • 1, 3 - 5 Days Out of School Suspension (OSS) in sequential order • Behavior Intervention • Mandatory Report to DOE Optional • Police Notification Recommended • Mentoring • Implementation of Behavior Modification Plan • School Based Counseling	Subsequent Offenses REQUIRED: Same as second offense with • School Based Counseling • Implementation of Behavior Modification Plan • Out of School Suspension in 1, 3, 5 Days in sequential order (OSS) Recommended • Mentoring

TAMPERING WITH ANY FIRE SAFETY DEVICE

First Offense • Parent guardian notification • Written notification • 3 – 5 Day Out of School Suspension in sequential order (OSS) Optional • Parent Conference • Behavior Intervention • School Based Counseling • Implementation of Behavior Modification Plan • Police Notification • Mentoring • Restitution	Subsequent Offenses REQUIRED: Same as second offense with • Parent Conference • Behavior Intervention • School Based Counseling • Implementation of Behavior Modification Plan • 3 – 5 Day Out of School Suspension in sequential order (OSS) Optional • Police Notification Recommended • Mentoring • Restitution

THEFT/POSSESSION/TRANSFER OF STOLEN GOODS: The act of taking possession or transferring the property of another without the consent of the owner. *If value of property is in excess of \$1,000, First Offense will follow Subsequent Offense consequences.*

First Offense • Parent guardian notification • Written Notice • Behavior Intervention • 1 Day Out of School Suspension (OSS) Optional • Parent Conference • School Based Counseling • Police Notification** • Mentoring Recommended • Behavior Modification • Restitution	Second Offense • Parent/Guardian notification • Parent Conference • Written Notification • 1 - 3 Days Out of School Suspension (OSS) in sequential order • Behavior Intervention Optional • Police Notification Recommended • Mentoring • School Based Counseling • Implementation of Behavior Modification Plan • Restitution	Subsequent Offenses REQUIRED: Same as second offense with • School Based Counseling • Implementation of Behavior Modification Plan • Out of School Suspension in 1, 3 – 5 Days in sequential order (OSS) Optional • Police Notification Recommended • Mentoring • Restitution

***Mandatory report to Delaware Department of Education DOE
for any offense classified as felony theft (\$1,000+)***

THEFT USING COERCION: Obtaining money or property from another student through coercion, intimidation or threat of physical harm.

First Offense • Parent guardian notification • Written notification • 1 Day Out of School Suspension (OSS) Optional • Parent Conference • School Based Counseling • Police Notification • 1, 3 – 5 Days Out of School Suspension in sequential order (OSS) • Mentoring • Referral to Mediation Recommended • Behavior Intervention	Second Offense • Parent/Guardian notification • Parent conference • Written notification • 1, 3 – 5 Day Out of School Suspension in sequential order (OSS) • Behavior Intervention Optional • Police Notification Recommended • Mentoring • School Based Counseling • Implementation of Behavior Modification Plan	Subsequent Offenses REQUIRED: Same as second offense with • School Based Counseling • Implementation of Behavior Modification Plan • 3 – 5 Day Out of School Suspension in sequential order (OSS) Optional • Police Notification • Threat Assessment Recommended • Mentoring • Referral to Mediation

THREATENING BEHAVIOR TO STAFF: A threat to engage in menacing behavior that is violent or sexual in nature to an individual staff member, not a group or community – without physical contact – that would cause a reasonable person offense, annoyance, or alarm.

First Offense • Parent guardian notification • Written Notice • Out of School Suspension 1, 3, 5 days in sequential order • Police Notification** • Mandatory report to DOE** Optional • Out of School Suspension: 1, 3 – 5 Days (OSS) • Parent Conference • School Based Counseling • Mentoring Recommended • Behavior Intervention	Second Offense • Parent/Guardian notification • Parent Conference • Written Notification • Behavior Intervention • 1, 3 - 5 Days Out of School Suspension (OSS) in sequential order • Police Notification** • Mandatory Report to DOE** Recommended • Mentoring • School Based Counseling • Implementation of Behavior Modification Plan • Threat Assessment	Subsequent Offenses REQUIRED: Same as second offense with • School Based Counseling • Implementation of Behavior Modification Plan • Out of School Suspension in 5 Days in sequential order (OSS) Recommended • Mentoring • Threat Assessment

*****Required notification of police and filing of Delaware Department of Education (DOE) report for C0501 offenses.***

THREATENING BEHAVIOR TO STUDENT: A threat to engage in menacing behavior that is violent or sexual in nature to an individual student, not a group or community – without physical contact – that would cause a reasonable person offense, annoyance, or alarm.

First Offense • Parent guardian notification • Written Notice • Out of School Suspension 1 -3 days • Police Notification** • Mandatory report to DOE** Optional • Parent Conference • School Based Counseling • Out of School Suspension: 3 – 5 Days (OSS) • Police Notification • Mentoring • Threat Assessment • Mandatory Report to DOE** Recommended • Behavior Intervention • Anti-Bullying Pledge	Second Offense • Parent/Guardian notification • Parent Conference • Written Notification • Behavior Intervention • 1, 3 - 5 Days Out of School Suspension (OSS) in sequential order • Police Notification** • Mandatory Report to DOE** Recommended • Mentoring • School Based Counseling • Implementation of Behavior Modification Plan • Threat Assessment	Subsequent Offenses REQUIRED: Same as second offense with • School Based Counseling • Implementation of Behavior Modification Plan • Out of School Suspension in 5 Days in sequential order (OSS) Optional • Police Notification ** • Mandatory Report to DOE** Recommended • Mentoring • Referral to mediation • Threat Assessment

*****Required notification of police and filing of Delaware Department of Education (DOE) report for C0501 offenses.***

OFFENSE CATEGORY III

ARSON: Any act utilizing fire, smoke, or explosives which cause alarm or danger to life; including but not limited to willful or malicious burning of campus property , its contents, or the property of others.

First Offense • Parent/guardian notification • Parent/guardian conference • Written notification • School Based Counseling • Mandatory Report to DOE • 5 Days Out of School Suspension • Police Notification Optional • Mentoring Recommended • Restitution of resulting expenses • Implementation of Behavior Plan • Expulsion	Second Offense • Parent/guardian notification • Parent/guardian Conference • Written notification • Behavior Intervention • School Based Counseling • Implementation of Behavior Modification Plan • Mandatory Report to DOE • 5 Day Out of School Suspension • Police Notification Recommended • Mentoring • Restitution of resulting expenses • Expulsion

ASSAULT ON STAFF: A reckless or intentional physical act using force upon a staff member resulting physical injury

First Offense • Parent/guardian notification • Parent/guardian conference • Written notification • School Based Counseling • Mandatory Report to DOE • 5 Days Out of School Suspension • Police Notification Optional • Mentoring • Referral to mediation Recommended • Restitution of resulting expenses • Implementation of a Behavior Plan • Expulsion	Second Offense • Parent/guardian notification • Parent/guardian Conference • Written notification • Behavior Intervention • School Based Counseling • Implementation of Behavior Modification Plan • Mandatory Report to DOE • 5 Day Out of School Suspension • Police Notification Recommended • Mentoring • Restitution of resulting expenses • Referral to Mediation • Expulsion

A student's suspension shall be extended pending an Expulsion Hearing.

ASSAULT ON STUDENT: An intentional (or reckless) physical attack using force upon a person resulting in physical injury.

First Offense • Parent/guardian notification • Parent/guardian conference • Written notification • School Based Counseling • Mandatory Report to DOE • 5 Days Out of School Suspension • Police Notification Optional • Mentoring • Referral to Mediation Recommended • Restitution of resulting expenses • Implementation of Behavior Plan • Expulsion (Assault I, III)	Second Offense • Parent/guardian notification • Parent/guardian Conference • Written notification • Behavior Intervention • School Based Counseling • Implementation of Behavior Modification Plan • Mandatory Report to DOE • 5 Day Out of School Suspension • Police Notification Recommended • Mentoring • Restitution of resulting expenses • Referral to Mediation • Expulsion (Assault I, II)

ATTORNEY GENERAL'S REPORT (JUVENILE ARREST WARRANT AND COMPLAINT): Out-of-state or out-of-school criminal Conduct which shows a disregard for the health, safety, and welfare of others, Including, but not limited to acts of violence.

First Offense • Parent/guardian notification • Parent/guardian conference • Written notification • School Based Counseling Optional • 5 Days Out of School Suspension • Mentoring • Referral to mediation • Expulsion (Assault I, II) Recommended • Implementation of a Behavior Plan	Second Offense • Parent/guardian notification • Parent/guardian Conference • Written notification • Behavior Intervention • School Based Counseling • Implementation of Behavior Modification Plan • Mandatory Report to DOE Optional • 5 Day Out of School Suspension • Expulsion Recommended • Mentoring • Referral to Mediation

A student's suspension shall be extended pending an Expulsion Hearing.

DANGEROUS INSTRUMENT(S) POSSESSION/CONCEALMENT SALE:

Regardless of possessor's intent, any unauthorized possession/concealment/sale of an instrument, article or substance which is readily capable of causing Serious physical injury or death. If the full blade of a knife is less than three Inches, the item will be considered a dangerous instrument.

First Offense • Parent/guardian notification • Parent/guardian conference • Written notification • School Based Counseling • Mandatory Report to DOE • 5 Days Out of School Suspension • Police Notification Optional • Mentoring • Referral to Mediation • Expulsion Recommended • Restitution of resulting expenses • Implementation of Behavior Plan	Second Offense • Parent/guardian notification • Parent/guardian Conference • Written notification • Behavior Intervention • School Based Counseling • Implementation of Behavior Modification Plan • Mandatory Report to DOE • 5 Day Out of School Suspension • Police Notification Recommended • Mentoring • Restitution of resulting expenses • Referral to Mediation

WEAPONS/DEADLY WEAPONS(S) POSSESSION/CONCEALMENT/SALE: Regardless of possessor's intent, any possession/concealment/sale of a weapon/deadly weapon. The Weapon/Deadly Weapon list includes, but is not limited to, firearms, pellet guns (hard and soft), BB guns, air guns, bombs, electric weapons, projectile devices, knives with a full blade measuring three or more inches, switch-blade knife, mace, pepper gas, billy, blackjack, bludgeon, metal knuckles, sling-shot, razor, razor blades, box cutter, xacto knife, utility knife, bicycle chain, ice pick, taser, and non-functional weapons. Also any threatening manner, or attempted to be used, to cause death or serious physical injury.

First Offense • Parent/guardian notification • Parent/guardian conference • Written notification • School Based Counseling • Mandatory Report to DOE • Police Notification • Expulsion (based on State Code) Optional • Mentoring • Referral to mediation • Expulsion (based on State Code) Recommended • Restitution for resulting expenses • Implementation of a Behavior Plan	Second Offense • Parent/guardian notification • Parent/guardian Conference • Written notification • Behavior Intervention • School Based Counseling • Implementation of Behavior Modification Plan • Mandatory Report to DOE • Police Notification • Expulsion (based on State Code) Recommended • Mentoring • Restitution for resulting expenses • Referral to Mediation • Expulsion

Any student who uses, threatens to sue, or brings a weapon or dangerous instrument on school property for the express purpose of doing harm to another student or employee is subject to expulsion

A student's suspension shall be extended pending an Expulsion Hearing.

DISTRIBUTION OF DRUGS AND/OR ALCOHOL AND/OR PARAPHERNALIA: Sale, transfer, or distribution in school, on school property, or on school field trip of drugs, alcohol, drug-like substance, or look-alike substances. This situation includes prescription drugs or over-the-counter drugs. Regardless of possessor's intent, possession of excessive amounts of drugs/alcohol or look-alike substances are considered as "possession with intent to deliver." An "illegal substance" includes all substances which fall under the definition of "controlled substances" set forth in the Uniform Controlled Substances Act (16 Del C.Sec.4701 et.seq.)

First Offense • Parent/guardian notification • Parent/guardian conference • Written notification • School Based Counseling • Mandatory Report to DOE • 5 Days Out of School Suspension • Police Notification Optional • Mentoring • Referral to Mediation Recommended • Expulsion • Restitution of resulting expenses • Implementation of Behavior Plan	Second Offense • Parent/guardian notification • Parent/guardian Conference • Written notification • Behavior Intervention • School Based Counseling • Implementation of Behavior Modification Plan • Mandatory Report to DOE • 5 Day Out of School Suspension • Police Notification Recommended • Mentoring • Restitution of resulting expenses • Referral to Mediation • Expulsion

USE AND/OR POSSESSION OF DRUGS AND/OR ALCOHOL AND/OR PARAPHERNALIA: Regardless of possessor's intent, to possess on your person or among your personal belongings, or to use or have consumed alcohol, drugs or any illegal substance. This includes being under the influence, even if use occurred off school grounds. This situation includes look-alike substances, prescription drugs, and over-the-counter drugs. Possession of excessive amounts of drugs and/or alcohol or look-alike substances is considered "possession with intent to deliver" and is treated as the Offense Category III violation: "Distribution of Drugs and/or Alcohol and/or Paraphernalia."

First Offense • Parent/guardian notification • Parent/guardian conference • Written notification • School Based Counseling • Mandatory Report to DOE • Police Notification • Expulsion (based on State Code) Optional • Mentoring • Referral to mediation • Expulsion Recommended • Restitution for resulting expenses • Implementation of a Behavior Plan	Second Offense • Parent/guardian notification • Parent/guardian Conference • Written notification • Behavior Intervention • School Based Counseling • Implementation of Behavior Modification Plan • Mandatory Report to DOE • Police Notification • Expulsion (based on State Code) Recommended • Mentoring • Restitution for resulting expenses • Referral to Mediation • Expulsion

A student's suspension shall be extended pending an Expulsion Hearing.

MISUSE OF TECHNOLOGY “SEVERE CLAUSE”: Situations in which a student or students deliberately tampers with, damages, alters, accesses, crashes, or corrupts the computer/communications system for a class, school or the district resulting in the loss of corruption of information, the ability of the system to operate, or in any way disrupts or degrades the school or district’s technology infrastructure.

First Offense • Parent/guardian notification • Parent/guardian conference • Written notification • School Based Counseling • 5 Days Out of School Suspension • Police Notification Optional • Mentoring • Referral to Mediation • Expulsion Recommended • Restitution of resulting expenses • Implementation of Behavior Plan	Second Offense • Parent/guardian notification • Parent/guardian Conference • Written notification • Behavior Intervention • School Based Counseling • Implementation of Behavior Modification Plan • Mandatory Report to DOE • 5 Day Out of School Suspension • Police Notification Recommended • Mentoring • Restitution of resulting expenses • Referral to Mediation

OFFENSIVE TOUCHING TO STAFF: An intentional act taken against a staff member with a part of the body or with an instrument (including but not limited to shoving, pushing, striking) thereby causing offense or alarm.

First Offense • Parent/guardian notification • Parent/guardian conference • Written notification • School Based Counseling • Mandatory Report to DOE • Police Notification • Expulsion (based on State Code) Optional • Mentoring • Referral to mediation • Expulsion (based on State Code) Recommended • Restitution of resulting expenses • Implementation of a Behavior Plan	Second Offense • Parent/guardian notification • Parent/guardian Conference • Written notification • Behavior Intervention • School Based Counseling • Implementation of Behavior Modification Plan • Mandatory Report to DOE • Police Notification • Expulsion (based on State Code) Recommended • Mentoring • Restitution of resulting expenses • Referral to Mediation • Expulsion

RAPE OR ATTEMPTED RAPE: Forced or attempted forced sexual contact (including Unlawful Sexual Contact) without consent of victim.

First Offense • Parent/guardian notification • Parent/guardian conference • Written notification • School Based Counseling • Mandatory Report to DOE • 5 Days Out of School Suspension • Police Notification Optional • Mentoring • Referral to Mediation Recommended • Restitution of resulting expenses • Implementation of Behavior Plan • Expulsion Rape 1, 2, 3, 4	Second Offense • Parent/guardian notification • Parent/guardian Conference • Written notification • Behavior Intervention • School Based Counseling • Implementation of Behavior Modification Plan • Mandatory Report to DOE • 5 Day Out of School Suspension • Police Notification Recommended • Mentoring • Restitution of resulting expenses • Referral to Mediation • Expulsion 1, 2, 3, 4

ROBBERY: To obtain or attempt to obtain money, goods, services or information from another by physical force or violence, coordinated violence, or intimidation using a dangerous instrument or weapon.

First Offense • Parent/guardian notification • Parent/guardian conference • Written notification • School Based Counseling • Mandatory Report to DOE • Police Notification • Expulsion (based on State Code) Optional • Mentoring • Referral to mediation • Expulsion Recommended • Restitution for resulting expenses • Implementation of a Behavior Plan	Second Offense • Parent/guardian notification • Parent/guardian Conference • Written notification • Behavior Intervention • School Based Counseling • Implementation of Behavior Modification Plan • Mandatory Report to DOE • Police Notification • Expulsion (based on State Code) Recommended • Mentoring • Restitution for resulting expenses • Referral to Mediation • Expulsion

A student's suspension shall be extended pending an Expulsion Hearing.

THREAT TO THE ORDERLY SCHOOL PROCESS: A verbal, written or physical threat to commit any act likely to result in death or serious injury to persons (groups, communities, assemblages) or property; including, but not limited to, false statements or actions likely to cause evacuation of a building, place or assembly of facility of public transportation. This also includes statement(s), behavior or acts made that are likely to cause serious inconvenience or in reckless disregard of the risk of causing terror or serious inconvenience. Including but not limited to bomb threats, false fire alarms, and terroristic threats.

First Offense • Parent/guardian notification • Parent/guardian conference • Written notification • School Based Counseling • Mandatory Report to DOE • 5 Days Out of School Suspension • Police Notification Optional • Mentoring • Referral to Mediation • Expulsion Recommended • Restitution of resulting expenses • Implementation of Behavior Plan	Second Offense • Parent/guardian notification • Parent/guardian Conference • Written notification • Behavior Intervention • School Based Counseling • Implementation of Behavior Modification Plan • Mandatory Report to DOE • 5 Day Out of School Suspension • Police Notification Recommended • Mentoring • Restitution of resulting expenses • Referral to Mediation

A student's suspension shall be extended pending an Expulsion Hearing.

Signature Document

Student Signature Required

I have read and reviewed the Delaware Design-Lab High School **Student Code of Conduct** and agree that I will follow the policies and procedures as outlined. I understand that failure to abide by the policies and procedures as outlined may result in disciplinary actions.

Student Signature

Date

Print Student Name: _____

Parent/Guardian Signature Required

We/I have read and reviewed the Delaware Design-Lab High School **Student Code of Conduct** with our/my child and agree that he/she will follow the policies and procedures as outlined. We/I understand that our/my child's failure to abide by the policies and procedures as outlined may result in disciplinary actions being taken.

Parent/Guardian Signature

Date

Grievance Policy and Procedure

*****DRAFT*****

Pursuant to the approval of the charter application by the Delaware Department of Education, the Board of Directors of the Delaware Design-Lab High School will review the Grievance Policy and Procedure and approve grievance procedures that will fulfill key provisions of the Statement of Assurances regarding grievances.

It is the policy of the Delaware Design-Lab High School that all employees, students' parents and visitors have the right to voice their complaints or grievance about matters pertaining to our school.

The Delaware Design-Lab High School recognizes the meaningful value and importance of full discussion in resolving misunderstandings, preserving good relations between management and employees.

Accordingly, the following grievance procedure should be employed to ensure that complaints receive full consideration.

What May Be Grieved

The Delaware Design-Lab High School grievance process should be used as follows:

To address complaints and concerns pertaining to educational environment, employment arrangements or interpersonal conflicts.

To resolve complaints of discrimination and religion, creed, sex, national origin, age disability, veteran status, sexual orientation or otherwise.

Who May Grieve

The procedures set forth below may be used by grievants who are employees, students, parents or visitors.

Other Remedies

The existence of the procedure does not bar grievants from also filing claims in other forums to the extent permitted by state or federal law.

Informal Grievance

Because most difficulties can be resolved by communicating a concern to someone, grievants are encouraged to discuss their concern or harassment complaint promptly and candidly with their immediate supervisor, Principal or CEO.

The grievant is not required to discuss his or her complaint with the alleged harasser or perpetrator in any manner or for any reason prior to initiating a formal grievance.

Formal Grievance

Within ninety (90) days of encountering the harassment, discrimination or complaint that is the subject of the grievance, a grievant shall file a written notice with the Principal.

Grievance Policy and Procedure

Grievants may use the Grievance Form, which (will be developed in the start-up year) will be available in the DDLHS main office, and is also available on-line from the school website. The written notice shall identify the nature of the complaint, the date(s) or occurrence, and the desired result and shall be signed and dated by the person filing the grievance. In the event the legal guardian or parent of a student is filing a grievance, the student and the guardian/parent shall sign and date the grievance.

The Principal will immediately initiate an adequate, reliable and impartial investigation of the grievance. Each formal complaint will be investigated and, depending on the facts involved in each situation, will be decided after receiving information from the appropriate individuals. Each investigation will include interviewing, witnesses, and obtaining documents allowing parties to present evidence.

All documentation related to the investigation and discussions held in this process are considered EXTREMELY CONFIDENTIAL and are not to be revealed to or discussed by any participant with persons not directly involved with the complaint, with the investigation or with the decision making process. This provision does not include discussions with the governmental authorities.

Within ten (10) business days of receiving the written notice, the Principal shall respond in writing to the grievant (the "response"). The responses summarize the course of the investigation; determine the validity of the grievance and appropriate resolution.

Corrective and remedial action will be taken, if as a result of the investigation, harassment or valid grievance is established.

Administration will communicate the result of the investigation to the grievant in a timely fashion.

Appeals

If the grievant is not satisfied with the response, the grievant may appeal in writing to the Delaware Design-Lab High School within thirty (30) days of the date response summarizing the outcome of the investigation. The written appeal must contain all written documentation from the initial grievance and the grievant's reasons for not accepting the Response. The appeal, in letter form, may be sent to the Delaware Design-Lab High School, c/o Board of Directors, 818 N. Market Street STE R2, Wilmington DE 19801.

Within fifteen (15) days from receiving the written appeal, the Board of Directors will respond in writing to the appellant as to the action to be taken and the reasons therefore.

Prohibition Against Retaliation

The Delaware Design-Lab High School pledges that it will not retaliate against any person who files a complaint in accordance with this policy, or any person who participates in proceedings related to this policy.

Grievance Policy and Procedure

In addition, Delaware Design-Lab High School will not tolerate any form of retaliation against any persons who is making a good faith report or complaint about perceived acts of harassment, discrimination or who cooperates in an investigation of harassment, discrimination, or a concern. Any person who is found to be engaging in any kind of retaliation will be subject to appropriate disciplinary action.

Modification

The Delaware Design-Lab High School may approve modification of the foregoing procedures in a particular case if the modification (a) is for good cause, and (b) does not violate a due process rights case or policies of Delaware Design-Lab High School.

This policy and the procedures document will be reviewed annually by the Board of Director and modified as deemed appropriate by the Board.

Promotion and Retention Policy

DRAFT

A. Purpose:

The purpose of this policy is to establish guidelines governing the promotion and retention of students in the Delaware Design-Lab High School, consistent with State law and regulations and State academic standards. This policy is needed to satisfy the requirements of 14 DE Admin Code 230.

B. Issue:

The expectation set in place by this policy is that the Delaware Design-Lab High School Board of Education supports a consistent system-wide standard for student promotion and retention decisions. This policy must be applied in all instances of School operations. If this policy is not implemented, the School will not be in compliance with State regulations.

C. Definitions:

(None)

D. Policy:

Promotion and retention decisions will follow State law and additional local requirements set by the Board. In accordance with 14 DE Admin Code 230, the District will follow, at a minimum, the requirements for promotion as defined in 14 Del.C. §153 (titled Matriculation and Academic Promotion Requirements) and 14 DE Admin Code 925, Children with Disabilities Subpart D, Evaluations, Eligibility Determination, Individualized Education Programs. In general, a student will be promoted to the next articulated grade when the student meets the State and local requirements for promotion (or graduation).

Promotion of Students in Grades 9–12

Promotion of students in grades 9–12 shall be in accordance with 14 DE Admin Code 505. High school students must pass specific courses each year (in the areas of English, Math, and Social Studies) and must earn a specified number of credits to be promoted. According to 14 DE Admin Code 230, the Board may establish additional credit requirements for graduation above the minimum number of credits required by the Delaware Department of Education.

The minimum number of credits that must be earned for graduation from Delaware Design-Lab High School, is as follows:

Beginning with the graduating class of 2011, a student must complete a minimum of 24 credits in order to graduate, including 4 credits in English Language Arts, 4 credits in mathematics, 3 credits in science, 4 credits in social studies, 2 credits in World Language, 1 credit in physical education, 0.5 credit in health, 3 credits in a Career Pathway (Visual and Performing Arts, World Language, and/or Career Technical Education Program), and 2.5 credits in elective courses (Visual and Performing Arts, World Language, and/or Career Technical Education Program). In addition, State law requires that all students enrolled in grade 10 receive drivers' education. Students who successfully complete the drivers' education coursework receive 0.25 elective credits.

Promotion and Placement of Students Who Have an Individualized Education Program (IEP)

Promotion and Retention Policy

For students who have an IEP, including students who participate in a functional life skills curriculum, the IEP team will determine promotion and placement according to the provisions of the student's IEP using all available data and in consultation with the student's parent(s) or guardian(s).

Promotion and Placement of ELL Students

The Principal in consultation with teacher(s) and parent(s) or guardian(s) shall make decisions for promotion and placement. After one year, promotion decisions for ELL students shall be determined as for other students.

Retention or Placement of Students Who Would Not Otherwise Be Promoted

Students who would not otherwise be promoted may be placed in the next grade level by the Principal when such a placement is considered to be in the best interest of the student's overall growth and development and not prohibited by State law. The Principal will make this decision after consulting with the student's teacher(s) and parent(s) or legal guardian(s).

The Principal will keep a master list of names and information relative to placements. The Principal or Principal's designee shall initiate personal contact (documented conference, phone call, or written correspondence) with the parent/guardian concerning any student being considered for retention or special placement, no later than April 15. Such contact shall include the reason(s) for the recommended placement and, if applicable, the potential for required summer school.

E. Review and Reporting:

This policy shall be reviewed according to policy review guidelines established by the Board. The Board and the Chief Executive Officer shall monitor this policy. This policy shall be submitted to the Delaware Department of Education as required.

F. History:

This policy previously existed as High School Promotion Policy and Graduation Requirements in the original application for a Charter.

G. References:

Related policies: Options for Awarding Credit toward High School Graduation, Special Education Programs, Instructional Programs for English Language Learners (ELLs), Dual Enrollment and Awarding of Dual Credit, Early Graduation

H. Laws/Relevant Agencies:

14 Del.C. §153

14 DE Admin. Code 230, 505, 540, 925

THE NAPIER GROUP

Michelle Amma Oye Napier

PROFILE: Diverse background in leadership development, team building, personal and executive coaching, process consultation and intervention using the GMQ (Group Management Questionnaire), education, and expertise in 360 degree -feedback data analysis. Well-honed communication and creative skills.

Recent Training/Facilitation Initiatives: Facilitated 3-day Leadership Development Program (LDP) for Administrative Leadership Team for the Stuart Country Day School of the Sacred Heart, Princeton, NJ (July 2012). Co-facilitated 6-day LDP and other culture change and reorganization efforts for The Barnes Foundation, Philadelphia, PA (Fall 2010-Spring 2011). Co-facilitated 5-day LDP and other leadership initiatives for Neiman, Philadelphia, PA (May 2010-January 2012). Co-facilitated three 6-day leadership programs for European and American leaders of Becton-Dickenson Pharmaceutical Corporation in Wicklow, Ireland (February-April 2008), Franklin Lakes, New Jersey (spring 2009), and Picardy, France (February-April, 2010). Facilitated 9-day LDP for Bartram's Garden in Philadelphia, along with follow up training for individual departments, coaching for team leaders, and strategic planning initiatives (August 2010-November 2011). Facilitated a 9-day LDP and follow-up for Department of Pediatrics and associated coaching needs, Sinai Hospital of Baltimore (August 2008-May 2012) and conflict intervention and team building for Medical Oncology Department, Sinai Hospital of Baltimore (May, 2011). Co-facilitated 3-day Leadership program for ARAMARK, Inc., April, 2008. Facilitated wide-scale data gathering and presentation process concerning employee retention issues for Bard pharmaceuticals (Fall 2007). Co-facilitated long-term Executive team building and LDP for Sinai Hospital of Baltimore and coached Executive team members in relation to 360-degree data assessment and individual problem solving issues (2006-7). Coaching/Feedback Consultant in ongoing performance management project, University of Virginia Department of Family Medicine (November 2006-present). Facilitated 3-day team building workshop for University of Virginia's Family Medical Clinic (April 2006). Co-facilitated Bronx School System diagnostic initiative and program for principals and senior leaders through the University of Pennsylvania's Principal's Institute (spring/summer 2005).

Teaching/ Higher Education: Co-created and facilitated team-based leadership program for first and second year MBA students, Temple's Fox School of Business (September 2009-December 2010). Visiting faculty for Dynamics 610 - "Knowing Yourself: Coaching as an Instrument of Change", for the University of Pennsylvania (2006-2008). Instructed students on 360-degree data gathering methods, and conducted personal coaching sessions for students. Led Envision, EMI 's "Leadership Honors Bootcamp" for University level student leaders in Honolulu, HI (spring 2004). Taught mathematics at Stoddart-Fleisher Middle School for the School District of Philadelphia (1992-1996).

Engineering and Project Management: Three years experience as a Project Engineer in the design, estimation, sales, and management of commercial and residential mechanical systems (1985-1988). One-year experience as a Research Associate for RCG/ Hagler-Bailley, Inc., Philadelphia, PA in the gathering and analysis of energy related data with some proposal design and preparation (1990-1991).

Leadership and Community Activism: Board member Chestnut Hill Meals on Wheels (2003-2010). Vice-President and Board Member of Del-AWARE, a Bucks County-based environmental group (1990-1992). Fund Raiser for the Pennsylvania Public Interest Research Group (Penn-PIRG) (1990).

EDUCATION:

Arcadia University, M.A., Secondary Mathematics Education, 1991 (with Distinction)
University of Vermont, College of Engineering and Business Administration,
B.S., Mechanical Engineering, 1985 (83/313)

RELATED TRAINING:

"Presence Based Coaching", Module I, August 2011
NTL Institute, "Appreciative Inquiry and Team Building", July, 2008
NTL Institute, "The Art of Coaching and Being Coached", March, 2007
Group Leadership Intensive (GLI), October 2005
Training Group (BHSS 106), Community College of Philadelphia, Spring 2005.
Envision, EMI's Leadership Intensive Training and Development Program, Fall 2002.

REFERENCES:

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Answer in response to *Education Plan, School Culture* section, question 5.

A Student's Day at Delaware Design Lab High School

Raheem's school day at Delaware Design Lab High School begins when he awakes. He finds a message or email from the school on his laptop, tablet or smart phone giving him important information (assemblies, schedule changes, etc.), reminders for the day (bring your sketchbook, homework), and the school's learning goals for the day ("Today is the birthday of urban planning activist Jane Jacobs and we honor her memory by committing ourselves to being unstoppable in the fight to create a better future for everyone on the planet."). Raheem uses the bus ride to school as a time to settle his mind and transition from anything in his life that may impede his ability to focus on school when he arrives (upsets at home, worrying about a sick friend, scarcity, etc.). Over time, Raheem develops enthusiasm to greet the challenges of the day.

When Gabriela gets off the bus she encounters an inspiring entryway designed to signal that she is worthy of beginning her day in a beautiful place. The entrance to the school, if it is not the main entrance, has been carefully designed to welcome and inspire students. Unlike many urban schools, there are no visible dumpsters, cleaning supplies, or stored equipment to diminish the quality and excitement of her experience. Gabriela is present to how special and amazing is her school. Visitors often say, "This doesn't look like any school I've ever seen" because Design-Lab High looks more like an interactive museum or theme park filled with beautiful and engaging learning exhibits created by the students as part of their hands-on, project-based, and design-learning curriculum (Lippman, 2010). Security is impeccable and everyone feels safe and welcomed but the security measures are not prominently displayed (no public wandering, bag searches, or metal detector stations). Whenever students, teachers, parents or visitors enter or move about in the building they feel welcome, safe, respected, and inspired. Over time, Gabriela develops "pride of place" (Stern, 1986).

In homeroom at the beginning of the day, Raheem and Gabriela share what is going on in their lives and take stock of the goals for the day for each of their classes. If there is anything that is present for them that would keep them from fully participating, they know they can share it in homeroom or sometime that day, with a caring adult. Their Design-Lab High advisor, a teacher, administrator or guidance counselor who follows each student for the entire four years of high school, is committed to ensuring that each of their advisees applies and is accepted to college. As a school with an "ethic of care" (Smith, 2004), upsets for Design-Lab High students are mitigated as part of a caring school culture. Over time, Raheem and Gabriela develop resilience and confidence.

Most of the first four classes of the day are 90-minute studio classes so movement in the halls is minimized but there is always someone in the halls because students are constantly maintaining, repairing or installing interactive exhibits and displays of learning (D'Acquisto, 2006). Whenever a visitor approaches, students politely greet them with a warm introduction and knowledgeably explain what they are doing and why. Visitors leave any interaction with students touched, moved and inspired. Over time, visitors spread the word that Design-Lab High School is producing impressive, learned young

adults. Visitors become partners, partners become donors, and networks of donors attract ever more resources.

In class, Raheem is self-motivated with clear personal goals and expectations for each class in his schedule. He carries a sketch journal in which he establishes goals for the day and captures ideas and information he'll need to perform at his best. Because Raheem knows how he performed on last week's benchmark assessments, he uses his personal data to plan his learning goals. Raheem's teachers track his data so each knows how to adjust instruction to meet his needs. (Boudett & Steele, 2007) Classes have a minimal amount of lecturing so Raheem is engaged in active learning with group discussions and hands-on activities. He leaves each class with an understanding of what he has learned and personal satisfaction that he exceeded his own expectations. Raheem is confident that any "mistakes" or "failures" in his performance are not a negative reflection on him as a human being, rather areas that challenge him to continue to improve. A tenet of Design-Lab High is to "fail early and often" (IDEO, 2012) so students can succeed more quickly. And in Design-Lab High's data-driven school culture, Raheem knows how to work with his teachers and his family to meet the goals of his personal Student Success Plan. Over time, Raheem learns to proactively make a plan for his life.

Lunch periods are part of the educational experience and are preceded or followed by a 45-minute class or study hall. At lunch there is impeccable attention to the quality and presentation of the meal. Lunch is an eating experience that encourages interaction and social discourse. Designed as a "watering hole space" (Nair & Fielding, 2007) there are communal tables for larger groups, small group tables at which discussions can take place and inviting private spots where a student can eat quietly alone or with a friend. Some eating areas have students actively engaged in planning an event or discussing a project while they eat. There is always a lunch option in which students and teachers speak only Spanish and experience Hispanic customs and cultures while eating. The lunch period is so organized and pleasant, lunch options can include dining with a visiting designer, Board member, writer, local entrepreneur or media personality.

The last two periods of the day are mainly 45-minute classes in which Raheem and Gabriela can take more electives courses, engage in individual study and research, or continue working on projects. Before they leave each day, Raheem and Gabriela write in their sketch journals what they learned that day and what they intend to accomplish the next day. Raheem and Gabriela understand the growth they are experiencing, their accomplishments, and their progress toward their goals (DE DOE Performance Framework, 2012).

On Mondays, Tuesdays and Thursdays, Raheem and Gabriela stay for extra-curricular activities, clubs, or special projects. Their families trust in the fact that Design-Lab High has planned for their children's safety by providing after school supervision and transportation with a late bus that takes them home at 5:30 pm. On Wednesdays there is early dismissal for students at 2:00 pm to support in their professional development, meeting and planning together (Marzano, 2007)

When Gabriela and Raheem arrive at home they still have as much as one-hour of additional work to do to complete assignments, work on projects, read on the Kindle Design-Lab High provides, or watch assigned media. They will have a cohort of study buddies to communicate with nightly and they support each other in their preparation for the next day. As a Design-Lab High student, Gabriela develops the trait, “grit”, defined as “perseverance and passion for long-term goals”. Over time, Gabriela and Raheem learn that at Design-Lab High, achieving the goals of college acceptance and long-term success requires them to spend sustained, focused application of their talents...over time.

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- D’Acquisto, L. (2006). *Learning on display: Student-created museums that build understanding*. Alexandria, VA: ASCD.
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- Marzano, R.J. (2007). *The art and science of teaching: A comprehensive framework for effective instruction*. Alexandria, VA: ASCD.
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Martin Rayala, Ph.D. and Cristina C. Alvarez, Ed.D

A Teacher's Day at Delaware Design Lab High School

Ms. Parveen's day at Delaware Design Lab High School begins when she is having her morning coffee. She checks her messages on her smart phone for information or reminders for the day. She will be meeting with her homeroom group at 7:45 and will have fifteen minutes to help them clear their minds to have a productive day. She has received special training in how to listen carefully for anything that might get in the way of a student doing their best work that day. Her job is to generate a positive attitude among the students as they start their day.

When Mr. Gomez parks his car at the school he is inspired by the entryway designed to signal that everyone who enters the school is a valued part of an important enterprise. The entrance to the school, even though it isn't the main entrance, has been carefully designed to instill a sense of pride and purpose so that by the time he reaches his room he has forgotten about any problems he might have had at home or on the drive in and is ready to inspire his students. Mr. Gomez and Ms. Parveen are present to what an amazing place they are creating with their students. They have received training in techniques of design learning that help them see every problem as a challenge to be solved. They feel supported, respected and empowered as extraordinary teachers. They are proud to have visitors come from around the world to see the amazing work they are doing with students.

Ms. Parveen, Mr. Gomez, and the other teachers at the school, work hard but it often seems more like play. The innovative atmosphere is exhilarating with 9th graders creating a scale model of the city from cardboard boxes and the Spanish room beginning to look like a Spanish village as students learn about Spanish cultures around the world. Everyone is amazed at how inexpensive materials and design skills can transform a learning environment that transports you to another place or time.

There is a group of students from a movement design class studying flying insects, birds and airplanes to learn about roll, pitch and yaw when designing devices to move through 4D space. Another group, in the same movement design class, has chosen to study personal transportation like bicycles and skateboards. Since the weather is getting colder, one of the parents, rather than storing his Segway for the winter, has loaned it to the students to study how the gyroscopic balance mechanism might help create a personal transport device for a student who can't walk.

Even though she is always on the go, Ms. Parveen doesn't feel like she is doing much "teaching". Her role is to guide students in their own inquiry rather than tell them what to do. There are always students in the halls because they are constantly testing a new invention or putting together an interactive exhibit to help them learn important content. It's fun to see the expression on the face of a visitor when they see what school could have been like for them but probably wasn't. They know the students are doing better than expected on the standardized tests but somehow that doesn't seem to matter. What really matters is that young Raheem, who was having difficulty in his last school, has learned that, even though he hasn't had some of the advantages of kids who live

out on the edge of the city, he can invent the life he wants and, by being a problem-solver of the world, can show just what a little creativity can do to improve the quality of life for himself and for others.

Even though he is a 10th grader, Raheem is already proudly carrying a fourth level brown sketchbook bursting with sketches, notes and ideas for projects he is working on and others he can't wait to get to. Drawing is a way of communicating ideas in this school the way others use writing and speaking. His classes have a minimal amount of lecturing so Raheem is engaged in active learning with group discussions and hands-on activities that help him learn. He carries himself with confidence and has no fear of failure because at Design-Lab High the motto is "fail early and often" so you can succeed more quickly. Ms. Parveen has taken a special interest in Raheem who is now determined to be the first in his family to go to college. He is unstoppable.

Mr. Gomez has decided to have lunch with some students today because they have a young Latina author meeting with them over lunch and talking with them, in English and Spanish, about her latest novel. Some students are doing storyboards to, with the author's permission, turn one scene in the book into a little movie. The author says if the scene turns out OK she'll put it on her website because she hopes it will inspire someone to make a movie of her book.

Today is Wednesday, so the students leave at 2:00 so the teachers have time to plan together. During planning, several teachers realize they could do projects based on the young Latina author's book. Students in English class are reading the English version of the book while students in Spanish class could read the Spanish version. The students making the movie have decided to do it in Spanish because many students in Mexico are also reading the book and would like to see it performed in Spanish. The students will upload the film to YouTube and see how many people like it. The Spanish room is already looking like a Spanish Village so it can serve as a set for the movie.

The students are anxious to get back to school the next day because on Mondays, Tuesdays and Thursdays there is a late bus at 5:30 so they will have a couple of hours to work on their movie while the Spanish room isn't being used. Mr. Gomez is their advisor but the students really are taking their own lead in making their movie as convincing as possible. This is going to look like a real movie because they are getting really good at their visualization skills. With the help of all their friends and teachers the writing, costumes, hair styles, settings, lighting, accents, and acting are going to be really authentic.

Special Populations and At-Risk Students

How we will implement Response to Intervention (RTI)

RTI holds the promise of ensuring that all children have access to high quality instruction, and that struggling learners, including those with learning disabilities are identified, supported, and served early and effectively. The Delaware Department of Education has recognized that RTI increases the likelihood that all students will be successful in school.

DDLHS will work with fidelity to implement the Response to Intervention (RTI) process and will follow the guidelines outlined below as we move our students through the support levels of the RTI process.

- RTI emphasizes quality instruction
 - The core curriculum and interventions must be based on scientific research, aligned with the State standards, and implemented with fidelity
 - RTI helps ensure a student's poor academic performance is not due to poor instruction or inappropriate curriculum
 - RTI emphasizes the importance of differentiating the curriculum so student's needs are addressed during the core curriculum
 - The instruction and intervention must be matched to student need
- The required universal screening and progress monitoring is used for planning and instructional purposes
- The RTI provided instructional assistance in timely fashion and serves students who require little intervention , as well as students who require long term intervention
 - The RTI process provides necessary data to make informed evaluations concerning a child's need for educational supports and interventions, including special education services.

Tier I

DDLHS will implement all Response to Intervention (RTI) procedures following state and federal RTI regulations. Once a student is identified as having difficulty succeeding in the general curriculum, as evidenced by observation and diagnostic or assessment, that student's academic team will review screening data and adjust the regular education program to include supports to address student need. If the student improves, s/he will continue in the general education program with those supports in place. If the student's performance does not improve, the student's will be moved into the Tier II of the RTI process with new measurable goals and interventions for the student.

Tier II

Special Populations and At-Risk Students

For the Tier II of the RTI process, the student will receive additional time per week of targeted, research-based intervention instruction, whenever possible still within the general education classroom. Progress monitoring of student performance and achievement on targeted skill(s) will be done weekly. If student performance improves 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 the student does not make adequate progress in Tier II, the IST will discuss the student and the data collected through progress monitoring and devise additional strategies, interventions, and goals for the student, who will then transition into Tier III of services, which is more intensive than Tier II.

Tier III

In Tier III, the student will receive increased (beyond Tier II) time per week of targeted, research-based intervention instruction, again within the general education classroom whenever possible. Student progress is monitored weekly. Instructional intensity at both levels of additional intervention instruction is addressed through group size and through the duration, frequency, and time of interventions.

Scheduling of these intensive intervention times is flexible. The minimum number of minutes of instruction can be designated within the school day/week as the teachers or RTI team see fit, using available resources to maximize the benefit to students. Students will not miss any content instruction for tiered services.

Interventions, data collection, assessment methods, and research and evidence-based intervention strategies will be well utilized and documented. For students who do not make adequate progress with the increased, targeted instruction in the third tier of the model, the Instructional Support Team, (IST) will recommend that an educational evaluation be conducted to determine if there is a specific disability hindering those students' success in the general curriculum.

Overall plan to serve students with Special Needs

This section discusses how we plan to modify the scope and sequence of our curriculum, our daily schedule, our staff deployment and training, and support strategies and resources to meet the diverse needs of our students.

Our three major performance goals to meet the needs of students with special needs are:

1. Increase continual equality for all students with disabilities or at risk of academic failure through compliance with federal, state, and local laws.
2. Increase the quality and quantity of services to all students with a targeted focus in serving at risk students by offering modifications and accommodations to promote their academic success.

Special Populations and At-Risk Students

3. Increase the effectiveness and efficiency of staff through quality professional development.

Accommodations and modifications we will use to ensure access to the General Education Curriculum for all students including students with diverse learning needs.

Many students with disabilities and other diverse learning needs require adaptations, or changes in the learning and assessment tasks in the classroom in order to be successful.

Accommodations and Modifications provide students with access to the General Education curriculum and classroom. Effective teachers already modify and accommodate based on student needs. The bottom line for all of our teachers is to make the adaptations intentional, targeted and specific for each activity. Implementation of any adaptation must be done with fidelity. The teacher is required to look more carefully at what is being taught, how it is taught and how to expect the student to demonstrate learning.

Foundations questions we will address with teachers:

- How can we impact the classroom and make the curriculum, instruction and assessment responsive to learning differences?
- How will the reauthorization of IDEA 97 ensure that students with disabilities have access to challenging curriculum?
- How can we create more learning environments that demonstrate achievement outcomes for students with disabilities?
- What are Accommodations, Adaptations and Modifications?

The purpose of accommodations and modifications are to:

- Increase the student's ability to be an active participant, an initiator, and to demonstrate his or her knowledge
- Assist in making the information or learning activity relevant to the student's current and future life

Accommodations Checklist

- No change to the content or performance expectations
- No change in the standards specified for the students
- The accommodations address the diverse learning needs across all subject areas
- Consideration has been made regarding:
 - Presentation of the teaching material: Visual, auditory, tactile or kinesthetic
 - Instructional Grouping

Special Populations and At-Risk Students

- Learning styles that foster achievement
- Additional supports the student/s may require: Peer tutoring, paraprofessional support, assistive technology
- What methods will be used for motivation and reinforcement
- Whether pre-teaching the lesson is needed

Accommodations can include changes in the following:

- Presentation and/or response format and procedures
- Time/scheduling
- Equipment
- Instructional strategies
- Environment
- Architecture

EXAMPLES

- Test taken orally
- Peer support for note taking writing
- Lab sheets with highlighted instructions
- Large print textbooks
- Use of computer for
- Tape-recorded lessons

Modifications Checklist

- * Be aware of what knowledge and skills are being assessed to determine whether the instructional focus on what students will need to do in an assessment is being maintained
- * Subject matter needs to be altered
- * The performance expected of the student/s is changed
- * Keeping the subject matter and essential curricular goals and standards the same but considering changing the materials used in the lesson
- * Teacher will design new material and tasks for individual students that mirror the general education curriculum
- * Using a textbook or text in the same subject matter but that is below the grade level of the class

Modifications

- Generally reserved for changes made to the curriculum. (More intensive changes to the difficulty level and/or quantity of material to be learned)
- Subject matter needs to be altered
- The performance expected of the student/• is changed based on diverse learning need/•
- Modifications are changes in the way a student is expected to learn

Modifications can include changes in the following:

- Instructional level
- Content
- Performance Criteria

Special Populations and At-Risk Students

EXAMPLES

- An outline in place of essay for a major project
- Alternative books or materials on the same theme or topic
- Film or video supplements in place of text
- Projects substituted for written reports
- Questions re-worded using simpler language

Adaptations Checklist

- * Subject matter needs to be altered
- * The performance expected of the student is changed
- * Keeping the subject matter and essential curricular goals and standards the same but consider changing the materials used in the lesson.

Delaware Design-Lab High School's specific action steps to ensure compliance with the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act, and the American with Disabilities Act:

IDEA: Individuals with Disabilities Act

We will be in compliance with IDEA norms by following these mandates:

- All of our students with disabilities will participate in the general curriculum.
- Our students' Individualized Education Programs (IEP's) will be aligned to the General Education curriculum.
- Each student will be ensured a free appropriate public education with individualized needs met in the least restrictive environment. This means that students with disabilities must be educated in the setting least removed from the General Education classroom, to the greatest extent possible. They must have access to the same settings as their non-disabled peers. When students with disabilities are educated in a different setting, there must be a compelling reason that this is in the student's best interest.
- Our students with disabilities are included in state and local assessments, with or without accommodations. We expect that the educational outcomes for students with disabilities will be enhanced as accountability for progress and achievement increases.

Section 504 of the Rehabilitation Act of 1973:

The Delaware Design-Lab High School will fully comply with Section 504 of the Rehabilitation Act, which generally refers to adjustments in the regular classroom but can include other educational services. Like IDEA (the Individuals with Disabilities Education Act), Section 504 indicates that public schools are required to provide a free appropriate education to students with disabilities based on their individualized educational needs.

Special Populations and At-Risk Students

We are aware that disability documentation needs to be provided, and that the necessary accommodations must be requested. Qualified individuals for section 504 protection can fall under any of the IDEA classifications.

(www.ed.gov), (www.nclb.gov), Office of Special Education and Rehabilitative services

(www.ed.gov/offices/OSEP/ and the Office of Special Education Programs (www.ed.gov/offices/OSERS/OSEP/).

www.ED.gov Civil Rights and Elementary and Secondary Education

The regulations specifically prohibit a recipient from:

- Denying a qualified individual with disabilities the opportunity to participate in or benefit from any aid, benefit, or service
- Affording a qualified individual with disabilities an opportunity to participate in or benefit from any aid, benefit, or service that is not equal to that afforded others
- Providing a qualified individual with disabilities with an aid, benefit, or service that is not as effective as that provided to others
- Providing different or separate aids, benefits, or services to individuals with disabilities unless such action is necessary to provide qualified individuals with disabilities with aids, benefits, or services that are as effective as those provided to others
- Aiding or perpetuating discrimination against a qualified individual with disabilities by providing significant assistance to an Agency, organization, or person that discriminates on the basis of disabilities in providing any aid, benefit, or service to beneficiaries of the recipient's program
- Denying a qualified individual with disabilities the opportunity to participate as a member of planning or advisory boards
- Otherwise limiting a qualified individual with disabilities in the enjoyment of any right, privilege, advantage, or opportunity enjoyed by others receiving an aid, benefit, or service

ADA: Americans with Disabilities Act

The Americans With Disabilities Act (Public Law 101-336) (42 U.S.C. 12181), prohibits discrimination on the basis of disability by public accommodations and requires places of public accommodation and commercial facilities to be designed, constructed, and altered in compliance with the accessibility standards established by this Act. The Delaware Design-Lab High School will be fully accessible to all students, faculty, staff, parents, and community members and will provide equal opportunities in the following areas:

- Public accommodations – allowing seeing-eye dogs in public facilities, widening a doorway, lowering a paper towel dispenser
- Employment – modifying a work schedule
- Transportation – providing special parking spots if possible
- Telecommunications – providing a sign interpreter at theater performances
- State and local governments – removal of existing barriers

Special Populations and At-Risk Students

ADA's intent is to afford people with disabilities the same opportunities as everyone else to lead full and productive lives. The goal is to break down barriers for people with disabilities that stop them from achieving emotional and social independence. As a civil rights act, its enforcement enables our society to benefit from the skills and talents that people with disabilities have always possessed, but have been thwarted from demonstrating.

Specific research-based instructional programs, practices, and strategies the school will employ to ensure academic success and equitable access to the core academic program for ELL, immigrant, migrant and refugee students.

The Delaware Design Lab High School will provide training to its teachers in using the following Guiding Principals in Addressing the Needs of All Diverse Learners

PRINCIPLE 1: Knowing the Diverse Learner

Diverse learners are defined as students who, because of gender, ethnic background, socioeconomic status, differing ability levels, learning styles or disabilities may have academic needs that require varied instructional strategies to help them learn.

DIVERSE LEARNER CHARACTERISTICS

- Culture, Language
- Economics, Gender
- Background Experience, Motivation to Achieve
- Disability, Advanced Ability
- Personal Interests, Learning Preferences

Teaching effectively to students with diverse learning needs means using content and strategies to ensure equitable opportunities for academic success, personal development and individual fulfillment for all students. Teachers need to be knowledgeable about how the diverse learner perceives the world and processes, organizes, and interprets information.

National Center on Accessing the General Curriculum <http://www.cast.org>

PRINCIPLE 2: Knowing What Works

EFFECTIVE TEACHING

Educational Research has shown that best practices for effective teaching will support

closing the achievement gap for diverse learners (race/ethnicity, socio-economics, language, and disability). Best practices can be categorized into general strands of strategies that include:

Special Populations and At-Risk Students

- Demonstration of High Expectations – Educators must be willing to explore beliefs, attitudes, and assumptions that connect to the level of expectations on student learning.
- Implementation of Culturally Relevant Instruction – Closing the achievement gaps by incorporating culturally relevant instruction
- Cooperative Learning – Grouping practices that provide meaningful learning
- Capitalize on the fund of knowledge in families and the community – Tap the practical, intellectual knowledge and skills embedded in the social networks in students' homes and communities
- Instructional Conversations – Interactive dialogues between teachers and students to determine the base of experience and meet academic needs.
- Cognitively guided instruction – Teaching cognitive strategies that scaffolds instruction
- Technology-enriched instruction – Using multimedia and other technology to facilitate student learning
- Establishment of Caring Relationships – Integral to academic learning
- Parent and Community Involvement – Effective home-school partnerships increase student achievement

EFFECTIVE CLASSROOMS

Research also shows the link between classroom behavior and instruction. If effective instruction is taking place, increased task –appropriate behavior will occur. To teach effectively and meet the needs of all students, the following key elements must be in place:

- Clearly defined teaching objectives
- Proven instructional strategies
- A means to measure student progress

PRINCIPLE 3: Knowing What the Law Says

No Child Left Behind (NCLB) and Individuals with Disabilities Act (IDEA) share the goals to improve academic achievement through high expectations and high quality education programs for all students including students with diverse needs. Students with disabilities must have access to challenging curriculum that better prepare them to enter the workplace and become productive citizens. IDEA 2004 also requires that students with disabilities be included in state and local assessments, with or without accommodations. It is anticipated that the educational outcomes for students with disabilities will be enhanced, as accountability for progress and achievement increases.

PRINCIPLE 4: Knowing How to Ensure Access to the Curriculum for Diverse Learners

- Adapting the Core Curriculum by adjusting the amount of information to be taught according to individual needs, changing the level of difficulty of materials to facilitate learning, and modifying the lesson format for different students.
- The instructional setting may be adjusted by changing seating arrangements, placing the students in large or small groups, adapting the overall structure of the classroom, adjusting the social /emotional climate, changing the daily schedule,

Special Populations and At-Risk Students

or providing supplemental supports.

- Adaptations in teaching strategies might include changing the manner in which instruction is presented, linking new information with prior knowledge, using a multisensory approach, use of hands-on activities, strategies to increase student engagement, graphic organizers, and teaching students strategies that will enable them to become independent learners.
- Assessment modifications require determining how to assess what the student knows.

Continuous monitoring of a student's understanding and progress is necessary in order to make curriculum adjustments and accommodations. Various authentic assessment procedures are included, with an emphasis on the use of performance-based assessment.

Instead of focusing on deficits and disabilities, we must begin with an expectation that each student will succeed in the General Education curriculum and that every teacher has a role in providing instruction that meets the curricular goals.

Teacher Tips:

Most powerful instructional strategies linked to accessing and making progress in the Core Curriculum:

- Identification of similarities and differences • Taking notes and summarizing
- Reinforcing effort and providing recognition • Homework and practice

Special Populations and At-Risk Students

Definitions of Disability Terms for Populations we Expect to Serve

“Speech or Language Impairment” means a communication disorder, such as stuttering, impaired articulation, language impairment, or a voice impairment, that adversely affects a child's educational performance.

“Specific Learning Disability” means a disorder in one (1) or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. Specific Learning Disability does not include learning problems that are primarily the result of visual, hearing, or motor disabilities, or mental retardation.

“Emotional Disturbance” means a condition exhibiting one (1) or more of the following characteristics over a long period of time and to a marked degree that adversely affects a child's educational performance: an inability to learn that cannot be explained by intellectual, sensory, or health factors; an inability to build or maintain satisfactory interpersonal relationships with peers and teachers; inappropriate types of behavior or feelings under normal circumstances; a general pervasive mood of unhappiness or depression; or a tendency to develop physical symptoms or fears associated with personal or school problems. Emotional disturbance includes schizophrenia. The term does not apply to students who are socially maladjusted, unless it is determined that they have an emotional disturbance as defined in this section.

“Section 504” of the Rehabilitation Act of 1973 Eligibility:

Section 504 of the Rehabilitation Act of 1973 was enacted to eliminate discrimination on the basis of disabilities in any program or activity receiving federal financial assistance. Disability documentation needs to be provided, and necessary accommodations must be requested.

Like IDEA, section 504 states that every effort must be made to educate students with their non-disabled peers if the academic and social needs can be met there. Some of our specific recommendations we provided included strategies and delineated accommodations.

“English Language Learners” (ELL) identified by the use of the (1) Home Language Survey (2) the W-APT test, an English proficiency assessment that is given for screening and placement and (3) the Assessing Comprehension and Communication in English State-to-State (ACCESS), according to the Delaware and US Department of Education definitions.

An ELL is a student who:

Special Populations and At-Risk Students

- Was either born in the United States or outside the United States and whose native language is a language other than English and comes from an environment where a language other than English is dominant; or
- Is a Native American, or Alaska Native, or a native resident of the outlying areas and comes from an environment where a language other than English has had a significant impact on the individual's level of English proficiency; or
- Is migratory and whose native language is other than English and comes from an environment where a language other than English is dominant; and
- Has sufficient difficulty speaking, reading, writing, or understanding the English language, which may interfere with the student's opportunity to learn successfully in classrooms where the language of instruction is English, or to participate fully in society.

“SWD/ELL” Students, that is, students with disabilities who are also identified as ELL by use of the assessments as defined by the Delaware and US Department of Education.

“Migrant” Students

The Delaware Design Lab High School will follow guidelines for the Migrant Education Program (MEP) as required under the federal Title I, Part C funded program of the Elementary and Secondary Education Act. The program was authorized in 1966 to address the specific educational needs of migrant students.

“Refugee” Students that is, students who, “owing to a well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group, or political opinion is outside the country of his nationality, and is unable to or, owing to such fear, is unwilling to avail himself of the protection of that country.

Gifted Education

Gifted and talented children (Title 14, Delaware Code, 1975, 1993) are those identified by professionally qualified persons who, by virtue of outstanding abilities, are capable of high performance. These are students who require differentiated educational programs and/or services beyond those normally provided by the regular school program in order to realize their contribution to self and society.

Students capable of high performance include those with demonstrated achievement and/or potential ability in any of the following areas, singly or in combination:

1. General intellectual ability
2. Specific academic aptitude
3. Creative productive thinking
4. Leadership ability
5. Visual and performing arts
6. Psychomotor ability

Curriculum Development Process

Curriculum Development Process

Some courses to be offered to upper level students in the second and third years of operation are under development. For example, National Standards for Media Arts are under development by the National Coalition for Core Arts Standards (NCCAS). Dr. Rayala, the CAO, serves on that task force but has a non-disclosure agreement until that process is completed in late 2013. He will convene a national task force to create curriculum, assessments and courses based on those national standards. That process begins June 28-29, 2013 with a national conference for media and design educators in Philadelphia, PA. Dr. Rayala also serves on the Board of the National Telemedia Council and the Editorial Board of the Journal of Media Literacy. All of these groups will provide input and be part of the task force to inform the finalization of curriculum for advanced courses in media at Design-Lab High.

Design-Lab Schools is organizing national teams of teachers and curriculum experts to develop customized curriculum maps and representative instructional units for all media and design courses taught at Design-Lab High School in collaboration with Delaware-based educators. Members of these standards and curriculum development initiatives include the National Art Education Association (NAEA), the National Coalition for Core Arts Standards (NCCAS), the International Technology and Engineering Educators Association (ITEEA), the Council of Technology Teacher Educators (CTTE), the American Institute of Architects (AIA), the American Institute for Graphic Artists (AIGA), and the Industrial Design Society of America (IDSA), among others.

The curriculum maps define the content to be taught in each subject area and demonstrate how the content links to Delaware's state standards. The instructional units provide a view into how instruction should look in a standards-based classroom. This process follows the backward design model for curriculum development advocated by Delaware's Department of Education and takes into consideration current research in each subject area and standards-based instructional practices to ensure that all content standards are taught.

Alignment of the DE Design-Lab High curriculum to Common Core and Delaware Prioritized Standards, where available, includes a description of course materials and a scope and sequence document for each required subject area in each grade to be aligned. The process of writing the scope and sequence documents and aligning the curriculum will be accomplished during a twelve-month planning period and then, prior to the opening of the school, will be reviewed by teams of teachers at each grade level for each subject area who will review and finalize the first two grade levels of the curriculum for the opening year. Teacher teams will align the curriculum to standards and the design-based mission of Design-Lab High, perform a gap analysis, and develop a plan to fill curricular gaps. This process also serves as a professional development

Curriculum Development Process

opportunity for teachers and increases ownership of curriculum documents.

The curriculum alignment will include:

1. Alignment of instruction with state standards
2. A clearly defined scope and sequence for each subject area
3. Understanding of how instructional decisions contribute to students' overall learning
4. Communication and collaboration among teachers

Four Adaptations for Scope and Sequences

There are four adaptations made in Design-Lab High Schools standards and curriculum planning to be proactive and accommodate forthcoming standards in media arts and design.

1. One adaptation is to acknowledge the forthcoming standards in media and design by using the terms “visual art, media and design” where only the term “visual art” was formerly used.
2. The second is to use the terms “two-dimensional, three-dimensional, spatial and interactive” to accommodate spatial design areas such as architecture, landscape, urban planning, and interactive design areas such as game design and product design, where only the terms “two-dimensional and three-dimensional” were formerly included.
3. The third is to refer to the conventional use of the phrase “the elements of art and the principles of design” as “the elements and principles of visual communication” to avoid confusion with the coming new distinctions among the terms “art”, “design”, “media”, “visual culture”, and “visual communication”.
4. The fourth adaptation is to refer a broader range of functions for visual communication to include the traditional “*self-expression*” used in the fine arts; “*application*” used in design; “*visual communication*” used in everyday maps, sketches, charts, diagrams, etc.; “*visual culture*” to refer to the folk arts, crafts, popular culture and other vernacular visual culture forms; and “distribution” used in mass media forms such as television, films, and the Internet.

Surveys of Enacted Curriculum

Delaware Design-Lab High School teachers will participate in the Wisconsin Center for Educational Research (WCER) Survey of Enacted Curriculum each year to encourage teachers to reflect upon and talk about classroom practice and instructional content.

Using the survey data collection and reporting model, teachers can compare their own practice and instructional content to responses by other teachers around the country and within their school or district.

Curriculum Development Process

Delaware Design-Lab High School will be able to make use of aggregated teacher reports (individual teacher responses are disclosed only to the teacher) to develop a base-line of information about teacher practice in mathematics, science and English language arts, or to inform professional development or school improvement planning efforts.

Teachers will use the SEC data to address the following types of questions:

1. Is our instruction aligned with state standards?
2. How does instruction vary among teachers within a content area? Within a grade level?
3. What instructional practices are used the most? What practices are used the least? How does this compare to what practices we say we value?
4. What instructional practices are being implemented by teachers? To what degree?
5. What purpose does assessment serve for improving learning? Is assessment an instructional tool?
6. What is the schools/district climate and how might teacher beliefs impact student learning?
7. In what types of professional development have teachers participated in the past year and to what degree have they impacted instruction?
8. What is the level of formal preparation of teachers in the subject? How do teachers in the school compare?
9. What is our purpose for assigning homework? Should we revisit our homework policy?
10. How can schools look further into the SEC data to ask and answer questions about where and how classroom instruction can be improved?

Subject: Language Usage

Goal Strand: Students Write: Topics, Ideas, Organization

RIT Score Range: 211 - 220

Skills and Concepts to Enhance 201 - 210	Skills and Concepts to Develop 211 - 220	Skills and Concepts to Introduce 221 - 230
Generating Topics and Developing Ideas	Generating Topics and Developing Ideas	Generating Topics and Developing Ideas
• Selects appropriate vocabulary for a given audience • Explains which voice is most appropriate for writing intended for a specific audience • Selects the appropriate tone for a given purpose* • Chooses expository text as the appropriate form of writing for a particular purpose • Chooses persuasive writing as the most effective form for the given purpose • Evaluates to determine what type of language is most appropriate for a given purpose • Recognizes that the writing process begins with the step of brainstorming • Describes the process of brainstorming • Brainstorms and evaluates topics described by a given set of supporting details* • Identifies an appropriate, relevant source for research information • Collects information from print resources • Evaluates which graphic organizer would be most useful for a given writing task* • Uses note taking as a prewriting strategy • Identifies the main topic in an outline • Interprets outlines • Analyzes writing samples to determine the author's purpose (to entertain) • Analyzes writing samples to determine the author's purpose (to inform) • Establishes setting in a narrative paragraph • Evaluates descriptive passages for the mood conveyed • Chooses the appropriate format for creative writing* • Defines personal narrative* • Analyzes characteristics of fictional writing* • Identifies the appropriate language used in expository writing* • Describes the purpose of research papers*	• Identifies the form of writing that is most appropriate for a given purpose* • Selects writing form appropriate to topic and purpose • Chooses persuasive writing as the most effective form for the given purpose • Evaluates to determine what type of language is most appropriate for a given purpose • Identifies suitable research questions • Gathers research information from analyzing original documents* • Describes the writing tasks organized by a particular graphic organizer • Identifies the appropriate style for a summary* • Explains how and why outlines are used • Analyzes writing samples to determine the author's purpose (to persuade) • Evaluates descriptive passages for the mood conveyed • Gives examples of narrative writing* • Classifies passages as fantasy* • Chooses the most effective format for expository writing* • Describes the characteristics of expository text • Describes the purpose of expository writing* • Classifies writing samples as examples of expository text* • Describes the purposes of formal essays* • Defines a "how to" essay* • Defines summary* • Identifies content appropriate for a variety of persuasive forms (e.g., advertisement, editorials, essay) • Selects relevant topics for persuasive writing • Classifies examples of persuasive writing • Uses rhetorical questions in persuasive writing* • Defines poem* • Determines the rhyme scheme for a given poem*	• Evaluates the level of detail and information appropriate for a given audience* • Uses clustering as a prewriting strategy* • Examines the use of alliteration in poetry • Examines the use of alliteration • Examines the use of onomatopoeia in poems* • Defines hyperbole* • Defines idiom* • Evaluates the use of viewpoints as a technique to convey personal style and voice • Defines anecdote* • Classifies text as narrative writing* • Describes the purpose of expository writing* • Describes the format of reports* • Describes the purpose of thesis statements in reports • Uses the appropriate format for a persuasive electronic presentation* • Uses writing to respond to literature • Uses counterarguments in persuasive essays • Evaluates effectiveness of persuasive essays • Identifies when poetry is an appropriate format* • Describes characteristics of epic poems* • Identifies addresses using appropriate punctuation and abbreviations • Evaluates the characteristics of technical documents* • Recognizes the format of memos* • Identifies content appropriate for memos* • Selects a pamphlet as an appropriate format* • Identifies content appropriate for an employee policy manual* • Distinguishes between relevant and irrelevant information to include in resumés* • Describes characteristics of research papers* • Describes the contents of a bibliography in a research paper*

• Classifies writing as persuasive* • Evaluates titles for persuasive writing* • Describes characteristics of interpretive responses* • Describes the characteristics of poems • Chooses the most effective format for personal writing* • Describes the purposes of different personal writing formats (e.g., diaries, journals, learning logs) • Classifies examples of personal writing • Recognizes the format and purpose of the parts of a friendly letter, including the date, address, greeting, body, and closing • Recognizes the purpose of friendly letters* • Includes appropriate content in friendly letters • Addresses envelopes of personal letters • Identifies the appropriate point of view for personal accounts • Selects an appropriate salutation for a business letter • Identifies research writing* • Selects comparison-contrast reasoning as the most effective method to organize writing for a given purpose* • Identifies cause/effect organizational patterns* • Identifies how details are arranged when using sequential organization • Chooses process/sequence essays as the most effective form to achieve the given purpose • Recognizes ways to represent data* • Describes the elements that are typically included in informational writing*	• Describes different forms of poems • Identifies addresses using appropriate punctuation and abbreviations • Identifies content appropriate for memos* • Describes the purpose of different forms of workplace writing (e.g., resumé, policy manual, memo)* • Classifies examples of workplace writing (e.g., resumé, legal document, policies) • Identifies appropriate content for a research paper* • Selects comparison-contrast reasoning as the most effective method to organize writing for a given purpose* • Identifies cause/effect organizational patterns* • Chooses the best transition word for cause/effect paragraphs* • Explains how to best organize directions • Defines plagiarism* • Describes the contents of a bibliography* • Describes the appropriate format for citing sources	• Identifies the pattern of organization used in a writing sample (sequence)* • Recognizes MLA format for citing sources* • Defines citing sources*
Organizing Their Writing	Organizing Their Writing	Organizing Their Writing
• Identifies the main idea for a given passage (not thesis statement)* • Identifies the topic sentence in a passage of content area writing* • Identifies the topic sentence of a paragraph • Identifies supporting details* • Determines which details do not support the topic after determining the topic of a paragraph • Determines which details will not support a given topic • Evaluates the best way to develop a given topic with supporting details • Orders sentences logically to form clear paragraphs • Orders sentences sequentially to form clear paragraphs	• Selects the best topic sentence for a given paragraph • Identifies how to make a topic sentence* • Identifies the topic sentence for a given paragraph when the topic sentence is not the first sentence of the paragraph • Identifies the topic sentence of a paragraph • Determines which details do not support the topic after determining the topic of a paragraph • Evaluates the best way to develop a topic with supporting details after determining the topic of the paragraph • Recognizes transitional words and phrases • Organizes text into paragraphs with a clear beginning,	• Identifies the topic sentence for a given paragraph when the topic sentence is not the first sentence of the paragraph • Recognizes transitional words and phrases • Uses clear transitional words and phrases in writing

- Identifies how to develop a paragraph with a main idea and supporting details - Identifies the method of organization used in a multi-paragraph composition (deductive, term not used) - Describes the characteristics of paragraphs*	middle, and ending using transitions and logical sequencing* - Identifies the pattern of organization used in a writing sample (deductive) - Identifies the pattern of organization used in a writing sample (inductive)	
<i>New Vocabulary:</i> autobiography, book review, cluster, direct quotation, figurative language, formal language, freewrite, introductory sentence, language, mystery, process essay, thesis statement	<i>New Vocabulary:</i> alphabetical order, analysis, analyze, application, contrast, documentation, expository paragraph, expository writing, format, how-to essay, journalistic, limerick, organization, persuasive argument, rhetorical question, to explain, transition, verse	<i>New Vocabulary:</i> allegory, epic poem, literary response, plagiarize, tragedy
<i>New Signs and Symbols:</i> none	<i>New Signs and Symbols:</i> . period	<i>New Signs and Symbols:</i> none

NWEA and CompassLearning®

An Alliance to Promote Learning through Assessment and Curriculum

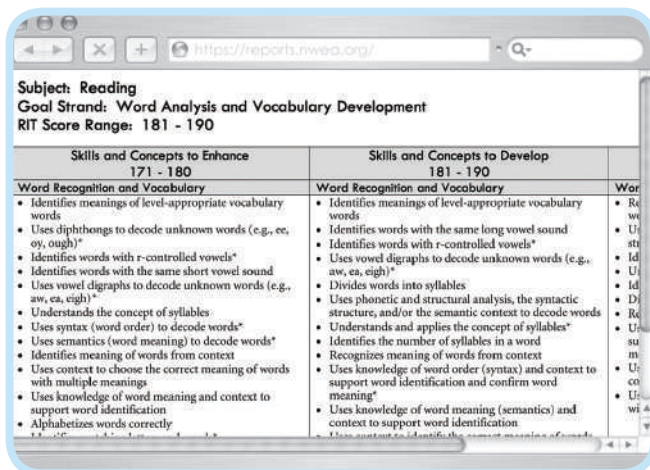
HELPING STUDENTS MEET CHALLENGING ACADEMIC STANDARDS and reach their full potential is the goal of all educators. Now, by combining the strength of effective growth assessments and quality curriculum tools, that goal is even more achievable.

The alignment between NWEA's DesCartes: a Continuum of Learning and CompassLearning Odyssey's online curriculum enables educators to create an automatic link between test data from NWEA's MAP assessment and CompassLearning Odyssey®.

Growth-Based Assessment

NWEA's Measure of Academic Progress (MAP) is a computerized adaptive, state-aligned assessment program that allows teachers to quickly place students on the appropriate learning path. MAP results provide educators accurate information to:

- Identify the skills and concepts individual students have learned.
- Diagnose the instructional needs of each student.
- Guide data-informed decisions at the classroom, school, and district levels.
- Place students into appropriate instructional programs.
- Monitor academic growth over time.



Subject: Reading Goal Strand: Word Analysis and Vocabulary Development RIT Score Range: 181 - 190		
Skills and Concepts to Enhance 171 - 180	Skills and Concepts to Develop 181 - 190	Word Recognition and Vocabulary
Word Recognition and Vocabulary - Identifies meanings of level-appropriate vocabulary words - Uses diphthongs to decode unknown words (e.g., ee, oy, ough)* - Identifies words with r-controlled vowels* - Identifies words with the same short vowel sound - Uses vowel digraphs to decode unknown words (e.g., aw, ea, eigh)* - Understands the concept of syllables - Uses syntax (word order) to decode words* - Uses semantics (word meaning) to decode words* - Identifies meaning of words from context - Uses context to choose the correct meaning of words with multiple meanings - Uses knowledge of word meaning and context to support word identification - Alphabetizes words correctly	Word Recognition and Vocabulary - Identifies meanings of level-appropriate vocabulary words - Identifies words with the same long vowel sound - Identifies words with r-controlled vowels* - Uses vowel digraphs to decode unknown words (e.g., aw, ea, eigh)* - Divides words into syllables - Uses phonetic and structural analysis, the syntactic structure, and/or the semantic context to decode words - Understands and applies the concept of syllables* - Identifies the number of syllables in a word - Recognizes meaning of words from context - Uses knowledge of word order (syntax) and context to support word identification and confirm word meaning* - Uses knowledge of word meaning (semantics) and context to support word identification	Word Recognition and Vocabulary - Identifies meanings of level-appropriate vocabulary words - Identifies words with the same long vowel sound - Identifies words with r-controlled vowels* - Uses vowel digraphs to decode unknown words (e.g., aw, ea, eigh)* - Divides words into syllables - Uses phonetic and structural analysis, the syntactic structure, and/or the semantic context to decode words - Understands and applies the concept of syllables* - Identifies the number of syllables in a word - Recognizes meaning of words from context - Uses knowledge of word order (syntax) and context to support word identification and confirm word meaning* - Uses knowledge of word meaning (semantics) and context to support word identification

NWEA'S DESCARTES CONTINUUM associates MAP scores with learning statements.

Standards-Based Curriculum

CompassLearning provides quality online curriculum correlated to state standards and objectives and aligned with MAP to provide an easy prescription for student academic success.

- A variety of learning and instructional strategies differentiate instruction and support multiple instructional models, multiple intelligences, and levels of student achievement.
- The curriculum is spiraled, so students are able to build on their knowledge as they move toward proficiency.
- Browser-based curriculum supports NWEA assessment results.
- All content meets the standards of the national content organizations.
- Direct instruction on skills, concepts, and extension activities provides remediation and fosters new learning.



Each NWEA DesCartes learning statement has associated COMPASSLEARNING ODYSSEY LESSONS.

Assignment View

Assignment Name: NWEA length, weight, capacity: RIT rang
Created: 12/18/2005 11:34:57 PM **Level:** 4 **Subject:** Math

Task Type	Task Title	Level	Subject
Concepts/Skills			
-34168	The Metric Motor Company	3	Math
-34194	Mad Scientist	3	Math
-34196	Anna Ant	3	Math
-40928	Play Time	4	Math
-40939	Measuring Mystery	4	Math
Extension			
-34120	Length Handbook	3	Math
-34126	Capacity Handbook	3	Math
-34129	Weight Handbook	3	Math

Arkansas State Standards

Key	Description
M.13.2.10	Strand: Measurement Standard 13: Systems of Measurement Students shall identify and use units, systems and processes of measurement. Applications Expectation: Select appropriate customary measurement tools (rulers, balance scale, cup and thermometer) for situations involving length, capacity, and mass.

ODYSSEY MANAGER creates individualized learning paths based on NWEA'S MAP SCORES.



ODYSSEY CURRICULUM provides each student direct instruction on concepts and skills.

The Advantage for Educators

The NWEA-CompassLearning alliance allows educators to move seamlessly between NWEA's precise assessments and CompassLearning Odyssey's rich curriculum, creating a powerful learning experience for all students.

The Advantage for Students and Parents

Parents and students have easy-to-understand information about each student's academic progress, including how they are performing relative to state and national standards. Because student test results are maintained from year to year, student growth can be monitored longitudinally.

A Powerful Alliance

The NWEA-CompassLearning alliance builds on the strengths of both organizations to provide educators with:

- Computerized adaptive assessments that precisely measure each student's growth and performance.
- A nationally recognized continuum of learning skills aligned to state standards.
- The highest quality instructional content correlated to state standards to support student learning.

For more information about the combined NWEA and CompassLearning solution, call us at 503-624-1951.



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The next generation of Measures of Academic Progress® is here.

For over a decade, educators have relied upon MAP® for superior student growth data. Now, NWEA™ is delivering the quality of our unique approach to adaptive assessment through the flexibility of the web.

Web-based MAP is an integrated, online system that streamlines testing to maximize instructional time and reduce the need for additional hardware costs.

Reliable, actionable data

Backed by over 30 years of research focused on student growth, MAP measures achievement at all levels and delivers superior data unconstrained by grade level.

The data scale to provide teachers and administrators the visibility they need to understand what works best for kids over time – in the classroom or across institutions.

Control over quality

With Web-based MAP, you control the testing experience – set your own test windows and import your enrollment data on your schedule and resource availability.

Enroll with confidence. Data quality checks help you ensure consistency and catch potential reporting issues before they occur.

Specify custom names for your schools, grades, programs and ethnic groups to present your data in terms that have meaning for your staff.

Efficient, centralized proctoring

Managing the lab on testing day is hassle-free with enhanced controls that allow proctors to monitor progress in real-time from a single computer.

Create test sessions ahead of time to avoid scheduling conflicts in the lab or add walk-in students on the fly.

Experience the power of partnership.
Learn more at www.nwea.org or call 866-654-3246

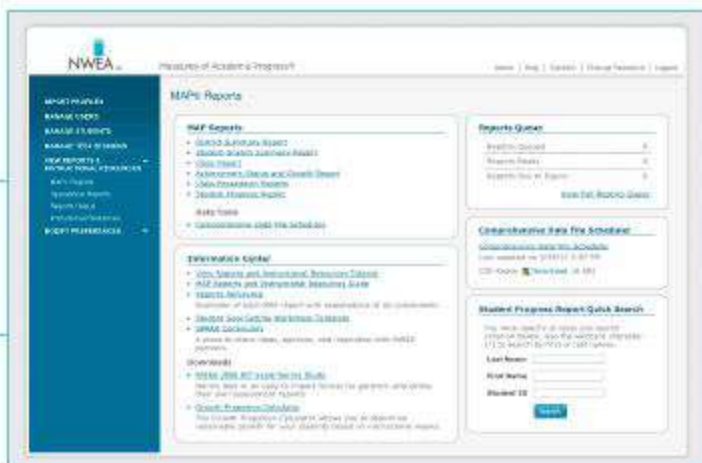
The data you need in one place

Web-based MAP is a single stop for assessments, growth data, reports and instructional resources.

Versatile student reporting options give you individualized or aggregate reports to aid in projecting proficiency, creating flexible groupings and evaluating programs.

Monitor progress and participation with enhanced operational reports.

Quick access to our latest NWEA Normative Study and Growth Projection Calculator to empower informed comparisons.



Help on demand

Embedded help and tutorials guide new users through the features that matter the most to their role.

Test warm-ups familiarize students with the MAP and MAP for Primary Grades before testing day.

Help links display topics relevant to the task at hand and can be printed or bookmarked for easy reference later.



Get superior data and help every child reach their potential.

Discover how Web-based MAP can deliver the tools you need to measure growth, differentiate instruction, evaluate programs and create new possibilities.

Call 1-866-654-3246 to talk to a Partner Relations Representative today.

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NWEA
Northwest Evaluation Association
Partnering to help all kids learn

Design Learning

Design-Lab High School uses a proprietary approach to learning referred to as DBL[®] that combines features of other instructional methods including *Problem-Based Learning* and *Project-Based Learning* (both referred to in the literature as PBL) and a third method known as *Design Learning*.

DBL[®] Teaching Method

DBL[®] has five major learning goals:

1. Clear and compelling **communication** effectively using a wider range of tools including symbols (words and numbers), sounds, movement, images, objects, spaces and experiences to improve communication and understanding around the world.
2. Practical **application** to solve real-world problems (applied science, applied math, engineering, design, etc.) to improve the quality of life for everyone on the planet.
3. Innovative mass media and one-to-many **distribution** of ideas, goods and services that responsibly inform, entertain and enlighten the world and create new levels of compassion, understanding, access to knowledge, and happiness for everyone by widely quickly and inexpensively disseminating information and ideas to everyone on the planet.
4. **Enculturation** by developing awareness and understanding of our own and world cultures by studying vernacular architecture, clothing, tools, crafts, folk arts, festivals, celebrations, customs, holidays, music, popular culture, and the material culture of everyday lives of people around the world.
5. Personal **self-expression** through the fine arts, pure science and mathematics, etc. that explores truth and beauty, the uniqueness and humanity of individual achievement and the challenges of the status quo, norms and traditional beliefs that provide the basis for life, liberty and the pursuit of happiness.

Project-Based Learning

PBL focuses on questions that cause students to encounter the central concepts and principles of a subject through hands-on investigation. Students form their own investigation of a guiding question to develop research skills as they engage in design, problem-solving, decision-making, and investigative challenges. Project-Based Learning begins with students identifying complex tasks derived from challenging questions that involve the students' problem-solving, decision-making, investigative, and reflective skills. The teacher must build students' confidence to take on the problem, and encourage the students, while also stretching their understanding. PBL represents a paradigm-shift from traditional teaching and learning philosophy, which is more often lecture-based. Teachers function as facilitators.

Problem-Based Learning

Problem-based learning (also referred to as PBL) is a student-centered, active learning pedagogy in which students learn about subjects through the experience of problem-solving. Students learn both thinking strategies and domain knowledge. The constructs for teaching PBL are very different from traditional classroom/lecture teaching. The goals of PBL are to help the students develop flexible knowledge, effective problem-solving skills, self-directed learning, effective collaboration skills and intrinsic motivation. Working in groups, students identify what they already know, what they need to know, and how and where to access new information that may lead to resolution of the problem. The role of the instructor (known as the tutor in PBL) is to facilitate learning by supporting, guiding, and monitoring the learning process.

Design Learning

Design Learning is a problem-solving method of instruction designed to help people solve complex problems for which there is not a known solution. These are referred to as *wicked problems*. Design Learning differs from other problem-solving approaches, such as those used in mathematics and science education, because the solutions are not known ahead of time. In Design Learning, students create original answers to complex questions rather than discovering correct answers to problems that have already been solved by others. This is the way pure science, basic research, the arts and design are approached in real life but this not often part of school curricula. In Design Learning, students identify problems and clarify them to be sure they are solving the right problem (one that will lead to meaningful positive change). They then research the problem to find out if someone else has already satisfactorily solved it or if there is a solution to a similar problem that can be adapted. (In Design Learning the goal is to solve problems quickly, effectively and inexpensively, so building on the work of others is not *cheating*.) If no solution is readily at hand, they work in teams to brainstorm many potential solutions and use visual communication so that others can see the process and contribute to the solution in a collaborative atmosphere. After visualizing many possible solutions, student's prototype the most promising ideas with quick, easy and inexpensive materials to test their ideas and continue progress toward a viable solution. Once an optimal solution has been arrived at some engineering and further design is necessary to allow for effective production and distribution. In Design Learning, the final result is evaluated on whether it actually works in the real world by effectively satisfying a need in a timely, viable, cost-effective manner while minimizing unintended consequences.

Solutions to problems can take the form of written documents, mathematical charts and diagrams, images, objects, spaces, interactions and/or media presentations. To demonstrate learning, students will write papers, produce publications, make presentations, create exhibits, construct models, make films, create products, design spaces, compile portfolios and create projects that help them learn, understand, imagine, design, and communicate

ideas and information and create innovative solutions to real-world problems.

The environment of the school will look more like an interactive museum or discovery center in which the walls and halls will be part of the instructional program with interactive exhibits created by students to demonstrate learning.

Design Learning has four distinct steps requiring different spaces:

1. **Inception** – meeting space with chairs, tables and computers for group discussion and individual research.
2. **Ideation** – collaborative space equipped with stools, whiteboards, foam core and other surfaces for capturing ideas using markers, roll paper, and sticky notes.
3. **Prototyping and fabrication** – flexible workspace with movable tables, material storage and tools for creating prototypes, constructing models, and producing projects.
4. **Presentation** – space with bulletin boards to pin and tape work up for viewing, easels to hold presentation boards, and a projector with a screen to present completed projects for critiques.

Studio spaces are larger than standard classrooms to accommodate seating at tables or workstations and allowing room for hands-on activities. Space requirements range from 55 square feet per student for design studios to 60 square feet per student for science labs to safely and comfortably work on projects and to meet state and national fire and safety administrative codes. The smallest dimension should be no less than 32 feet so on average a studio or lab room for 25 students would be around 1500 square feet In a configuration approximating 35 x 45 feet.

Other Effective Models

Charter High School for Architecture + Design (CHAD) in Philadelphia, PA

DDLHS's CEO, Dr. Alvarez, served as school leader during CHAD's start-up years. Established in 1999, as one of the first charter high schools in the US to use design-based curriculum and methods, CHAD serves a grade 9-12 student population similar to those DESIGN-LAB HIGH plans to enroll (94% minority, 77% FRPL, 10% students with disabilities). CHAD has been a successful design-based high school, producing a 91.5% 4-year cohort graduation rate and 100% yearly graduation rate. CHAD was so successful improving academic achievement with urban students that Daniel Pink highlighted CHAD's design-learning model in his book, *A Whole New Mind: Moving from the Information Age to the Conceptual Age* (Pink, 2005).

http://www.chadphila.org/fast_facts.html

http://www.chadphila.org/student_story.html

<http://datacenter.kidscount.org/data/bystate/stateprofile.aspx?state=PA&loc=6041>

The Henry Ford Academy (HFA), Dearborn, MI

HFA is a grade 9-12 public charter high school that serves a student population similar to Design-Lab High's future student body. Since 1997, HFA has used Design Challenges for students to learn how to apply knowledge and skills and to design solutions to real-world problems for specific users. Henry Ford Academy students build creative confidence through the design-thinking process. 100% of HFA graduates are accepted into colleges and universities.

Design and Architecture Senior High School (DASH), Miami, FL

DASH is a Miami-Dade County public magnet school that was established in 1990 and serves a student population that is 71% minority and 35% disadvantaged. In 2012, U.S. News and World Report named it the top high school in Florida, the number two magnet school in the country, and number 16 in the list of top high schools of any kind in the country. One hundred percent of DASH students go on to college.

Stanford University's K-12 Lab at the Design School, Palo Alto, CA

Stanford University's Design School (d.school) has a K-12 Lab program that does ongoing research, creates curriculum, develops resources, and provides professional development on design education for teachers in K-12 schools. David Kelly, founder of IDEO, arguably the top design firm in the world, founded the program. Stanford University's Research in Education and Design Lab (REDlab) conducts research on design thinking in K-12, undergraduate and graduate educational settings. REDlab was founded in 2009 to study the impact of design thinking in education. It grew from the *Taking Design Thinking to Schools Project*, which was funded by Stanford's K-12 Initiative.

<https://dschool.stanford.edu/groups/k12/> Dr. Rayala, the CAO, has had a professional and personal relationship with David Kelly for many years, therefore,

this resource is available to help develop Design-Lab High. REDlab will conduct a longitudinal 5-year case study of Delaware Design-Lab High School on the impact of the PBLx model on student achievement.

COURSE DESCRIPTIONS

The Delaware Design-Lab High School required and elective courses detailed in this document describe the learning environment, class structure, design curriculum, and technology requirements.

Course Descriptions

These courses are designed for students who plan to attend college upon graduation or go into training programs for careers. State standards for each content area will be embedded into the curriculum.

ENGLISH

English I 1 credit Required

English I provides a study of the need for clear and effective written and oral communications skills. The curriculum covers four essential sections: reading, writing, research, and oral presentations. The reading units will include poetry, novels, short stories, and drama including an exposure to Shakespeare. This course will offer a more in-depth study of reading and writing including creative writing and journal entries. A variety of genres in writing will be explored, including but not limited to text based writing and stand-alone writing prompts.

English II 1 credit Required

English II focuses on European literature with a highlight on the British experience. Works to be read include Chaucer, Shakespeare, and Orwell. Extensive writing will include journals, opinion pieces and letters of inquiry. Research and comparative analysis will be done in written pieces. An introduction to the principles and practices of contemporary advertising and public relations will be studied in connection with persuasive writing techniques. Continued development of writing skills in a variety of genres will include exploration of voice and recording devices.

Not offered opening year

English III 1 credit Required

English III will focus on further ways to efficiently communicate in an oral and written manner through journalism and the media. Practical applications for writing will include resumes, cover letters, and editorials. All juniors are required to complete a research paper using during the third quarter. Writing will not be limited to the research paper, but will also include critical analysis, essays, and creative writing. This course will also prepare students to become better speakers and listeners for business and the world of work. Informal and formal speeches concerning a wide range of topics will be required. As listeners, students will be required to listen critically and analyze constructively.

English IV 1 credit Required

English IV will focus on American Literature including poetry, short stories, novels and screenplays. Contemporary themes will be introduced through a variety of genres of literature. College admission essays will also be practiced, as will cover letters, writing clarity, and word choice. Students will be required to write and present a business proposal, a design brief and a design proposal or media pitch. Students in this class will be responsible for refining their current skills in writing by publishing in print or online, writing scripts for TV and film, writing song lyrics, etc.

Media Literacy

1 credit

Elective

Media Literacy is the study of the media and its impact on individuals and society. This is a 90-minute studio block elective in which students will analyze and make media productions. Topics will include photography, advertising, print media, digital media, radio, television, movies, video games, personal and social networking media. Research and comparative analysis will be done in written pieces. An introduction to the principles and practices of contemporary advertising and public relations will be studied in connection with persuasive writing techniques. Development of viewing, producing and writing skills in a variety of genres will include exploration of aural and visual recording devices. Evaluations will be based on class participation, written assignments and media productions.

MATHEMATICS

Students have two options for mathematics courses. They can choose the Integrated Math approach or the traditional discrete courses in geometry, algebra I and II, pre-calculus and calculus. The integrated math program is based on the National Council of Teachers of Mathematics recommended practices. Students would complete the equivalence of the traditional Algebra I and II and Geometry I. However, they would revisit each area each year to see the continuity and relationships of one area of math to another. Students would be required to use problem-solving exercises that would strengthen their knowledge of basic math facts and would also develop skills that require multiple steps and math areas to various relevant challenges. Students would also be exposed to areas of statistics and calculus in the course of this program. After third year, students will be required to successfully complete the ETS Algebra I normed assessment or a comparable portfolio exhibiting mastery of skills.

Integrated Math I

1.0 Credit

Required

This is the first course in a three-semester mathematics program. Investigations of real-life contexts lead to discovery of important mathematics that make sense to students and enable them to solve new problems and situations. Four strands including algebra and functions, geometry and trigonometry, statistics and probability, and discrete mathematics are used to emphasize mathematical modeling. Graphing calculators are used daily to focus on mathematical thinking through numerical, graphical, and symbolic representations. Students will be

required to write, add to, and revise some of the work in their written portfolios. This portfolio will be part of their final assessment in the course.

Integrated Math II

1.0 Credit

Required

This course is a continuation of Integrated Algebra and Geometry 1. The content focuses on the real world applications of mathematics through the use of experiments and other problem-solving activities. Students will be expected to solve problems and to communicate their solutions in both oral and written formats. Students will use multiple forms of representation and will become proficient in the use of a graphing calculator. This course provides a non-traditional integrated approach to secondary mathematics. Topics include algebra; geometry; probability; and statistics. Students will be required to write, add to, and revise some of the work in their written portfolios. This portfolio will be part of their final assessment in the course.

Not offered opening year

Integrated Math III

1.0 Credit

Required

This course is the final course of the integrated series offered. It involves the application and practice of mathematical skills in hands-on experiments and work-to-work problems. Concepts will be expanded to include factoring, quadratics, and systems of equations, coordinate geometry, spatial visualizations, logic, transformations, and trigonometry. Students will be required to write, add to, and revise some of the work in their written portfolios. This portfolio will be part of their final assessment in the course.

Probability and Statistics

1.0 Credit

Elective

This course will cover material in exploring data, probability, simulation, and surveys. Real data of interest to the students is used and simulations of real events are demonstrated to show how to use statistical ideas to gain useful information from numbers and research tools. Students will learn to read and draw statistical charts, and derive functions to make predictions from data. Sampling will be used to gather information in areas such as psychology, politics, and advertising. Data will be analyzed for measures of central tendency and variability. Hypothesis testing, experimental design and probability distributions will also be studied. Students will be required to write, add to, and revise some of the work in their written portfolios. This portfolio will be part of their final assessment in the course.

Pre-Calculus

1.0 Credit

Elective

The course covers limits, methods of differentiation with emphasis on its application to maximum-minimum problems and velocity, methods of integration with emphasis on area, volume and surface area of function revolutions. Students will be required to write, add to, and revise some of the work in their written portfolios. This portfolio will be part of their final assessment in the course.

Calculus

1.0 Credit

Elective

AP Calculus is a math program designed to prepare accelerated students for future study in mathematics, science, or engineering. It also prepares the student to take the AP exam in the spring. The course meets year-round. Students will be required to write, add to, and revise some of the work in their written portfolios. This portfolio will be part of their final assessment in the course.

SCIENCE

Students have an option of taking Integrated Science or traditional discrete courses in biology, chemistry and physics. The first three years of the Integrated Science studies are the equivalent of Earth Science, Biology, and Chemistry I. Students will revisit each area each year to see the interdependency of one study on another: After third year, students will be required (based on their area of expertise) to successfully complete the ETS Biology, Chemistry, Physics, or Physical Science normed assessments or a comparable portfolio exhibiting mastery of skills). All three years of science will include studies in scientific disciplines such as geology, oceanography, meteorology, and astronomy. They will study living things, the origin of life, the makeup of living matter, the structure and processes of cells, the reproduction, development, heredity, evolution, physiology, and behavior of organisms and the interaction of organisms in populations, societies, and communities. There is an emphasis on following directions: analysis and interpretation of data; accurate and logical observations; and independent and creative thought utilizing the scientific method.

Integrated Science I

1.0 Credit

Required

Students will study the basic elements and molecular structures as found in inorganic and organic materials: Strong study will be made of the Periodic Table and the classification of elements. Classification of organisms and the environmental systems will be researched. Students will be required to write, add to, and revise some of the work in their written portfolios. This portfolio will be part of their final assessment in the course. This course introduces curricular units designed by the Delaware Science Coalition. Students will be involved in a hands-on and inquiry based classroom through units on Force, Motion and Mechanical Energy, Foundations of Chemistry, and Earth Systems.

Integrated Science II

1.0 Credit

Required

The course of study will explore more complex chemical compounds, living organisms' structure, and the interdependence of all living things within various environments. Students will be required to write; add to; and revise some of the work in their written portfolios. This portfolio will be part of their final assessment in the course. This course includes three curricular units designed by the Delaware Science Coalition. Students will be involved in a hands-on and inquiry based classroom through units on Ecology, Plate Tectonics, Physics and Astronomy.

Not offered opening year

Integrated Science III

1.0 Credit

Required

The course of study will explore more complex chemical products and patents, the evolution of living-organisms, and the central issues of geopolitical facts and the natural environments. Students will be required to write, add to, and revise some of the work in their written portfolios. This portfolio will be part of their final assessment in the course. This course includes three curricular units designed by the Delaware Science Coalition. Students will be involved in a hands-on and inquiry-based classroom throughout units on Nature of Science and Evolution. Chemical Biology, Genetic Transmission and Biotechnology.

Biology

1.0 Credit

Elective

The Biology course is designed for students after their successful completion of a first course in high school biology and one in high school chemistry as well. The course provides students with a conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of biology. The percentage of coverage in three specific areas is as follows; 25% molecules and cells, 25% heredity and evolution, and 50% organisms and populations. Laboratory exercises are required..

Chemistry

1.0 Credit

Elective

The course will focus on chemistry as a whole as it covers most aspects of inorganic, organic, nuclear, and biochemical studies while reviewing the chemical basics of scientific methods, gas laws, the atom, the periodic table, chemical bonding, reactions, analysis, and electrochemistry. The course will emphasize laboratory studies with individual and team research.

Not offered opening year

Physics

1.0 Credit

Elective

Physics is a science program designed to prepare students for future study in science, or engineering. This course will involve the basic laws and theories of physics, as well as applications of calculus. There is an emphasis on following directions: analysis and interpretation of data; accurate and logical observations; and independent and creative thought utilizing the scientific method.

SOCIAL STUDIES

Civics

1.0 credit

Required

Civics examines the American system of government and compares it to other systems such as Britain's parliamentary system. Civics is a studio course (90 minute periods) for 9th grade in which students will study their roles as individuals in relationship to government and do a collaborative design project called "Box City" to deepen their understanding of the purposes, principles, and generalizations of government.

In addition, economics where personal, trade, tradeoffs, cost and benefits along with various interactions in a market economy will be analyzed. The different types of economic systems and the impact of international trade on the American

way of life will be examined. The student will receive instruction in how the three-tiered system of checks and balances along with insight into the electoral process influence both local and federal governments. The influence of economics will also be examined as to why some countries have the type of government that they do or did and how this impacts their standard of living.

The study of civics prepares students to translate their beliefs into actions and their ideas into policies so Design-Lab High 9th graders will study their community and create a scaled cardboard version of Wilmington showing the major housing, commercial, civic, educational, transportation, public and work areas. In the process they will learn about their city from city officials, architects, urban planners, business leaders, homeowners and other community stakeholders.

Box City is an internationally acclaimed curriculum developed by the Center for Understanding Our Built Environment (CUBE) that has been successfully taught at all levels and in many areas of the world. CUBE programs have been recognized for excellence by The American Institute of Architects; The National Trust for Historic Preservation; The National Endowment for the Arts; The State of Kansas Governor's Arts Award; The Kansas Arts Commission; The Missouri Arts Council; The Urban Network; The National Continuing Education Association and others. www.CUBEKC.org

U.S. History

1.0 credit

Required

U.S. History looks into the unique and exciting history of the nation from 1865 to the present. How the economic system developed and the impact of economics in the newly developing United States will continue to be examined. The rebuilding of the South, westward expansion, the growth of cities, shifting political patterns, space exploration and the Civil Rights movement are some of the topics covered. The growth of FDR's New Deal will be compared to contemporary issues.

Not offered opening year

World History

1.0 credit

Required

World History looks at Europe, the East, Middle East, Africa, South America and other areas of the world in a historical sense that includes trade patterns, geographical influences, environmental and natural resources and types of government. Special focus will be given to certain countries that are emerging world leaders. How economic patterns develop and the impact on today's society will be analyzed.

WORLD LANGUAGE

Spanish I

1.0 credit

Required

Spanish I will be conducted in Spanish and English. The course is designed to address the National Standards for World Languages, as well as focus on the

four main linguistic communication domains - reading, writing, speaking, and listening. The standards addressed cover the topics *communication, culture, connections, comparisons, and communities*. Researching and creating a variety of cultural images, objects, places and events from Spanish speaking cultures will also be part of the learning experience. Student will read Spanish comics and graphic novels. They will create bilingual signs and print materials for use throughout the school. Students will take a placement test after successful completion of this course to advance to Spanish II.

Spanish II

1.0 credit

Required

Spanish II will be conducted in Spanish with assistance in English. The course addresses the National Standards for World Languages, as well as focusing on the four main linguistic communication domains - reading, writing, speaking, and listening. The standards addressed cover the topics *communication, culture, connections, comparisons, and communities*. Researching and creating a variety of cultural images, objects, places and events from Spanish speaking cultures will also be part of the learning experience. Students will study the architecture, fashion, music, dance, and popular media of traditional and contemporary Spanish cultures. They will study historic and traditional architecture by people such as Antonio Gaudi as well as contemporary architecture by architects such as Santiago Calatrava. Students will transform the classroom into a scene with sights and sounds reflecting the architecture and product design of Spanish cultures. Students will take a placement test after successful completion of this course to advance to Spanish III if they desire.

Not offered opening year

Spanish III

1.0 credit

Elective

Spanish III will be conducted primarily in Spanish. Students will read selections of writing by Hispanic writers such as Sandra Cisneros, Gabriel Garcia Marques and Reyna Grande. Students will meet and converse in Spanish with novelist Reyna Grande at a writer's workshop. Students will work with Sound Design students to develop their hearing and speaking by comparing and contrasting accents and dialects from Spain, the various states in Mexico and countries in South America. Students will produce a short film, television show, or graphic novel in Spanish. They will study selected scenes from films by Hispanic filmmakers such as Guillermo del Toro and Alejandro González Iñárritu.

Drivers Education

.5 credit

Required

Drivers Education will provide students the fundamentals of driving safety, etiquette and responsibility. The economics associated with operating a vehicle will also be examined. Successful completion of the written course work is a prerequisite for on road driving tests. Successful completion of both written and road course work is required to be eligible for a state driving license.

Health

.5 credit

Required

Health will equip students with facts regarding anatomy, sexuality and hygiene.

Mental and emotional health will also be covered as will the decision-making process regarding drug and alcohol use. In addition, family abuse will also be covered.

Physical Education

1.0 credit

Required

Physical Education will equip students with numerous opportunities to build muscle and develop coordination. This will be done through the use of structured activities that are also designed to teach team play and sportsmanship.

DESIGN

Communication Design

1.0 credit

Required

Communication Design is a required 9th grade foundation course (45 minute periods) in which students are exposed to the variety of ways humans perceive the world, process ideas, and communicate with each other. Students learn to understand and create text, numbers, sounds, movement, images, objects, spaces, experiences and media. Students learn how designers create compelling and persuasive texts for print, electronic, and environmental communication. They learn to produce photographs and videos for basic communication that are well composed and attend to lighting, background and negative space. They learn to read and create maps, floor plans, charts, and diagrams that convey numerical and spatial information clearly and accurately. They learn to do simple drawings to communicate ideas clearly and effectively. They learn to produce posters, models and exhibits to present ideas effectively in science, mathematics, and social studies. Students learn about visual science, photojournalism, documentary films, and editorial illustration. They learn to understand architecture, landscape design and urban planning. They learn to interpret the media environment in movies, television and electronic devices and how sound, movement, lighting, space and images are integrated to produce immersive experiences. Evaluation is based on classroom participation, homework, papers, quizzes, and tests.

Introduction to Media and Design

1.0 credit

Required

Introduction to Design is the introductory studio course (90 minute periods) for the Career Pathway sequence in which students learn the practice, theory and history of media and design. Students learn the design processes from inception through research, visualization, prototyping, production, and implementation. In media they learn preproduction, production and post-production. They apply the design processes to complete introductory projects in 2D graphic design, 3D product design, 4D spatial design, 5D experience design and Media Design. In addition to producing media and design projects, students learn the history and theory of the media and design fields and the importance of media and design in economic development and quality of life. In this course, students begin to understand their own interests and aptitudes to help them select directions for further investigation. Evaluation is based on classroom activities, work outside of class, written assignments, and tests.

Integrated Media and Design

1.0 credit

Required

Integrated Design is a studio course (90 minute periods) that is the second course in the Career Pathways series for 10th grade in which students learn the practice, theory and history of design related to major domains such as Communication Design, Sound Design, Movement Design, Visual Design and Interactive Design. In this course, students are provided opportunities to explore various design areas to help them chose a portfolio concentration for their junior year. They participate in group-projects such as filmmaking, television production, animation, theatre, architecture, urban planning, business entrepreneurship, publishing, or the recording industry. Students play a variety of roles to explore their interests and aptitudes including writing, visualizing, composing, producing, critiquing, designing, constructing, promoting, managing, directing and distributing products and services in the creative economy.

Not offered opening year

Design Portfolio

1.0 credit

Required

Portfolio is a studio course (90 minute periods) that is the final Career Pathway course for 11th grade in which students focus on the practice, theory and history of a particular area of media or design that interests them. Students carry a project from inception through research, visualization, prototyping, production, presentation, distribution and evaluation. Their work is documented, critiqued and evaluated at each step and key evidence is compiled in a portfolio to aid in their eventual application process for colleges and careers. The resulting work may be in a physical or digital portfolio, a model or prototype, a presentation reel, or any form appropriate for the domain. Evaluation is based on formative and summative peer, teacher and outside critiques at four junctures in each project – ideation, visualization, prototyping and presentation. Criteria include fluency, flexibility, originality, collaboration, conception, visualization, prototyping, production, implementation and presentation.

Design Capstone Project

1.0 credit

Required

The Capstone Project is a studio course (90 minute periods) in which students take on a large scale independent project involving a complete cycle of inception, research, visualization, prototyping, production, implementation and distribution. Media projects will include preproduction, production and post-production. Each student is the project lead for their own project but also serves as a collaborator and team member on one or more projects headed by other students. There are established checkpoints throughout the process to insure successful progress and completion. Formative and summative evaluations are based on peer, teacher and outside reviewers at five key points in the project – ideation, visualization, prototyping, production and presentation. Projects will also be submitted to applicable juried competitions, festivals, exhibits, etc..

DESIGN ELECTIVES

Sound Design

1.0 credit

Elective

Sound Design will provide students experiences in speech, vocal and instrumental music based on national and state standards. Students will write, sing, perform, record and edit speech and music in English and Spanish from a variety of classical, traditional and contemporary genres. They will study acoustics, white noise and environmental sounds in architecture; foley art, looping, and sound effects in movies; noise abatement and sound design in products; and the science of hearing and sound including assistive hearing technologies. Students will learn about music and sound history such as the development of the phonograph, radio, television, “talking” pictures, electronic music, and the recording industry. Students will be evaluated on classroom activities, tests of knowledge and the production of a short sound design production including dialogue, narration, ambient sound, sound effects, and music.

Movement Design

1.0 credit

Elective

Movement Design will provide students experiences in physical education, dance, gestural communication, ergonomics, and locomotion based on national and state standards. Students will learn the anatomy of human and animal motion in physical education, athletics, dance, theatre, animation, motion capture, robotics, engineering and other areas involving kinesthetic knowledge and skills. Students will study the physics of motion, human and animal anatomy, physical augmentation and physical accomplishments in areas such as sports, Olympics, yoga, gymnastics, diving, swimming, skating, martial arts, ballet, jazz dance, modern dance, and musical theatre. Students will study ergonomics and human factors in product design, architecture, assistive technologies, and Universal design in a variety of contexts on land, under water, in the air, and in space. Students will study films using motion capture technology such as Avatar and Lord of the Rings. They will analyze stop-motion animation and the motion effects in movies The Matrix. Students will be evaluated on classroom activities, tests of knowledge and the production of a short movement design production such as an animated film, a motion graphic for TV, a dance, a musical theatre production, or participation in a sport or other physical activity.

Visual Art I

1.0 credit

Elective

Visual Art provides students with hands-on experiences in producing 2-dimensional drawings, paintings and prints and 3-dimensional sculpture and ceramics. They will be challenged to create original works of self-expression that say something about themselves and critically examines the times in which they live. They will explore what it means to be an authentic and unique individual in the midst of pervasive cultural and peer pressures to conform. They will explore personal characteristics of integrity and courage in self-expression. Students will be challenged to develop craftsmanship and facility with tools and materials as well as sensitivity to the use of subtractive color theory. They will develop their observational skills by drawing people, places and things from direct observation. Students will learn the history of art related to their projects and the visual culture

of various countries through their fine art, folk arts, crafts, vernacular design and popular media with an emphasis on Spanish speaking countries to complement their Spanish language classes. Evaluation will be based on classroom tests in art history, theory and vocabulary; project assessments; portfolio assessment; and a final group exhibit. Students who successfully complete Art I will have an option to deepen their knowledge and understanding by enrolling in Art II and III.

Sketchbook Assessment

Students are required to keep a sketchbook each year and are evaluated on the completeness and quality of their work. One part of the sketchbook is devoted to required notes and drawings as assigned in classes. Another part is for student initiated notes and drawings and a third part is for work on collaborative projects.

There are 5 levels of sketchbooks. The levels are roughly aligned with grade levels but are dependent upon individual completion rates. Diligent students may finish one level and move on to the next within the same year while other students may take more than a year to complete one level.

Level 1 – White book –When students are accepted to enroll in the Delaware Design-Lab High School they are issued a Level 1 White book to work on during the summer and complete early in the first semester as a diagnostic tool to gauge their ability and commitment. This is an introductory level book used for diagnostic purposes, that is worked on independently by students before school begins and completed in the first semester with class assignments and project notes. By the end of the semester, most students should have completed level 1 and be carrying yellow books. (Incoming students, regardless of grade level, begin with a white book and are then placed in the appropriate level based on their diligence and ability.)

Level 2 – Yellow book – After successfully completing their white book, students are issued a Level 2 yellow book. This will usually occur before the middle of the 9th grade or before the end of 9th grade depending on the student's diligence.

Level 3 – Green book – Students who complete work in their Level 2 yellow books are issued the Level 3 green book – usually in their 10th grade year.

Level 4 – Brown book – Successful completion of the Level 3 Green book usually occurs sometime at the end of 10th grade or beginning of 11th grade. Students are then issued the Level 4 Brown book.

Level 5 – Black book – The Level 5 Black book is only issued to students with advanced skills who have successfully completed the Level 4 Brown book. Black books are reserved for upper-level students who have worked hard and developed their abilities.

Evaluation Criteria

There are three sections of each book at each level. One section is for independent drawings and notes at the discretion of the student. Another sections is for class notes and in-class drawing assignments. The third section is for notes and drawings related to their class project (*9th grade Box City, 10th grade Spanish Village, 11th grade Portfolio, 12th grade Capstone Project*).

Section 1 – Independent work.

This section is evaluated on four criteria:

- Fluency – How many pages are completed?
- Flexibility – How many different ideas are explored? How diverse is their thinking?
- Elaboration – Is there evidence of persistence in exploring ideas or are the drawings hastily done with little thought or care?
- Originality – Is there evidence of original thought and an effort to explore new ideas?

Section 2 – Class notes and assignments.

There will often be times in class when students will be asked to take notes or make some preliminary sketches that are done in their sketchbooks.

This section is evaluated on four criteria:

- Completeness – Are there any sections or assignments missing?
- Written notes – Do the students use at least 4 levels of differentiation in their notetaking? Large headings, smaller sub-headings, regular text, and distinguished text (underlined, highlighted or italicized, for example).
- Graphic communication – Do the students use graphic devices such as designed text, connectors, sketches, shadows, and frames?
- Drawings – Do the drawings communicate ideas in a clear and compelling manner and contribute to understanding the ideas?

Section 3 – Project notes, plans and drawings

Each year, students will be engaged in class projects that require brainstorming, research, visualization, experimentation, documentation, and explanations. Some of this will be captured in their sketchbooks.

This section will be evaluated on four criteria:

- Inception – Is there evidence that the student has generated ideas and explored the parameters of the project? Have they thought of a variety of directions the project could go?
- Visualization – Are there several sketches and notes showing exploration of several possible solutions to the problem?
- Prototyping – Are there preliminary notes and drawings capturing attempts to make quick, inexpensive prototypes of the project? Did the student test out ideas before moving on to the finished production?
- Presentation – Are there notes and drawings that clearly show an evolved plan for the project with indications of details, colors, different viewpoints, and material explorations?

Rubric

Portfolio Assessment

Criteria	Score of 4	Score of 3	Score of 2	Score of 1
Number of works <i>Breadth</i>	Includes fifteen to twenty high quality original works, including drawings, 2-D and 3-D design, color work, paintings, sculptures, digital works, inventions, and supplemental works and a sketchbook	Includes fewer than fifteen original works, including drawings, 2-D and 3-D design, color work, paintings, sculptures, digital works, inventions, supplemental works and a sketchbook	Some categories of work are missing or of low quality	Many categories of work are absent or of low quality
Selection of work <i>Concentration</i>	Work in portfolio is clearly selected to meet the expectations and requirements of the reviewers. There is a unity to the portfolio for a specific major or job for which the student is applying.	General portfolio that is not specifically aimed at a major or position. Shows a range of work that crosses from one field to another. Most of the pieces represent the student's best work.	A random collection of work that includes some work of low quality.	Low quality work with no clear focus or concentration.
Arrangement of works <i>Tells a story</i>	Portfolio tells a compelling story about who the student is. High quality projects are selected that show a range of media and subject matter while emphasizing the student's strongest work. There is a balance between final work and process work.	Portfolio is arranged to tell a story about who the student is. Projects show a range of media and subject Many show the student's strongest work. There is a balance between final work and process work.	Portfolio doesn't tell a story about who the student is. Projects show some range of media and subject Some are not the student's strongest work. There are some final work and process works included.	Portfolio is just a collection of student's work. Some is of low quality.
Drawings Included <i>Process</i>	Some high quality original drawings are included that demonstrate skill and creativity.	Some work showcases the student's drawing abilities. Drawings are from life or from imagination. Work is	Includes work copied from an image found in a magazine or website. Includes copies of	Drawings are not included or are of a low quality.

		original and creative.	established work.	
Actual work <i>Quality</i>	The portfolio includes actual works or high quality photographs or video of work too large to transport. Fixative or an overlay is applied to works that may smudge.	The portfolio includes actual works rather than photographs of work as much as possible. Work too large to transport is shown in photos or video. Fixative or an overlay is applied to works that smudge.	Portfolio includes some photos of work that are of low quality. Some work is smudged or damaged from handling.	Copies or low quality photos are included rather than actual work. Some work is smudged or damaged from handling.
Digital work	Portfolio includes some high quality digital pieces and provisions have been made to show them digitally.	Portfolio includes prints of digital work.	Photocopies of digital work are included.	There are no digital works.
Presenting the work <i>Professionalism</i>	The portfolio and the student make an excellent presentation. The student is articulate and well organized.	The portfolio and the student make a good presentation. The student is fairly articulate and organized.	The portfolio and the student are not impressive. The student is not articulate or well organized.	The student does not discuss his portfolio and the portfolio is not well organized.

Number of works – Breadth - 11th grade portfolios can be process portfolios and should show as much work as you have. 12th grade portfolios are pared down to fifteen to twenty original works, including: drawings, 2-D and 3-D design, color work, paintings, sculptures, digital works, inventions, and supplemental works. A sketchbook, which counts as one item, is strongly recommended.

Selection of work - Concentration– For many top schools and companies, portfolio requirements are specific to the major or position for which the student is applying. General portfolios that are not specifically aimed at a major or position are often not accepted. If a student has a range of work that crosses from one field to another those works should be culled for the specific major or job for which the student is applying. The portfolio should show only the student's strongest work and avoid including any weak pieces that show the student's limitations.

Arrangement of works -*Tell a story*: Is the portfolio arranged to tell a good story about who the student is? Are projects selected to show a range of media and subject matter while still emphasizing the student's strongest work? Is there a balance between final work and process work (work that leads to the final)?

Drawings Included – Process - *Include drawings*: Students are encouraged to include examples showcasing their drawing abilities. Drawings can be from life or from imagination. Either way, they should represent original and creative work; i.e., they should not be copied from an image found in a magazine or website. Disney, for example, is not interested in seeing copies of their own characters in a portfolio.

Actual work – Quality -*Show actual works*: Whenever possible, does the portfolio include actual works rather than photographs of work? If the scale of the student's work is too large to transport, a good quality photo or video is permissible. Matting and mounting of works is not necessary. Applying fixative to works that smudge is recommended.

Digital work - Students are encouraged to include some digitally-based pieces. They must have considered how they can show this work on a laptop computer. Prints of digital work are usually not recommended.

Presenting the work – What is the quality of the student's presentation of the work? Are they articulate and well organized? The impression that prospective colleges and employers get by talking with the student and experiencing the presentation of their work are an integral part of the process.

Portfolio Assessment

Students are required to keep a physical portfolio beginning in 10th grade and both a physical and a digital portfolio beginning in 11th grade. The portfolios are evaluated on the completeness, variety and quality of their work. Portfolios are used for self-evaluation so students can see the evolution of their work over time; in-school formative and summative assessments in 11th and 12th grades; and for college admissions in 12th grade. Acceptance into colleges and scholarship awards are usually dependent in part on the quality of a student's portfolio.

Portfolio requirements are dependent to a certain extent on the field a student hopes to go into and the requirements of the institution or company to which they are applying. Portfolio requirements for colleges and major employers can usually be found on line or by contacting the company.

Portfolios will be evaluated on the following criteria:

Number of works – Breadth - 11th grade portfolios can be process portfolios and should show as much work as you have. 12th grade portfolios are pared down to fifteen to twenty original works, including: drawings, 2-D and 3-D design, color work, paintings, sculptures, digital works, inventions, and supplemental works. A sketchbook, which counts as one item, is strongly recommended.

Selection of work - Concentration– For many top schools and companies, portfolio requirements are specific to the major or position for which the student is applying. General portfolios that are not specifically aimed at a major or position are often not accepted. If a student has a range of work that crosses from one field to another those works should be culled for the specific major or job for which the student is applying. The portfolio should show only the student's strongest work and avoid including any weak pieces that show the student's limitations.

Arrangement of works - *Tell a story*: Is the portfolio arranged to tell a good story about who the student is? Are projects selected to show a range of media and subject matter while still emphasizing the student's strongest work? Is there a balance between final work and process work (work that leads to the final)?

Drawings Included – Process - *Include drawings*: Students are encouraged to include examples showcasing their drawing abilities. Drawings can be from life or from imagination. Either way, they should represent original and creative work; i.e., they should not be copied from an image found in a magazine or website. Disney, for example, is not interested in seeing copies of their own characters in a portfolio.

Actual work – Quality - *Show actual works*: Whenever possible, does the portfolio include actual works rather than photographs of work? If the scale of the student's work is too large to transport, a good quality photo or video is permissible. Matting and mounting of works is not necessary. Applying fixative to works that smudge is recommended.

Digital work - Students are encouraged to include some digitally-based pieces. They must have considered how they can show this work on a laptop computer. Prints of digital work are usually not recommended.

Presenting the work – What is the quality of the student's presentation of the work? Are they articulate and well-organized? The understandings that prospective colleges and employers get by talking with the student and experiencing the presentation of their work are an integral part of the process.

Project Assessments

Each year students at Delaware Design-Lab High School will be involved in one or more collaborative projects. In 9th grade they will be doing Box City; 10th grade is Spanish Village; 11th grade is Portfolio; and 12th grade is the Capstone Project. In most cases, formative evaluations will take place at each juncture before students move on to the next area. These and other projects will be evaluated on the following criteria:

Inception – What is the quality of the idea, intent, goal or problem to solve? Have they identified a real problem to solve? Have they identified the right problem? Is the problem solvable? Is the problem stated in terms of an open-ended exploration or does the problem statement already assume an answer or direction that restricts their thinking?

Inquiry – Have the students explored and researched the problem. Do they have the information needed to begin solving the problem? Do they fully understand the problem? Has someone else already solved the problem? Has anyone solved a similar problem that might provide direction? What are some different but analogous solutions that might help spark ideas? What criteria must be met to reach a satisfactory solution? What unintended consequences should be considered?

Visualization – Have the students generated a lot of potential solutions to the problem? Have they settled on a solution too soon to find a really extraordinary solution to the problem? Have they used visualization so that others can see and contribute to their thought processes? Have they thought of all possible directions the project could go? Have they persisted until they get past the obvious solutions to the problem? Are there ideas that leaves them touched, moved and inspired?

Prototyping – Have students tested out ideas with quick, inexpensive materials before working on the final project? Have they explored what tools and materials will work best and tested them? Have they practiced techniques that will be needed to successfully produce the final solution? Did they experiment with many possible ways to create the solution? Have they considered cost, time and effort? Have they considered waste, efficiency and unintended consequences?

Production – Have the students produced a solution to the problem that is efficient, cost effective, functional, viable, and satisfying? Have they met the criteria for the solution they identified during the research phase? Have they displayed a high quality of craftsmanship and style? Is the result structurally sound and durable? Is the result inspiring?

Implementation – Have they tried the result out on others? Does it solve the original problem? Can others use the results effectively without instruction? Have they field-tested their results in real-world settings? Can the results be viably reproduced and distributed widely, cost-effectively, and efficiently?

Evaluation – How does the result work in the real world? Does it help solve the original problem effectively or does it solve some other problem? Can people intuit how to use the result or does it confuse them? What modifications should be made in the next iteration? Are the end users left satisfied and delighted with the results?

Design-Lab Schools
Back-Office Services Proposal

FY2013	
Annual Contract Cost - \$41,250	
Back Office Support	
SERVICE	DELIVERABLES
Back Office Support: Budget and Financial Reporting \$20,000 (200 hours @ \$100 per hour)	• Budget Planning – technical assistance provided on maximizing existing funds to create an effective budget(reporting) • Local Billing Support • Monthly Reconciliation of Accounts • Monitor Open-end Purchase Order Balances to ensure adequate funding is available for ongoing obligations • Determine adequate funds are available for intended purposes • Preparation and Dissemination of Monthly Board and Web Reports • Preparation of Annual GAAP Report • Attendance at Board meetings to discuss financial reports as needed • Effective Records Management • Review All Funding Sources to include State, Federal and Local Tax Funding as well as Donations and Other Sources on Income • Assistance in Preparation of Consolidated Grant Application • Consolidated Grant Annual and Final Financial Reports • Bi-annual Food Service Reporting • School Audit Assistance • Financial training for the Board of Directors and Head of School to understand how to interpret the school’s financial statements • Notification of all pertinent trainings offered through the DDOE • Monitor FTEs to ensure Compliance with Hiring Plan within the budget

Back Office Support: FSF \$8,750 (175 hours @ \$50 per hour)	• Accounts Payable – Data Entry (FSF) • Monitoring of FSF Accounts • Ensure Transactions Successfully Process Through FSF (all transactions would include cash receipts and other transactions besides purchase orders and payment vouchers) • Monitor Purchase Orders for Completion, Change Orders for adequate Balances • Ensure Timely Payments • Monitor End Dates of Appropriations to Ensure Funds are Utilized
Back Office Support: PHRST \$11,250 (225 hours @ \$50 per hour)	<u>PHRST</u> • Manage the Components of PHRST: HR, Payroll and Benefits Administration • Ensure accurate and timely entry of employees into PHRST system to include HR, Payroll and Benefits Administration • Update Employee Records as Needed • Review PHRST records after mass updates to Ensure Accuracy • Data Cleanup as mandated by State <u>Human Resources</u> • Assist with Formation of HR Policies Necessary Prior to Entering Employees in PHRST • Work with School Leadership to Determine Number of FTEs within Budget • Ensure Correct Coding and FTE for Employee Entered in PHRST • Pre-employment Meeting with Each New Hire (employer forms and benefits overview) • Pension Counseling and Processing • Personnel File Audit • New Employee Orientation • Manage the HR module of PHSRT

	<u>Payroll</u> • Assist School Leadership in Formation of Employee Schedules, Leave Policies, Earnings Codes Prior to Loading Employees into PHRST • Load Earnings Codes, Employee Schedules and other necessary data into PHRST prior to loading employees • Calculate Mid-Year Adjustments to Salaries • Ensure Pay Deductions are Correctly Entered • Calculate and Properly Code Short-term Disability Pay for Approved Employees • Development of electronic pay card that can be sent to preparer. <u>Benefits Administration</u> • Meet with New Employees, Explain Benefit Options • Enroll Employees in Correct Benefit Plan • Ensure Employee Benefit Selections are Correctly entered in PHRST • Ensure all Required Documents are obtained from Employee and Processed • Enter mid-year adjustments for Life Changes • Perform Reconciliation of Insurance Billings • Monitor FMLA Schedules; advise employees when Paid Benefit Period will End • Work with Employees on Short-term Disability for Benefits Coverage • COBRA <u>Training</u> • Conduct school leadership training session to include FLSA; FMLA; HIPPA; Employment Costs to include taxes, health insurance and OECs
Licensing & Credentialing Support: \$1,250 (25 hours @ \$50 per hour)	• Personnel File Audit • Periodic review of personnel files for audit preparation • Licensing and Certification Assessment • Training for teachers and administrators on how to navigate the Delaware Educator Data System (DEEDS). School leaders receive a report on status of all professional staff. • Assistance in the Continuing License renewal process • Information and support for teachers who need to attain certification in current or additional capacity areas. • Support for non-certified, emergency certified, or ARTC candidates who must to take the Highly Qualified Survey or Praxis II • Support for para-educators who must take the Para Pro tests • Assistance for administrators who need to navigate obstacles to teachers attaining their Highly Qualified status.

Non Grandfathered

CHRISTINA SCHOOL DISTRICT
2010-2011 TEACHER'S SALARY SCHEDULE

No Degree			
Step	State	Local	Total
1	25,915	9,438	35,353
2	26,177	9,936	36,113
3	26,414	10,433	36,847
4	27,361	10,930	38,291
5	28,151	11,427	39,578
6	29,124	12,422	41,546
7	30,071	13,419	43,490
8	31,044	14,410	45,454
9	31,991	15,403	47,394
10	32,937	16,395	49,332
11	33,911	17,391	51,302
12	33,911	18,386	52,297
13	33,911	19,376	53,287
14	33,911	20,372	54,283
15	33,911	21,366	55,277
16	33,911	22,857	56,768
17	33,911	22,857	56,768
21	33,911	23,357	57,268
26	33,911	23,857	57,768

Bachelors			
Step	State	Local	Total
1	26,957	9,936	36,903
2	27,231	10,433	37,664
3	27,493	10,930	38,423
4	28,412	11,427	39,839
5	29,124	12,422	41,546
6	30,071	13,419	43,490
7	31,044	14,410	45,454
8	31,991	15,403	47,394
9	32,937	16,395	49,332
10	33,911	17,391	51,302
11	34,914	18,386	53,300
12	34,914	19,376	54,290
13	34,914	20,372	55,286
14	34,914	21,366	56,280
15	34,914	22,357	57,271
16	34,914	23,851	58,765
17	34,914	23,851	58,765
21	34,914	24,351	59,265
26	34,914	24,851	59,765

Bachelors + 15			
Step	State	Local	Total
1	28,019	10,433	38,452
2	28,293	10,930	39,213
3	28,545	11,427	39,972
4	29,484	12,422	41,886
5	30,071	13,419	43,490
6	31,044	14,410	45,454
7	31,991	15,403	47,394
8	32,937	16,395	49,332
9	33,911	17,391	51,302
10	34,858	18,386	53,244
11	35,804	19,376	55,180
12	36,778	20,372	57,150
13	37,778	21,366	59,144
14	37,778	22,357	60,135
15	37,778	23,356	61,134
16	37,778	24,844	62,622
17	37,778	24,844	62,622
21	37,778	25,344	63,122
26	37,778	25,844	63,622

Bachelors + 30			
Step	State	Local	Total
1	29,070	10,930	40,000
2	29,335	11,427	40,762
3	29,596	12,422	42,018
4	30,519	13,419	43,938
5	31,044	14,410	45,454
6	31,991	15,403	47,394
7	32,937	16,395	49,332
8	33,911	17,391	51,302
9	34,858	18,386	53,244
10	35,804	19,376	55,180
11	36,778	20,372	57,150
12	37,724	21,366	59,090
13	38,671	22,357	61,028
14	39,641	23,356	62,997
15	40,637	24,348	64,985
16	40,637	25,839	66,476
17	40,637	25,839	66,476
21	40,637	26,339	66,976
26	40,637	26,839	67,476

Masters			
Step	State	Local	Total
1	30,648	11,926	42,574
2	30,912	12,917	43,829
3	31,174	13,912	45,086
4	32,096	14,910	47,006
5	32,463	15,901	48,364
6	33,409	16,893	50,302
7	34,383	17,886	52,269
8	35,329	18,882	54,211
9	37,724	19,875	57,599
10	38,671	20,867	59,538
11	39,641	21,861	61,502
12	40,591	22,857	63,448
13	41,562	23,851	65,413
14	42,508	24,844	67,352
15	43,457	25,839	69,296
16	44,428	27,826	72,254
17	44,428	27,826	72,254
21	44,428	28,326	72,754
26	44,428	28,826	73,254

Masters + 15			
Step	State	Local	Total
1	31,700	12,917	44,617
2	31,964	13,912	45,876
3	32,226	14,910	47,136
4	33,148	15,901	49,049
5	33,409	16,893	50,302
6	34,383	17,886	52,269
7	35,329	18,882	54,211
8	36,303	19,875	56,178
9	38,671	20,867	59,538
10	39,641	21,861	61,502
11	40,591	22,857	63,448
12	41,562	23,851	65,413
13	42,508	24,844	67,352
14	43,457	26,335	69,792
15	44,428	27,826	72,254
16	45,421	29,810	75,231
17	45,421	29,810	75,231
21	45,421	30,310	75,731
26	45,421	30,810	76,231

Masters + 30			
Step	State	Local	Total
1	32,751	13,419	46,170
2	33,016	14,410	47,426
3	33,277	15,403	48,680
4	34,200	16,395	50,595
5	34,593	17,391	51,984
6	35,329	18,386	53,715
7	36,303	19,376	55,679
8	37,250	20,372	57,622
9	39,641	21,366	61,007
10	40,591	22,357	62,948
11	41,562	23,356	64,918
12	42,508	24,348	66,856
13	43,457	25,839	69,296
14	44,428	27,332	71,760
15	45,375	28,817	74,192
16	46,321	30,805	77,126
17	47,287	30,805	78,092
21	47,287	31,305	78,592
26	47,287	31,805	79,092

Masters + 45			
Step	State	Local	Total
1	33,806	13,912	47,718
2	34,067	14,910	48,977
3	34,332	15,901	50,233
4	35,251	16,893	52,144
5	35,645	17,886	53,531
6	36,303	18,882	55,185
7	37,250	19,875	57,125
8	38,196	20,867	59,063
9	40,591	21,861	62,452
10	41,562	22,857	64,419
11	42,508	23,851	66,359
12	43,457	24,844	68,301
13	44,428	26,335	70,763
14	45,375	27,826	73,201
15	46,321	29,315	75,636
16	47,295	31,302	78,597
17	48,290	31,302	79,592
21	48,290	31,802	80,092
26	48,290	32,302	80,592

Masters + 60			
Step	State	Local	Total
1	33,806	14,161	47,967
2	34,067	15,157	49,224
3	34,332	16,149	50,481
4	35,251	17,143	52,394
5	35,645	18,137	53,782
6	36,303	19,131	55,434
7	37,250	20,123	57,373
8	38,196	21,117	59,313
9	40,591	22,111	62,702
10	41,562	23,105	64,667
11	42,508	24,348	66,856
12	43,457	25,589	69,046
13	44,428	26,582	71,010
14	45,375	28,072	73,447
15	46,321	29,565	75,886
16	47,295	31,551	78,846
17	48,290	31,551	79,841
21	48,290	32,051	80,341
26	48,290	32,551	80,841

Doctorate			
Step	State	Local	Total
1	34,858	14,410	49,268
2	35,119	15,403	50,522
3	35,383	16,395	51,778
4	36,303	17,391	53,694
5	36,697	18,386	55,083
6	37,250	19,376	56,626
7	38,196	20,372	58,568
8	39,170	21,366	60,536
9	41,562	22,357	63,919
10	42,508	23,356	65,864
11	43,457	24,844	68,301
12	44,428	26,335	70,763
13	45,375	26,831	72,206
14	46,321	28,323	74,644
15	47,295	29,810	77,105
16	48,241	31,799	80,040
17	49,207	31,799	81,006
21	49,207	32,299	81,506
26	49,207	32,799	82,006

Masters +60 - Approved Credits Only; State Level = Master +45

Longevity Information

(The increment amounts are included in Steps 21 and 26 on the schedule above)
Local portion of salary will be increased by \$500 longevity increment beginning the 21st year of credited experience and by an additional \$500 longevity increment beginning the 26th year of credited experience for a total of \$1000.

TECHNOLOGY PLAN

Technology Plan/Applicant Cover Sheet

Part I: **Applicant Cover Sheet** - Complete all information this sheet.

School District or School Name:	Delaware Design-Lab High School
Mailing Address:	618 North Market St. Suite 2 R Wilmington DE 19801
Primary Contact for Questions about the Technology Plan:	Lloyd Resource Management Associates LLC
Name of Contact:	David Atherton
Phone Number:	703-581-7435
E-Mail:	<u>David.Atherton@LLRMA.COM</u>
Date Submitted:	January 2, 2013
District Superintendent or Head of School	Cristina C. Alvarez, Ed.D.
Name:	
Signature:	

TECHNOLOGY PLAN

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For DOE Use

Date received: _____

Date Evaluated: _____

Date Returned to Applicant: _____

Date Approved: _____

Date Certification Issued: _____

TECHNOLOGY PLAN

**TECHNOLOGY PLAN
Specifications for Each Part of the Technology Plan:**

Part II: Overview to the Plan

Delaware Design-Lab High School is a 4-year high school for grades 9-12 to prepare students for college and careers. At full capacity there will be classes of 25 students with 175 students per grade. The first year, 9th and 10th graders will be enrolled with 11th grade added in the second year and 12th grade added in the third year with a target of 700 students.

Courses will include direct instruction, peer tutoring, inquiry-based as well as using Design-Based Learning Processes. Design-Lab High School uses a proprietary approach to learning referred to as DBLx© as an instructional method. DBLx© combines features of other instructional methods including Problem-Based Learning and Project-Based Learning (both referred to in the literature as PBL) and a third method known as Design Learning.

The vision for Delaware Design-Lab Charter High School's Technology Plan is to successfully serve and implement the DBLx© concept. DBLx© has five major learning goals that are specifically supported by this technology plan::

1. Clear and compelling communication effectively using a wider range of tools including symbols (words and numbers), sounds, movement, images, objects, spaces and experiences to improve communication and understanding around the world. Communications tools such as the Amazon Kindle, laptops, Microsoft Office 365, and fast Internet connections serve this goal by instantaneously linking students to teachers, peers, and the vast amount of audio and video material on the internet that can support their studies. Generation of multimedia experiences using CAD/CAM capable laptops and Smartboards enable effective communication between students, teachers, and the world.
2. Practical application to solve real-world problems (applied science, applied math, engineering, design, etc.) to improve the quality of life for everyone on the planet. Use of individual tablets and fast Internet connections serve this goal by instantaneously giving students access to scientific, mathematical, and design information needed to address these problems.
3. Innovative mass media and one-to-many distribution of ideas, goods and services that responsibly inform, entertain and enlighten the world and create new levels of compassion, understanding, access to knowledge, and happiness for everyone by widely quickly and inexpensively disseminating information and ideas to everyone on the planet. Laptops with CAD/CAM programs, Smartboards with projectors, and a fast internet connection facilitate student generated mass media one to many communication and presentations. Tablets using internet based Microsoft Office 365 have the capability to host and attend video conferences that can include schools worldwide, heightening understanding and access to knowledge.
4. Enculturation by developing awareness and understanding of our own and world cultures by studying vernacular architecture, clothing, tools, crafts, folk arts, festivals, celebrations, customs, holidays, music, popular culture, and the material culture of everyday lives of people around the world. Access to the vast cultural resources of the internet is made possible by the use of tablets, laptops projectors, and Smartboards. Students and teachers can use the web to participate in cultural interchanges via videoconferencing, and can create multimedia presentations using the Smartboards, which can be made available worldwide via the Internet. Translation from and to foreign languages is enabled via internet based translation websites accessible on individual tablets, increasing cultural understanding.
5. Personal self-expression through the fine arts, pure science and mathematics, etc. that explores truth and beauty, the uniqueness and humanity of individual achievement and the challenges of the status quo, norms and traditional beliefs that provide the basis for life, liberty and the pursuit of happiness. Self-expression is enabled by using tablets, audio equipment and laptops to create art and music, and to prepare multimedia presentations.

The environment of the school will look more like an interactive museum or discovery center in which the walls and halls will be part of the instructional program with interactive exhibits created by students to demonstrate learning.

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The Design-Lab High School learning environment will be studio-based with lessons occurring in the school building. The design courses will take place in a studio environment. Therefore, an entirely wireless environment is required as students will move within and among studios as the day progresses, bringing their tablets with them.

Technology will be used as instructional tools by teachers and as production tools by students. Teachers will infuse technology in instruction using interactive whiteboards and technology-based learning units such as Web Quests. Students will use technology for research and to produce projects, i.e. to edit digital sound and images, create animations, design products, and create websites and page designs. Although technology tools (Smartboards, Kindles, the Internet, Computer Assisted Design (CAD) programs and other software) will be part of the learning process, the focus of the Design-Lab High instructional design is more on innovative pedagogy, not the tools themselves.

All juniors and seniors will have, as a graduation requirement, a digital portfolio, including images, animation, and videos. This portfolio will be reviewed at the end of the junior year, and a capstone digital media project will be required during the senior year.

The technology planned for the Delaware Design-Lab High School includes a wireless tablet with a keyboard for every student and teacher. Printer/scanners are also available throughout the school for staff. To better integrate technology into instruction, the school will utilize Interactive Whiteboards to project images and provide for multi-dimensional instruction. All required books and reading material, as well as software to support the reading and mathematics curriculum will be downloaded as eBooks or be web-accessible on each tablet. eBooks can be purchased at up to 50% off the price of regular textbooks, saving the school up to \$67,500 in the first year of operation.ⁱ

The school must have a mobile computing capability in order to break the paradigm placed on students by the use of in-class and stationary computers, which stifles creativity, inhibits the use of technology by mobile teams working in studio spaces, and uses programs such as PowerPoint which limits the capacity of the students to think outside the boxⁱⁱ and causes students to absorb information reflexively instead of using critical thinking.ⁱⁱⁱ Mobile computing devices, because of their immediate multimedia availability on the personal level, lend themselves to collaboration and ease of use in a collaboration area or studio space, a primary tenet of DBLx©. In the recent book "Imagine, How Creativity Works" by the Rhodes Scholar Jonah Lehrer, he states "...Because the act of invention is often a collaborative process---we are inspired by other people--- it is important that we learn to collaborate in the right way."^{iv}

Because the tablets will not be purchased until July 2014, and the pace of technology improvement is rapid, we will buy the tablets via an open bidding process, describing the tablets by specification as follows:

"Each student will have a mobile device capable of sketching, taking pictures, acting as a walkie-talkie, giving a GPS location, use Microsoft Office 365, and connecting to the internet easily. This will enhance of the design and field experiences by providing information on the current subject instantly, preserving work on the move, and enable teacher tracking of the location of the students."

These mobile devices could similar to Apple IPADs or Amazon Kindles but will have to have applications added by the Technology Coordinator to serve the needs of the design learning experience. Based on the current capacities of the Amazon Kindles with free 3G and wireless connectivity^v with an accessory keyboard^{vi}, we predict they will cost in the range of \$150 each.

The School will install a fast wireless network in order to maintain mobile device function. The school will have a basic server capability, mostly to support the digital portfolio requirement and anti-virus requirements. The school will largely rely on cloud computing provided for free by Microsoft, known as Microsoft Office 365. Similar or complementary free cloud computing support is available from Moodle and Google for Education, which will be used in combination with Microsoft Office 365. The high speed internet line and static Web hosting, both provided by the Delaware DOE, makes this possible. Microsoft Office 365, which has all MS Office functions, provides:

- Each user with 500 megabytes of storage space and 25 Gigabytes of email storage space for free. (Additional storage space can be added to tablets by purchasing low cost thumb drives.)

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- Cloud-based email, calendar and contacts.
- Use of our own school domain name.
- Instant messaging, voice and video chat.
- Online conferencing with desktop sharing.
- Web-based viewing and editing of Word, Excel, PowerPoint, and OneNote files.

Moodle is a Course Management System (CMS), also known as a Learning Management System (LMS) or a Virtual Learning Environment (VLE). It is a Free web application that educators can use to create effective online learning sites. This capability is complementary to the email and document services offered by Microsoft Office 365.

Google Apps for Education offers free email and collaboration for schools, free lesson plans and curricula, and classroom videos including the new YouTube for Schools, education only content.

The school will have a combined Television Production and Audio Studio facility in order to fulfill the Innovative Mass Media goal. The studio will have sufficient audio and visual equipment, such as audio and video mixers, PA systems, video cameras, microphones, computers, and TV monitors, and associated furniture and equipment to record, play back, and distribute small productions such as news broadcasts, skits and 1 act plays, and acoustic or “unplugged” musical performances. A small 25 seat audience area will enable classroom projects to be performed for the class. The Studio will use open source video and audio software such as Wax and Audacity.

The school will also have a 25 seat Computer Lab to serve the Innovative Mass Media goal, as well as provide an area for testing and after school study. The Computer Lab will have the capacity to have 25 students simultaneously edit a half hour of video, test 25 students simultaneously, and also support the after school program by providing a safe quiet homework area.

Professional development for the staff will be based on an individual needs and aptitudes. These staff development needs will be addressed on both planned in-service days and after-school workshops. Whole school instruction will take place on in-service days and specific instruction will take place in paid after-school workshops. The instruction will be provided by professionals, staff members with technology expertise, and hired consultants when necessary. Biannual professional development surveys will be conducted to maintain a clear understanding of the technology needs of the staff.

The technology plan will integrate technology into the daily curriculum. Technology will be used in the classroom to support the regular curriculum by providing both integrated and supplemental tutorial, research, and basic skills opportunities. For example, math and Spanish instructional software will be utilized to improve comprehension and basic skills.

The planning process necessary to create the Delaware Design-Lab Charter High School's technology plan included first creating the technology team which would monitor the process of the plan. Individuals involved in this process included program facilitators, and technology and professional development experts. This team was assembled to write the technology plan and provide support for its development over time. The team then discussed the current professional development needs of the staff and the areas in which they would need additional support. In addition, keeping the technology of the school current is a high priority of the school.

Part III: Core Elements of the Plan: Complete each section in accordance with the instructions – use additional pages, if needed.

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A: Goals and Strategies for Using Technology to Improve Education (2)

In addition to the DBLx© learning goals stated above, the Delaware Design-Lab High School has 6 specific and practical goals to measure how the technology proposed in this plan aids skill improvement and attainment. These include student and faculty needs assessments, accurate attendance and grades records, information technology equipment accountability, language improvement, student skills assessments, and staff technology training and assessment as follows:

Goal 1: Have 100% of staff and students complete the assessment, and see an increase in skills attainment from semester to semester. The Delaware Design-Lab High School will conduct biannual needs assessments of both staff and students which will include specific skills “tests” and online and paper surveys. The administration will designate a timeline of completion for all staff and student needs assessments and surveys. Test results will be compared semester to semester to ascertain the rate of skill improvement.

Goal 2: Have 100% participation in keeping all student demographic and performance data up to date in eSchool or similar software. The Delaware Design-Lab High School will use eSchool to record demographic information, attendance and student grades. This system will assist in accurate reporting and record keeping. The Delaware Design-Lab High School will require each teacher to: submit weekly lesson plans electronically, record student attendance daily in eSchool and set up and maintain electronic grade books in eSchool. Students and parents both will have access to eSchool on-line as well. The building Technology Coordinator will check on-line for daily submission of attendance, lunch counts and bi-monthly recording of grades in the electronic grade book

Goal 3: Purchase and track, from installation to obsolescence, mobile and classroom information technology to support the design learning concept. The Delaware Design-Lab High School will buy mobile computing technology to support design learning concepts. In addition to every student and teacher having a mobile device, There will be 1 LCD projector, 1 smartboard and one AverKey in every other classroom. Staff and students will also have access to scanner/printers to support design learning. There will be appropriate learning and operating software, as well as a school website, hosted by DOE. The school Technology Coordinator maintains inventory software that is used to record the locations and inventory of all technology in the building and in the field. The school will help maintain student awareness of their responsibility for maintenance of their personal tablets by requiring payment for the tablet if intentionally damaged, and \$10 fee for fixing a non-warranty repair. Practices by other schools show that these requirements can reduce losses to less than 1%, making it unnecessary to budget for losses.^{vii} In addition, the school will have secure lockers for students who don't feel comfortable brining the tablet into their home environment.

Goal 4: Offer free access to Spanish software and instruction as part of the Parent Literacy Program. The school will purchase Spanish software that will assist teacher in the instruction of Spanish, which is required of all students. Study of Spanish language will provide an activity parents or guardians and students can share, encourage literacy in Spanish among students, parents, and guardians by providing free instruction and software, and enable a sense of school culture and loyalty

Goal 5: Have 100% of classroom teachers use the Measurement of Academic Progress (MAP) assessment data to identify students' weak and strong areas. The Delaware Design-Lab High School will utilize electronic MAPS Assessments, which assesses students in Language Arts, Reading and Math. Data collected from the MAP assessment is used by teachers and staff to target interventions.

Goal 6: Based on the MAP assessment done in Goal 5, save and enhance the performance of at-risk students, disabled students, and English language learner students by providing differentiated instruction delivered via technology. Once students have taken the MAP assessment, their results can be imported to the Odyssey management system, which automatically creates a standards-aligned learning path for each student, consisting of activities that address the concepts they need to work on the most.

Goal 7: – Have 100% of the staff capable of utilizing information technology to manage and enhance the DBLx© school experience. Delaware Design-Lab High School Administrators will attend biannual technology workshops to aid in decision making and purchasing of new software and equipment.

During pre-service training, teachers will receive training and practice time using Microsoft 365 and Electronic Lesson Plans. They will show these portions to their curriculum coordinator during a grade level meeting which will be recorded in the meeting minutes. If a teacher is unable to complete the portion in the timeframe, their curriculum coordinator will meet individually with them to discuss any possible problems and provide one-on-one training.

Technology professionals from Innovative Schools will make weekly service visits to ensure the equipment is in proper working

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order, and advise administration of needed upgrades.

Part III: Core Elements of the Plan:

B: Professional Development Strategy for School Staff

1. Staff will complete a series of biannual skills assessments to gauge their knowledge of Microsoft Office 365 as well as using the internet. Staff will be required to maintain their own web page on the Delaware Design-Lab High School Web Site.
2. Staff will attend pre-service training workshops providing guidance and practice using the afore-mentioned programs as well as projecting information from their tablet to a projector using an AverKey. Pre-service training will also include effective teaching strategies involving student use of classroom and mobile technology for research, presentation and communication. The use of these various technologies will be evaluated as part of Delaware Performance Appraisal System (DPAS) +.
3. Teachers will attend periodic in-service sessions and after-school workshops that address the skills identified by the needs assessments of both students and staff. Some will be working sessions where teachers will be asked to come up with challenges still faced in the classroom and collaboratively find ways to overcome those challenges. Staff will be required to utilize information they are exposed to at these in-services when they present curriculum topics to the staff.
4. Staff members will complete a biannual technology survey (LoTi), which will be used to plan future professional development opportunities.
5. Pre-service and in-service workshops will be conducted by Innovative Schools when necessary.

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Part III: Core Elements of the Plan: Complete each section in accordance with the instructions – use additional pages, if needed:

C: Assessment of Services, Hardware and Software Needed

- The Delaware Design-Lab High School will make the acquisition of technology skills a priority for its staff and students. In order to make technology a part of instruction, students must have daily access to the internet. Therefore, every student will have a mobile computing device with a keyboard so it is capable of enabling completion of homework assignments. The three year plan is to have curriculum enhancement software for every curriculum area. Hardware will also be upgraded to accommodate the new state assessment.
- The Delaware Design-Lab High School will have to follow the required Delaware curriculum, in addition to the Design Based Learning experiences,
- When choosing new technology, the Delaware Design-Lab High School leadership team will schedule presentation meetings involving professionals with expertise in the new technology. They require a list of current users for the new technology, and after contacting them, provide feedback at this presentation meeting.
- The Delaware Design-Lab High School will conduct student, parent and teacher surveys to allow for suggestions for future changes, purchases or service needs.

The school plans to adhere to Delaware Department of Education IT requirements as follows:

- Connectivity to State Systems – the school will use the high speed communication line and router provided by the Delaware Department of Education to connect to the internet for all items such as financial transactions, record keeping, connection to the Delaware Education Network, Delaware Comprehensive Assessment System (DCAS) testing and connection to State Financial systems, such as PHRST and other statewide computer applications. As soon as the school has secured school facilities and has received final approval from DOE, we will contact the DTI Customer Service Specialist regarding the ordering of the data connection and phone connections
- Teachers and administrators can access DCAS student records at <https://login.doe.k12.de.us>. Teachers and administrators will communicate with other schools and schools districts using the DDOE email service, and the school website.
- Troubleshooting- The school has budgeted for the DOE required technology support for its computers, servers (if needed) and network support from Innovative Schools.
- The Schools will implement the DOE required Anti-Virus software on all computers.
- The school will use the current DOE switch standard, but may use refurbished switches to implement cost savings.
- The school will use the DOE web site static hosting environment, DOE email service and DOE approved phone service. Students and faculty may have additional free Microsoft Office 365 email addresses.

In addition to installation and LAN services budgeted for below, the school will have a Technology Coordinator, which will be one of the teachers that take the Technology Coordinator task as part of their job description. Cloud computing is known for ease of use, as reducing the role of the school servers eliminates much of the maintenance and licensing costs associated with maintaining the school IT capability. The Technology Coordinator will also lead the student Technology Club which will help maintain the School IT infrastructure for extra credit. The Technology Club will fit right in to the DBLx© paradigm used at the school by providing hands on technology design experience.

The school at this time has not made a final choice of facilities. The IT budget makes the assumption that the alarm system will not be integrated into the IT Plan as a safety precaution to prevent the alarm system from being disabled by hackers or internet service failures. However, the video surveillance system will be wireless and integrated into the school IT system. In addition, any wiring that occurs inside the walls is considered to be a facility, not IT, expense. Because of the use of wireless technology, this will not be a significant factor.

Part III: Core Elements of the Plan – Complete each sections in accordance with the instructions.

D: Budget to Support the Technology Plan:

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The revenue source for most of the technology purchases are state funds, and some are part of the Consolidated Grant Process. For the next three years additional funds, as will be available for technological purchases via the Consolidated Grant and Operating Funds in alignment with this Technology Plan. Innovative Schools will receive \$13,520.00, a portion of which provides the weekly maintenance visits, troubleshooting, installation and professional development.

The technology plan is based on the planned school enrollment. The following chart explains the enrollment plan for students by year:

Part D, Chart 1, Enrollment by Year

	<i>School Years</i>			
	2014	2015	2016	2017
grades				
9	175	175	175	175
10	125	175	175	175
11	-	125	175	175
12	-	-	125	175
	-	-	-	-
total students	300	475	650	700

The charts below explain the entire three year plan, and divide this information into ERate eligible and ERate ineligible categories, and the annual funding plan for each category. These charts also relate each budget item back to the goal number to show how the plan is seamlessly integrated

Part D, Chart 2, Delaware Design-Lab High School Equipment List

Current Delaware Design School Equipment List							
	<i>On Hand</i>	<i>Required</i>	<i>Current Shortfall</i>	<i>2014 Buy</i>	<i>2015 Buy</i>	<i>2016 Buy</i>	<i>Shortfall by 2016</i>
2 servers, UPS, Switches, tape backup	0	1	1	1	0	0	0
Fixed PCs Office	0	3	3	3	0	0	0
TV and Audio Studio	0	1	1	0	0	1	0
Mobile Device/Tablet or similar	0	676	676	312	182	182	0
Ethernet Drop in every other classroom with wireless	0	18	18	6	6	6	0
MAPS incl Odyssey, Compass, Training and Tech Spt	0	1425	1425	300	475	650	0
LCD projectors	0	18	18	6	6	6	0
SMART Boards	0	18	18	6	6	6	0
Security Equipment (wands and Walkie Talkies)	0	4	4	4	0	0	0
Computer Lab including 25 PCs, installation, furniture	0	1	1	0	1	0	0
Audio Devices	0	18	18	6	6	6	0
Printer/scanners	0	8	8	4	2	2	0
Laptops for CAD/CAM (incl S/W), laptop cart and testing	0	60	60	30	15	15	0
School software (Language, and Math)	0	688	688	324	182	182	0
School Property Management Software	0	1	1	1	0	0	0
Wireless Video Surveillance system 8 camera w/recorder	0	1	1	1	0	0	0
TALKSWITCH VOIP Equipment	0	1	1	1	0	0	0
Phones	0	39	39	15	12	12	0

Plan ameliorates all Technology Plan Shortfalls by 2016

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The chart above explains the entire 3 year equipment plan. The intent is to maintain the Delaware Design-Lab High School standards, as follows:

- Maintain a tablet for each student.
- Maintain sufficient laptop carts for testing and CAD/CAM purposes. The school may decide to buy refurbished units to save money and increase computing capacity.
- Maintain 2 basic servers at the school. An elaborate and expensive server system is not required because the school will either be using cloud computing for the greater part of its information technology requirement, reducing server workload significantly and enabling less expensive servers to be used.
- Maintain sufficient wireless capability to support academic and field work.
- Maintain VOIP phones services with Verizon under the state contract, using TalkSwitch.

All aspects of this plan are interoperable because they are all based on the use of Microsoft software, standard internet protocols, and a requirement for compatibility being in every Request for Proposal. The Delaware Design-Lab High School will use Microsoft Office 365, online report cards, email, and eSchool or similar software. The Microsoft Windows licenses are included in the purchase price of the PCs, Laptops and servers, or, to save funds, open source software may be used. Email service and static web site hosting are provided by the Delaware Department of Education (DOE). Mobile devices using Apple or other software, if chosen, will be interoperable with this system.

The plan laid out in Chart 2 above will be executed via the purchase of IT items and services as shown in charts 3, 4 and 5 below, using a competitive bidding process, and hiring a support contractor (Innovative Schools) to conduct training and operate the Delaware Design-Lab High School IT System, under the supervision of the Technology Coordinator. This plan shows the entire cost of IT for the Delaware Design-Lab High School for the 3 year period 2014 to 2017.

Part D, Chart 3 Delaware Design-Lab High School Technology Costs 2014-2015

2014-2015 Technology Costs							Replacement
Item	Goal	Number	Price	Total	Installation	Total	Time
2 servers, UPS, Switches, tape backup	1,2,3,4,5,6,7	1	\$5,854	\$5,854	\$1,000	\$1,000	4
Fixed PCs Office	1,2,3,4,5,6,7	3	\$546	\$1,639	\$37	\$111	4
TV and Audio Studio	1,2,3,4,5,6,7	0	\$15,429	\$0	\$1,000	\$0	4
Mobile Device/Tablet or similar	1,2,3,4,5,6,7	312	\$150	\$46,800	\$25	\$7,800	4
Ethernet Drop in every other classroom with wireless	1,2,3,4,5,6,7	6	\$200	\$1,200	\$110	\$660	4
MAPS incl Odyssey, Compass, Training and Tech Spt	3,7	300	\$13.75	\$4,125	\$5	\$1,500	4
Maint, Troubleshooting, Installation, and Prof Dev	3,7	1	\$13,520	\$13,520	\$0	\$0	n/a
LCD projectors	3,7	6	\$640	\$3,840	\$200	\$1,200	4
SMART Boards	3,7	6	\$1,500	\$9,000	\$200	\$1,200	4
Security Equipment (wands and Walkie Talkies)	3,7	4	\$250	\$1,000	\$0	\$0	4
Computer Lab including 25 PCs, installation, furniture	3,7	0	\$20,819	\$0	\$925	\$0	4
Audio Devices	3,7	6	\$250	\$1,500	\$34	\$204	4
Printer/scanners	3,7	4	\$300	\$1,200	\$34	\$136	4
Laptops for CAD/CAM (incl S/W), laptop cart and testing	1,3	30	\$360	\$10,800	\$50	\$1,500	4
School software (Language, and Math)	3,4,7	324	\$96	\$31,104	\$10	\$3,240	n/a
School Property Management Software	3,7	1	\$350	\$350	\$100	\$100	4
School Website Development including eSchool or similar	1,2,3,4,5,6,7	1	\$10,000	\$10,000	\$0	\$0	n/a
Wireless Video Surveillance system 8 camera w/recorder	3,7	1	\$3,500	\$3,500	\$100	\$100	4
TALKSWITCH VOIP Equipment	3,7	1	\$1,312	\$1,312	\$1,500	\$1,500	4
Phones	3	15	\$136	\$2,040	\$34	\$510	4
Telephone Costs	3	1	\$4,930	\$4,930	\$0	\$0	n/a
Internet Access (provided by Delaware DOE)	1,2,3,4,5,6,7	NA	N/A	\$0	\$0	\$0	n/a
TOTAL				\$153,714		\$20,761	
Grand Total				\$174,475			

Please note that in 2014, the school's annual investment in technology is more than in subsequent years because the initial investment in computing infrastructure is made in 2014. Subsequent annual costs in school years 2015

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and 2016 will relate to growth in student population to maintain desirable pupil to computing device ratios, and the delay of some technology infrastructure for budgetary reasons.

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Part D, Chart 4 Delaware Design-Lab High School Technology Costs 2015-2016

2015-2016 Technology Costs							Replacement
Item	Goal	Number	Price	Total	Installation	Total	Time
2 servers, UPS, Switches, tape backup	1,2,3,4,5,6,7	0	\$5,854	\$0	\$1,000	\$0	4
Fixed PCs Office	1,2,3,4,5,6,7	0	\$546	\$0	\$37	\$0	4
TV and Audio Studio	1,2,3,4,5,6,7	0	\$15,429	\$0	\$1,000	\$0	4
Mobile Device/Tablet or similar	1,2,3,4,5,6,7	182	\$150	\$27,300	\$25	\$4,550	4
Ethernet Drop in every other classroom with wireless	1,2,3,4,5,6,7	6	\$200	\$1,200	\$110	\$660	4
MAPS incl Odyssey, Compass, Training and Tech Spt	3,7	475	\$13.75	\$6,531	\$0	\$0	4
Maint, Troubleshooting, Installation, and Prof Dev	3,7	1	\$13,520	\$13,520	\$0	\$0	n/a
LCD projectors	3,7	6	\$640	\$3,840	\$200	\$1,200	4
Mobile Smartboards or similar	3,7	6	\$1,500	\$9,000	\$200	\$1,200	4
Security Equipment (wands and Walkie Talkies)	3,7	0	\$250	\$0	\$0	\$0	4
Computer Lab including 25 PCs, installation, furniture	3,7	1	\$20,819	\$20,819	\$925	\$925	4
Audio Devices	3,7	6	\$250	\$1,500	\$34	\$204	4
Printer/scanners	3,7	2	\$300	\$600	\$34	\$68	4
Laptops for CAD/CAM (incl S/W), laptop cart and testing	1,3	15	\$360	\$5,400	\$50	\$750	4
School software (Language, and Math)	3,4,7	182	\$96	\$17,472	\$10	\$1,820	n/a
School Property Management Software	3,7	0	\$350	\$0	\$100	\$0	4
School Website Development including eSchool or similar	1,2,3,4,5,6,7	1	\$10,000	\$10,000	\$0	\$0	n/a
Wireless Video Surveillance system 8 camera w/recorder	3,7	0	\$3,500	\$0	\$100	\$0	4
TALKSWITCH VOIP Equipment	3,7	0	\$1,312	\$0	\$1,500	\$0	4
Phones	3	12	\$136	\$1,632	\$34	\$408	4
Telephone Costs	3	1	\$4,930	\$4,930	\$0	\$0	n/a
Internet Access (provided by Delaware DOE)	1,2,3,4,5,6,7	NA	N/A	\$0	\$0	\$0	n/a
TOTAL				\$123,744		\$11,785	
Grand Total				\$135,529			

Please note that the costs have dropped significantly from the previous year because much of the initial technology investment has been made. Costs now relate just to annual connectivity and maintenance, and equipment for the additional classrooms and computer laboratory that are added in 2015.

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Part D, Chart 5, Delaware Design-Lab High School Technology Costs 2016 -2017

2016-2017 Technology Costs							Replacement
Item	Goal	Number	Price	Total	Installation	Total	Time
2 servers, UPS, Switches, tape backup	1,2,3,4,5,6,7	0	\$5,854	\$0	\$1,000	\$0	4
Fixed PCs Office	1,2,3,4,5,6,7	0	\$546	\$0	\$37	\$0	4
TV and Audio Studio	1,2,3,4,5,6,7	1	\$15,429	\$15,429	\$1,000	\$1,000	4
Mobile Device/Tablet or similar	1,2,3,4,5,6,7	182	\$150	\$27,300	\$25	\$4,550	4
Ethernet Drop in every other classroom with wireless	1,2,3,4,5,6,7	6	\$200	\$1,200	\$110	\$660	4
MAPS incl Odyssey, Compass, Training and Tech Spt	3,7	650	\$13.75	\$8,938	\$0	\$0	4
Maint, Troubleshooting, Installation, and Prof Dev	3,7	1	\$13,520	\$13,520	\$0	\$0	n/a
LCD projectors	3,7	6	\$640	\$3,840	\$200	\$1,200	4
SMART Boards	3,7	6	\$1,500	\$9,000	\$200	\$1,200	4
Security Equipment (wands and Walkie Talkies)	3,7	0	\$250	\$0	\$0	\$0	4
Computer Lab including 25 PCs, installation, furniture	3,7	0	\$20,819	\$0	\$925	\$0	4
Audio Devices	3,7	6	\$250	\$1,500	\$34	\$204	4
Printer/scanners	3,7	2	\$300	\$600	\$34	\$68	4
Laptops for CAD/CAM (incl S/W), laptop cart and testing	1,3	15	\$360	\$5,400	\$50	\$750	4
School software (Language, and Math)	3,4,7	182	\$96	\$17,472	\$10	\$1,820	n/a
School Property Management Software	3,7	0	\$350	\$0	\$100	\$0	4
School Website Development including eSchool or similar	1,2,3,4,5,6,7	1	\$10,000	\$10,000	\$0	\$0	n/a
Wireless Video Surveillance system 8 camera w/recorder	3,7	0	\$3,500	\$0	\$100	\$0	4
TALKSWITCH VOIP Equipment	3,7	0	\$1,312	\$0	\$1,500	\$0	4
Phones	3	12	\$136	\$1,632	\$34	\$408	4
Telephone Costs	3	1	\$4,930	\$4,930	\$0	\$0	n/a
Internet Access (provided by Delaware DOE)	1,2,3,4,5,6,7	NA	N/A	\$0	\$0	\$0	n/a
TOTAL				\$120,761		\$11,860	
Grand Total				\$132,621			

2016 continues the trends established in 2015. Besides equipment for additional classrooms and students, a TV and Audio Studio were added. Please note that, given the 4 year replacement time, in the following year, not addressed here, much of the original technology will have to be replaced.

In addition, in order to spread requirements among budget years, the final laptops are purchased in 2016 to serve a growing enrollment.

In subsequent years, funds could be saved, if needed, in the following areas:

Change the replacement time for servers, LCD projectors, Smart Boards, switches, wireless equipment, audio devices, and phone equipment to 6 rather than 4 years.

However, other equipment such as PCs, Laptops, mobile devices, scanners, and printers should not be kept longer than 4 years because maintenance costs, downtime, and slowdown of equipment will interfere with the educational value of the computing experience.

These tables are not intended to be an exhaustive means of describing the telecommunication services, hardware, software, and other services that the Delaware Design-Lab High School may require to implement the Delaware Design-Lab High School technology plan.

Delaware Design-Lab High School personnel may request services that require technology needs not covered by the Technology Plan above. These technology needs and the locations for which they will be needed will require adjustments in the Technology Assessment.

In addition, the funding shown above may change based on contributions of equipment, money, and time from the community. The competitive bidding process may result in changes to the plan if the vendors recommend a different approach.

TECHNOLOGY PLAN

1. ERate Eligible Services

Delaware Design-Lab High School intends to apply to the FCC for an ERate discount for the following eligible annual services for each of the years covered by this technology plan.

Part D, Chart 6, Delaware Design-Lab High School Rate Eligible Costs 2014-2015

2014-2015 Technology Costs Eligible for Erate Discount							Replacement
Item	Goal	Number	Price	Total	Installation	Total	Time
TALKSWITCH VOIP Equipment	3,6	1	\$1,312	\$1,312	\$1,500	\$1,500	\$4
Phones	3	15	\$136	\$2,040	\$34	\$510	\$4
Telephone Costs	3	1	\$4,930	\$4,930	\$0	\$0	n/a
Internet Access (provided by Delaware DOE)	1,2,3,4,5,6	NA	N/A	\$0	\$0	\$0	n/a
TOTAL				\$8,282		\$2,010	
Grand Total				\$10,292			
Total cost after 90% discount				\$1,029			

Part D, Chart 7, Delaware Design-Lab High School ERate Eligible Costs 2015-2016

2015-2016 Technology Costs Eligible for Erate Discount							Replacement
Item	Goal	Number	Price	Total	Installation	Total	Time
TALKSWITCH VOIP Equipment	3,6	0	\$1,312	\$0	\$1,500	\$0	4
Phones	3	12	\$136	\$1,632	\$34	\$408	4
Telephone Costs	3	1	\$4,930	\$4,930	\$0	\$0	n/a
Internet Access (provided by Delaware DOE)	1,2,3,4,5,6	NA	N/A	\$0	\$0	\$0	n/a
TOTAL				\$6,562		\$408	
Grand Total				\$6,970			
Total cost after 90% discount				\$697			

Part D, Chart 8, Delaware Design-Lab High School ERate Eligible Costs 2016-2017

2016-2017 Technology Costs Eligible for Erate Discount							Replacement
Item	Goal	Number	Price	Total	Installation	Total	Time
TALKSWITCH VOIP Equipment	3,6	0	\$1,312	\$0	\$1,500	\$0	4
Phones	3	12	\$136	\$1,632	\$34	\$408	4
Telephone Costs	3	1	\$4,930	\$4,930	\$0	\$0	n/a
Internet Access (provided by Delaware DOE)	1,2,3,4,5,6	NA	N/A	\$0	\$0	\$0	n/a
TOTAL				\$6,562		\$408	
Grand Total				\$6,970			
Total cost after 90% discount				\$697			

Note that internet access is provided by the Delaware Department of Education (DOE) and the DOE applies for ERate reimbursement for internet access reimbursement as a consortium, with no action needed by the School. The Delaware Design-Lab High School will fund the remaining cost after ERate discounts from the operations budget. The Delaware Design-Lab High school is prepared to document that funds are available. Delaware Design-Lab High School understands that ERate reimbursements are not guaranteed.

2. ERate Ineligible Expenses

Much of the equipment needed by Delaware Design-Lab High school is not E-rate eligible. Delaware Design-Lab High School will need sufficient funds to acquire and support the non-discounted portions of the e-rate requests for using telecommunications and information technology as follows.

**Delaware Design-Lab High School
BUDGET**

Appendix G

TECHNOLOGY PLAN

Part D, Chart 9, Delaware Design-Lab High School ERate Ineligible Costs 2014-2015

<i>2014-2015 Technology Costs not Eligible for ERate Discount</i>							
Item	Goal	Number	Price	Total	Installation	Total	Replacement Time
2 servers, UPS, Switches, tape backup	1,2,3,4,5,6,7	1	\$5,854	\$5,854	\$1,000	\$1,000	\$4
Fixed PCs Office	1,2,3,4,5,6,7	3	\$546	\$1,639	\$37	\$111	\$4
TV and Audio Studio	1,2,3,4,5,6,7	0	\$15,429	\$0	\$1,000	\$0	\$4
Mobile Device/Tablet or similar	1,2,3,4,5,6,7	312	\$150	\$46,800	\$25	\$7,800	\$4
Ethernet Drop in every other classroom with wireless	1,2,3,4,5,6,7	6	\$200	\$1,200	\$110	\$660	4
MAPS incl Odyssey, Compass, Training and Tech Spt	3,7	300	\$13.75	\$4,125	\$5	\$1,500	\$4
Maint, Troubleshooting, Installation, and Prof Dev	3,7	1	\$13,520	\$13,520	\$0	\$0	n/a
LCD projectors	3,7	6	\$640	\$3,840	\$200	\$1,200	\$4
SMART Boards	3,7	6	\$1,500	\$9,000	\$200	\$1,200	\$4
Security Equipment (wands and Walkie Talkies)	3,7	4	\$250	\$1,000	\$0	\$0	\$4
Computer Lab including 25 PCs, installation, furniture	3,7	0	\$20,819	\$0	\$925	\$0	\$4
Audio Devices	3,7	6	\$250	\$1,500	\$34	\$204	\$4
Printer/scanners	3,7	4	\$300	\$1,200	\$34	\$136	\$4
Laptops for CAD/CAM (incl S/W), laptop cart and testing	1,3	30	\$360	\$10,800	\$50	\$1,500	\$4
School software (Language, and Math)	3,4,7	324	\$96	\$31,104	\$10	\$3,240	n/a
School Property Management Software	3,7	1	\$350	\$350	\$100	\$100	\$4
School Website Development including eSchool or similar	1,2,3,4,5,6,7	1	\$10,000	\$10,000	\$0	\$0	n/a
Wireless Video Surveillance system 8 camera w/recorder	3,7	1	\$3,500	\$3,500	\$100	\$100	4
TOTAL				\$145,432		\$18,751	
Grand Total				\$164,183			

Part D, Chart 10, Delaware Design-Lab High School ERate Ineligible Costs 2015-2016

<i>2015-2016 Technology Costs not Eligible for ERate Discount</i>							
Item+A52	Goal	Number	Price	Total	Installation	Total	Replacement Time
2 servers, UPS, Switches, tape backup	1,2,3,4,5,6,7	0	\$5,854	\$0	\$1,000	\$0	4
Fixed PCs Office	1,2,3,4,5,6,7	0	\$546	\$0	\$37	\$0	4
TV and Audio Studio	1,2,3,4,5,6,7	0	\$15,429	\$0	\$1,000	\$0	4
Mobile Device/Tablet or similar	1,2,3,4,5,6,7	182	\$150	\$27,300	\$25	\$4,550	4
Ethernet Drop in every other classroom with wireless	1,2,3,4,5,6,7	6	\$200	\$1,200	\$110	\$660	4
MAPS incl Odyssey, Compass, Training and Tech Spt	3,7	475	\$13.75	\$6,531	\$0	\$0	4
Maint, Troubleshooting, Installation, and Prof Dev	3,7	1	\$13,520	\$13,520	\$0	\$0	n/a
LCD projectors	3,7	6	\$640	\$3,840	\$200	\$1,200	4
Mobile Smartboards or similar	3,7	6	\$1,500	\$9,000	\$200	\$1,200	4
Security Equipment (wands and Walkie Talkies)	3,7	0	\$250	\$0	\$0	\$0	4
Computer Lab including 25 PCs, installation, furniture	3,7	1	\$20,819	\$20,819	\$925	\$925	4
Audio Devices	3,7	6	\$250	\$1,500	\$34	\$204	4
Printer/scanners	3,7	2	\$300	\$600	\$34	\$68	4
Laptops for CAD/CAM (incl S/W), laptop cart and testing	1,3	15	\$360	\$5,400	\$50	\$750	4
School software (Language, and Math)	3,4,7	182	\$96	\$17,472	\$10	\$1,820	n/a
School Property Management Software	3,7	0	\$350	\$0	\$100	\$0	4
School Website Development including eSchool or similar	1,2,3,4,5,6,7	1	\$10,000	\$10,000	\$0	\$0	n/a
Wireless Video Surveillance system 8 camera w/recorder	3,7	0	\$3,500	\$0	\$100	\$0	4
TOTAL				\$117,182		\$ 11,377	
Grand Total				\$128,559			

TECHNOLOGY PLAN

Part D, Chart 11, Delaware Design-Lab High School ERate Ineligible Costs 2016-2017

<i>2016-2017 Technology Costs not Eligible for Erate Discount</i>							
Item	Goal	Number	Price	Total	Installation	Total	Replacement Time
2 servers, UPS, Switches, tape backup	1,2,3,4,5,6,7	0	\$5,854	\$0	\$1,000	\$0	4
Fixed PCs Office	1,2,3,4,5,6,7	0	\$546	\$0	\$37	\$0	4
TV and Audio Studio	1,2,3,4,5,6,7	1	\$15,429	\$15,429	\$1,000	\$1,000	4
Mobile Device/Tablet or similar	1,2,3,4,5,6,7	182	\$150	\$27,300	\$25	\$4,550	4
Ethernet Drop in every other classroom with wireless	1,2,3,4,5,6,7	6	\$200	\$1,200	\$110	\$660	4
MAPS incl Odyssey, Compass, Training and Tech Spt	3,7	650	\$13.75	\$8,938	\$0	\$0	4
Maint, Troubleshooting, Installation, and Prof Dev	3,7	1	\$13,520	\$13,520	\$0	\$0	n/a
LCD projectors	3,7	6	\$640	\$3,840	\$200	\$1,200	4
SMART Boards	3,7	6	\$1,500	\$9,000	\$200	\$1,200	4
Security Equipment (wands and Walkie Talkies)	3,7	0	\$250	\$0	\$0	\$0	4
Computer Lab including 25 PCs, installation, furniture	3,7	0	\$20,819	\$0	\$925	\$0	4
Audio Devices	3,7	6	\$250	\$1,500	\$34	\$204	4
Printer/scanners	3,7	2	\$300	\$600	\$34	\$68	4
Laptops for CAD/CAM (incl S/W), laptop cart and testing	1,3	15	\$360	\$5,400	\$50	\$750	4
School software (Language, and Math)	3,4,7	182	\$96	\$17,472	\$10	\$1,820	n/a
School Property Management Software	3,7	0	\$350	\$0	\$100	\$0	4
School Website Development including eSchool or similar	1,2,3,4,5,6,7	1	\$10,000	\$10,000	\$0	\$0	n/a
Wireless Video Surveillance system 8 camera w/recorder	3,7	0	\$3,500	\$0	\$100	\$0	4
TOTAL				\$114,199		\$11,452	
Grand Total				\$125,651			

Sources of funding include the Delaware Design-Lab High School operating budget. Delaware Design-Lab High school is prepared to document that funds are available. There are no unfunded items over the three year period.

E: Evaluation Plan to Monitor Progress and Goal Attainment

As mentioned in the Goals section, the IT system must support the school goals. The Principal and the Technology Coordinator will decide on specific ways to measure progress towards these goals and will evaluate the system based on the progress noted and adjust the IT strategy accordingly. Specific measurements could include:

Goal 1: Have 100% of staff and students complete a technology assessment, and see an increase in skills attainment over time.

- Each 9th grade student will be able to prepare and present a research paper including discussing and analyzing alternate views...
- Each student will demonstrate the ability to use a search engine to research homework assignments.
- Each student will demonstrate proficiency in using the Delaware Design-Lab High School website to obtain homework assignments.
- Biannual technology surveys will be completed by staff, students and parents and will allow school leadership to assess effectiveness of current practices and plan future programs.
- Records will be kept of staff members who have received training in a specific skill area. Each year's needs assessments results should show a decrease in the number of returning staff members needing basic professional development.
- Student progress will be monitored through research assignments, keyboarding assignments and printed reports from the Independent Learning System, and also from the MAPS Online Assessment.

Goal 2: Have 100% participation in keeping all student demographic and performance data up to date in ESchool. Assess school progress towards achieving 100% eSchool or similar software use at the end of each semester against the 100% goal and advise teachers as appropriate.

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- School administrators will monitor the submission of electronic lesson plans, daily attendance count and electronic grade book maintenance for use of the appropriate skills.
- Assess school progress towards achieving 100% eSchool use at the end of each semester against the 100% goal and advise teachers as appropriate.

Goal 3: Purchase and track, from installation to obsolescence, mobile and classroom information technology to support the DBLx© concept

- Assess school progress towards achieving equipment purchase and installation at the end of the school year against the purchase plan described above.
- A 100% audit of equipment at the end of the year and assess against current records and adjust accordingly.

Goal 4: Offer free access to Spanish software and instruction as part of the Parent Literacy Program.

- Biannually survey parents via the school website and via mailings as to use of the software.
- Include in survey if study of Spanish language provides an activity parents or guardians and students can share, encourages literacy in Spanish among students, parents, and guardians by providing free instruction and software , and if it enables a sense of school culture and loyalty as measured by volunteerism and parent/guardian attendance at school functions.

Goal 5: Have 100% of classroom teachers use the MAP assessment data to identify students' weak and strong areas.

- Assess school progress towards achieving 100% MAPs use at the end of each semester against the 100% goal and advise teachers as appropriate.

Goal 6: Based on the MAP assessment done in Goal 5, save and enhance the performance of at-risk students, disabled students, and English language learner students by providing differentiated instruction delivered via technology.

- Once students have taken the MAP assessment, their results can be imported to the Odyssey management system, which automatically creates a standards-aligned learning path for each student, consisting of activities that address the concepts they need to work on the most.

Goal 7 – Have 100% of the staff capable of utilizing information technology to manage and enhance the expeditionary school experience.

- Delaware Design-Lab High School Administrators will achieve 100% attendance at biannual technology workshops to aid in decision making and purchasing of new software and equipment.
- Teachers will achieve 100% attendance at pre-service training and practice time for PowerPoint and Electronic Lesson Plans.
- Teachers will achieve 100% proficiency in eSchool and electronic lesson plans. If a teacher is unable to complete the portion in the timeframe, their curriculum coordinator will meet individually with them to discuss any possible problems and provide one-on-one training.

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Part IV – NCLB Requirements

(Note: This section is repetitive of earlier sections because it addresses NCLB concerns and may be reviewed separately from earlier sections).

Part IV: NCLB Requirements

The following elements are addressed in the technology plan:

1. A description of how the applicant will use federal funds to improve the student academic achievement, including technology literacy, of all students attending schools served by the local educational agency and to improve the capacity of all teachers teaching in schools served by the local educational agency to integrate technology effectively into curricula and instruction.

The Delaware Design-Lab High School uses federal funds to pay for some of its technology pieces to improve academic achievement via teacher communication and internet based Instructional Aids.

Delaware Design-Lab High School in applying DBLx© (a proprietary approach to Design, Project, and Problem based learning), will use Federal ERate funds to Enable Classroom connectivity and maintenance, buy TALKSWITCH VOIP Equipment, buy Phones, and pay for Telephone Costs, and Internet Access. This will support student academic achievement by enabling connectivity to sources of instruction and sources of information for homework, school and field work, and in class exercises, thereby raising the quality of instruction and student productivity.

2. A description of the applicant's specific goals for using advanced technology to improve student academic achievement aligned with challenging state academic content and student academic achievement standards.

Our technology plan goals are:

- *Goal 1: Have 100% of staff and students complete the assessment, and see an increase in skills attainment over time.*
- *Goal 2: Have 100% participation in keeping all student demographic and performance data up to date in eSchool or similar software. Assess school progress towards achieving 100% eSchool use at the end of each semester against the 100% goal and advise teachers as appropriate.*
- *Goal 3: Purchase and track, from installation to obsolescence, mobile and classroom information technology to support the design learning concept.*
- *Goal 4: Offer access to Spanish Language software and instruction as part of the Parent Literacy Program.*
- *Goal 5: Have 100% of classroom teachers use the MAP assessment data to identify students' weak and strong areas.*

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- *Goal 6: Based on the MAP assessment done in Goal 5, save and enhance the performance of at-risk students, disabled students, and English language learner students by providing differentiated instruction delivered via technology.*
 - *Goal 7 – Have 100% of the staff capable of utilizing information technology to manage and enhance the expeditionary school experience.*
3. A description of the steps the applicant will take to ensure that all students and teachers in schools served by the local educational agency involved have increased access to educational technology, including how the agency would use funds under this subpart (such as combining the funds with funds from other sources), to help ensure that students in high-poverty and high-needs schools, or schools identified for improvement or corrective action, have access to technology; and teachers are prepared to integrate technology effectively into curricula and instruction.

Delaware Design-Lab High school is a high poverty and a high-needs school. The Information Technology plan will exponentially increase the student's access to educational technology as follows:

Every student will have a tablet.

Every classroom will have internet access.

Every other classroom will have a SMART Board.

Every other classroom will have an LCD Projector.

Every staff member, parent and student, and community member, will have access to a school website to assign homework, provide schedules, post events, and collect data.

Federal ERate funds will enable this effort by improving Classroom connectivity, TALKSWITCH VOIP Equipment, Phones, Telephone Costs, and Internet Access.

4. A description of how the applicant will:
- a. Identify and promote curricula and teaching strategies that integrate technology effectively into curricula and instruction, based on a review of relevant research, leading to improvements in student academic achievement, as measured by challenging state academic content and student academic achievement standards.
 - a. The Delaware Design-Lab High School supports the concepts in DBLx© learning that relate p. Each of these concepts requires unique support in the Technology Plan to enhance success. This curriculum will be supported by Information Technology advances. The effect of advances in Information Technology on the operation of the school will become more apparent in 2014 as the school Website is implemented to include assignment of homework, scheduling, communication with parents, and collection of achievement data for state and federal purposes. The effect of advances will also be felt in the realm of mobile computing to support school and field learning. The Delaware Design-Lab High School also promotes curricular and teaching strategies by requiring teachers to use MAPS. In the meantime, the objective of the plan is to build a sufficient Information Technology capability to support the 6 goals outlined above.*
 - b. Provide ongoing, sustained professional development for teachers, principals, administrators, and school library media personnel serving the local educational agency, to further the effective use of technology in the classroom or library media center, including, if applicable, a list of the entities that

TECHNOLOGY PLAN

will be partners with the local educational agency involved in providing the ongoing, sustained professional development.

b. The Delaware Design-Lab High School plans to develop proficiency in technology through professional development and collegial support. New and current teachers will attend a pre-service instructional technology seminar. This seminar will focus on familiarizing the teachers with:

- *The goals and strategies of the Delaware Design-Lab High School IT system.*
- *The hardware and software used in the system. Staff will receive training in the use of mobile devices, LCD Projectors and Smart Boards.*
- *The IT support strategy (Innovative Schools and the Technology Coordinator). Teachers would be given information about who to contact for various IT problems and basic troubleshooting.*
- *Seminar participants will give feedback the Technology Coordinator for changes and improvements that would help teachers teach.*
- *Introductory and regular follow up assemblies for students and teachers, outlining the system capabilities discussed above, addressing the operational characteristics of the equipment on hand and providing collective training.*
- *The partnership with Innovative Schools and state staff development provides skills to make staff Highly Qualified, give them tools to integrate technology with existing curriculums, and prepare them for creating virtual classrooms.*
- *Formal and informal sessions as needed by the support contractor (Innovative Schools). These should occur at least monthly.*
- *Teachers and staff may apply for additional training offered commercially as budgets permit.*

5. A description of the type and costs of technologies to be acquired under this subpart, including services, software, and digital curricula, and including specific provisions for interoperability among components of such technologies.

The following charts describes in summary the entire 3 year IT Plan for Delaware Design-Lab High School.

TECHNOLOGY PLAN

NCLB Chart 1 – Delaware Design-Lab High School Technology Budget 2014-2015

2014-2015 Technology Costs							Replacement
Item	Goal	Number	Price	Total	Installation	Total	Time
2 servers, UPS, Switches, tape backup	1,2,3,4,5,6,7	1	\$5,854	\$5,854	\$1,000	\$1,000	4
Fixed PCs Office	1,2,3,4,5,6,7	3	\$546	\$1,639	\$37	\$111	4
TV and Audio Studio	1,2,3,4,5,6,7	0	\$15,429	\$0	\$1,000	\$0	4
Mobile Device/Tablet or similar	1,2,3,4,5,6,7	312	\$150	\$46,800	\$25	\$7,800	4
Ethernet Drop in every other classroom with wireless	1,2,3,4,5,6,7	6	\$200	\$1,200	\$110	\$660	4
MAPS incl Odyssey, Compass, Training and Tech Spt	3,7	300	\$13.75	\$4,125	\$5	\$1,500	4
Maint, Troubleshooting, Installation, and Prof Dev	3,7	1	\$13,520	\$13,520	\$0	\$0	n/a
LCD projectors	3,7	6	\$640	\$3,840	\$200	\$1,200	4
SMART Boards	3,7	6	\$1,500	\$9,000	\$200	\$1,200	4
Security Equipment (wands and Walkie Talkies)	3,7	4	\$250	\$1,000	\$0	\$0	4
Computer Lab including 25 PCs, installation, furniture	3,7	0	\$20,819	\$0	\$925	\$0	4
Audio Devices	3,7	6	\$250	\$1,500	\$34	\$204	4
Printer/scanners	3,7	4	\$300	\$1,200	\$34	\$136	4
Laptops for CAD/CAM (incl S/W), laptop cart and testing	1,3	30	\$360	\$10,800	\$50	\$1,500	4
School software (Language, and Math)	3,4,7	324	\$96	\$31,104	\$10	\$3,240	n/a
School Property Management Software	3,7	1	\$350	\$350	\$100	\$100	4
School Website Development including eSchool or similar	1,2,3,4,5,6,7	1	\$10,000	\$10,000	\$0	\$0	n/a
Wireless Video Surveillance system 8 camera w/recorder	3,7	1	\$3,500	\$3,500	\$100	\$100	4
TALKSWITCH VOIP Equipment	3,7	1	\$1,312	\$1,312	\$1,500	\$1,500	4
Phones	3	15	\$136	\$2,040	\$34	\$510	4
Telephone Costs	3	1	\$4,930	\$4,930	\$0	\$0	n/a
Internet Access (provided by Delaware DOE)	1,2,3,4,5,6,7	NA	N/A	\$0	\$0	\$0	n/a
TOTAL				\$153,714		\$20,761	
Grand Total				\$174,475			

NCLB Chart 2 – Delaware Design-Lab High School Technology Budget 2015-2016

2015-2016 Technology Costs							Replacement
Item	Goal	Number	Price	Total	Installation	Total	Time
2 servers, UPS, Switches, tape backup	1,2,3,4,5,6,7	0	\$5,854	\$0	\$1,000	\$0	4
Fixed PCs Office	1,2,3,4,5,6,7	0	\$546	\$0	\$37	\$0	4
TV and Audio Studio	1,2,3,4,5,6,7	0	\$15,429	\$0	\$1,000	\$0	4
Mobile Device/Tablet or similar	1,2,3,4,5,6,7	182	\$150	\$27,300	\$25	\$4,550	4
Ethernet Drop in every other classroom with wireless	1,2,3,4,5,6,7	6	\$200	\$1,200	\$110	\$660	4
MAPS incl Odyssey, Compass, Training and Tech Spt	3,7	475	\$13.75	\$6,531	\$0	\$0	4
Maint, Troubleshooting, Installation, and Prof Dev	3,7	1	\$13,520	\$13,520	\$0	\$0	n/a
LCD projectors	3,7	6	\$640	\$3,840	\$200	\$1,200	4
Mobile Smartboards or similar	3,7	6	\$1,500	\$9,000	\$200	\$1,200	4
Security Equipment (wands and Walkie Talkies)	3,7	0	\$250	\$0	\$0	\$0	4
Computer Lab including 25 PCs, installation, furniture	3,7	1	\$20,819	\$20,819	\$925	\$925	4
Audio Devices	3,7	6	\$250	\$1,500	\$34	\$204	4
Printer/scanners	3,7	2	\$300	\$600	\$34	\$68	4
Laptops for CAD/CAM (incl S/W), laptop cart and testing	1,3	15	\$360	\$5,400	\$50	\$750	4
School software (Language, and Math)	3,4,7	182	\$96	\$17,472	\$10	\$1,820	n/a
School Property Management Software	3,7	0	\$350	\$0	\$100	\$0	4
School Website Development including eSchool or similar	1,2,3,4,5,6,7	1	\$10,000	\$10,000	\$0	\$0	n/a
Wireless Video Surveillance system 8 camera w/recorder	3,7	0	\$3,500	\$0	\$100	\$0	4
TALKSWITCH VOIP Equipment	3,7	0	\$1,312	\$0	\$1,500	\$0	4
Phones	3	12	\$136	\$1,632	\$34	\$408	4
Telephone Costs	3	1	\$4,930	\$4,930	\$0	\$0	n/a
Internet Access (provided by Delaware DOE)	1,2,3,4,5,6,7	NA	N/A	\$0	\$0	\$0	n/a
TOTAL				\$123,744		\$11,785	
Grand Total				\$135,529			

TECHNOLOGY PLAN

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NCLB Chart 3 – Delaware Design-Lab High School Technology Budget 2016-2017

2016-2017 Technology Costs							Replacement
Item	Goal	Number	Price	Total	Installation	Total	Time
2 servers, UPS, Switches, tape backup	1,2,3,4,5,6,7	0	\$5,854	\$0	\$1,000	\$0	4
Fixed PCs Office	1,2,3,4,5,6,7	0	\$546	\$0	\$37	\$0	4
TV and Audio Studio	1,2,3,4,5,6,7	1	\$15,429	\$15,429	\$1,000	\$1,000	4
Mobile Device/Tablet or similar	1,2,3,4,5,6,7	182	\$150	\$27,300	\$25	\$4,550	4
Ethernet Drop in every other classroom with wireless	1,2,3,4,5,6,7	6	\$200	\$1,200	\$110	\$660	4
MAPS incl Odyssey, Compass, Training and Tech Spt	3,7	650	\$13.75	\$8,938	\$0	\$0	4
Maint, Troubleshooting, Installation, and Prof Dev	3,7	1	\$13,520	\$13,520	\$0	\$0	n/a
LCD projectors	3,7	6	\$640	\$3,840	\$200	\$1,200	4
SMART Boards	3,7	6	\$1,500	\$9,000	\$200	\$1,200	4
Security Equipment (wands and Walkie Talkies)	3,7	0	\$250	\$0	\$0	\$0	4
Computer Lab including 25 PCs, installation, furniture	3,7	0	\$20,819	\$0	\$925	\$0	4
Audio Devices	3,7	6	\$250	\$1,500	\$34	\$204	4
Printer/scanners	3,7	2	\$300	\$600	\$34	\$68	4
Laptops for CAD/CAM (incl S/W), laptop cart and testing	1,3	15	\$360	\$5,400	\$50	\$750	4
School software (Language, and Math)	3,4,7	182	\$96	\$17,472	\$10	\$1,820	n/a
School Property Management Software	3,7	0	\$350	\$0	\$100	\$0	4
School Website Development including eSchool or similar	1,2,3,4,5,6,7	1	\$10,000	\$10,000	\$0	\$0	n/a
Wireless Video Surveillance system 8 camera w/recorder	3,7	0	\$3,500	\$0	\$100	\$0	4
TALKSWITCH VOIP Equipment	3,7	0	\$1,312	\$0	\$1,500	\$0	4
Phones	3	12	\$136	\$1,632	\$34	\$408	4
Telephone Costs	3	1	\$4,930	\$4,930	\$0	\$0	n/a
Internet Access (provided by Delaware DOE)	1,2,3,4,5,6,7	NA	N/A	\$0	\$0	\$0	n/a
TOTAL				\$120,761		\$11,860	
Grand Total				\$132,621			

All aspects of this plan are interoperable because they are all based on the use of Microsoft software, standard internet protocols, and a requirement for compatibility being in every Request for Proposal. Delaware Design-Lab High School uses Microsoft Office 365, online report cards, email provided by the Delaware Department of Education, and eSchool.

The following charts show the portion of the above plans eligible for ERate discount:

NCLB Chart 4 – Cost of Items Eligible for ERate Discount 2014-2015

2014-2015 Technology Costs Eligible for ERate Discount							Replacement
Item	Goal	Number	Price	Total	Installation	Total	Time
TALKSWITCH VOIP Equipment	3,6	1	\$1,312	\$1,312	\$1,500	\$1,500	\$4
Phones	3	15	\$136	\$2,040	\$34	\$510	\$4
Telephone Costs	3	1	\$4,930	\$4,930	\$0	\$0	n/a
Internet Access (provided by Delaware DOE)	1,2,3,4,5,6	NA	N/A	\$0	\$0	\$0	n/a
TOTAL				\$8,282		\$2,010	
Grand Total				\$10,292			
Total cost after 90% discount				\$1,029			

TECHNOLOGY PLAN

NCLB Chart 5 – Cost of Items Eligible for ERate Discount 2015-2016

2015-2016 Technology Costs Eligible for Erate Discount							
Item	Goal	Number	Price	Total	Installation	Total	Replacement Time
TALKSWITCH VOIP Equipment	3,6	0	\$1,312	\$0	\$1,500	\$0	4
Phones	3	12	\$136	\$1,632	\$34	\$408	4
Telephone Costs	3	1	\$4,930	\$4,930	\$0	\$0	n/a
Internet Access (provided by Delaware DOE)	1,2,3,4,5,6	NA	N/A	\$0	\$0	\$0	n/a
TOTAL				\$6,562		\$408	
Grand Total				\$6,970			
<i>Total cost after 90% discount</i>				\$697			

NCLB Chart 6 – Cost of Items Eligible for ERate Discount 2016-2017

Item	Goal	Number	Price	Total	Installation	Total	Time
TALKSWITCH VOIP Equipment	3,6	0	\$1,312	\$0	\$1,500	\$0	4
Phones	3	12	\$136	\$1,632	\$34	\$408	4
Telephone Costs	3	1	\$4,930	\$4,930	\$0	\$0	n/a
Internet Access (provided by Delaware DOE)	1,2,3,4,5,6	NA	N/A	\$0	\$0	\$0	n/a
TOTAL				\$6,562		\$408	
Grand Total				\$6,970			
<i>Total cost after 90% discount</i>				\$697			

The following charts show the portion of the above plans that are ineligible for ERate discount:

NCLB Chart 7, Cost of Items Ineligible for ERate Discount 2014-2015

2014-2015 Technology Costs not Eligible for Erate Discount							
Item	Goal	Number	Price	Total	Installation	Total	Replacement Time
2 servers, UPS, Switches, tape backup	1,2,3,4,5,6,7	1	\$5,854	\$5,854	\$1,000	\$1,000	\$4
Fixed PCs Office	1,2,3,4,5,6,7	3	\$546	\$1,639	\$37	\$111	\$4
TV and Audio Studio	1,2,3,4,5,6,7	0	\$15,429	\$0	\$1,000	\$0	\$4
Mobile Device/Tablet or similar	1,2,3,4,5,6,7	312	\$150	\$46,800	\$25	\$7,800	\$4
Ethernet Drop in every other classroom with wireless	1,2,3,4,5,6,7	6	\$200	\$1,200	\$110	\$660	4
MAPS incl Odyssey, Compass, Training and Tech Spt	3,7	300	\$13.75	\$4,125	\$5	\$1,500	\$4
Maint, Troubleshooting, Installation, and Prof Dev	3,7	1	\$13,520	\$13,520	\$0	\$0	n/a
LCD projectors	3,7	6	\$640	\$3,840	\$200	\$1,200	\$4
SMART Boards	3,7	6	\$1,500	\$9,000	\$200	\$1,200	\$4
Security Equipment (wands and Walkie Talkies)	3,7	4	\$250	\$1,000	\$0	\$0	\$4
Computer Lab including 25 PCs, installation, furniture	3,7	0	\$20,819	\$0	\$925	\$0	\$4
Audio Devices	3,7	6	\$250	\$1,500	\$34	\$204	\$4
Printer/scanners	3,7	4	\$300	\$1,200	\$34	\$136	\$4
Laptops for CAD/CAM (incl S/W), laptop cart and testing	1,3	30	\$360	\$10,800	\$50	\$1,500	\$4
School software (Language, and Math)	3,4,7	324	\$96	\$31,104	\$10	\$3,240	n/a
School Property Management Software	3,7	1	\$350	\$350	\$100	\$100	\$4
School Website Development including eSchool or similar	1,2,3,4,5,6,7	1	\$10,000	\$10,000	\$0	\$0	n/a
Wireless Video Surveillance system 8 camera w/recorder	3,7	1	\$3,500	\$3,500	\$100	\$100	4
TOTAL				\$145,432		\$18,751	
Grand Total				\$164,183			

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NCLB Chart 8, Cost of Items Ineligible for ERate Discount 2015-2016

*

2015-2016 Technology Costs not Eligible for ERate Discount							Replacement
Item+A52	Goal	Number	Price	Total	Installation	Total	Time
2 servers, UPS, Switches, tape backup	1,2,3,4,5,6,7	0	\$5,854	\$0	\$1,000	\$0	4
Fixed PCs Office	1,2,3,4,5,6,7	0	\$546	\$0	\$37	\$0	4
TV and Audio Studio	1,2,3,4,5,6,7	0	\$15,429	\$0	\$1,000	\$0	4
Mobile Device/Tablet or similar	1,2,3,4,5,6,7	182	\$150	\$27,300	\$25	\$4,550	4
Ethernet Drop in every other classroom with wireless	1,2,3,4,5,6,7	6	\$200	\$1,200	\$110	\$660	4
MAPS incl Odyssey, Compass, Training and Tech Spt	3,7	475	\$13.75	\$6,531	\$0	\$0	4
Maint, Troubleshooting, Installation, and Prof Dev	3,7	1	\$13,520	\$13,520	\$0	\$0	n/a
LCD projectors	3,7	6	\$640	\$3,840	\$200	\$1,200	4
Mobile Smartboards or similar	3,7	6	\$1,500	\$9,000	\$200	\$1,200	4
Security Equipment (wands and Walkie Talkies)	3,7	0	\$250	\$0	\$0	\$0	4
Computer Lab including 25 PCs, installation, furniture	3,7	1	\$20,819	\$20,819	\$925	\$925	4
Audio Devices	3,7	6	\$250	\$1,500	\$34	\$204	4
Printer/scanners	3,7	2	\$300	\$600	\$34	\$68	4
Laptops for CAD/CAM (incl S/W), laptop cart and testing	1,3	15	\$360	\$5,400	\$50	\$750	4
School software (Language, and Math)	3,4,7	182	\$96	\$17,472	\$10	\$1,820	n/a
School Property Management Software	3,7	0	\$350	\$0	\$100	\$0	4
School Website Development including eSchool or similar	1,2,3,4,5,6,7	1	\$10,000	\$10,000	\$0	\$0	n/a
Wireless Video Surveillance system 8 camera w/recorder	3,7	0	\$3,500	\$0	\$100	\$0	4
TOTAL				\$117,182		\$ 11,377	
Grand Total				\$128,559			

NCLB Chart 9, Cost of Items Ineligible for ERate Discount 2016-2017

2016-2017 Technology Costs not Eligible for ERate Discount							Replacement
Item	Goal	Number	Price	Total	Installation	Total	Time
2 servers, UPS, Switches, tape backup	1,2,3,4,5,6,7	0	\$5,854	\$0	\$1,000	\$0	4
Fixed PCs Office	1,2,3,4,5,6,7	0	\$546	\$0	\$37	\$0	4
TV and Audio Studio	1,2,3,4,5,6,7	1	\$15,429	\$15,429	\$1,000	\$1,000	4
Mobile Device/Tablet or similar	1,2,3,4,5,6,7	182	\$150	\$27,300	\$25	\$4,550	4
Ethernet Drop in every other classroom with wireless	1,2,3,4,5,6,7	6	\$200	\$1,200	\$110	\$660	4
MAPS incl Odyssey, Compass, Training and Tech Spt	3,7	650	\$13.75	\$8,938	\$0	\$0	4
Maint, Troubleshooting, Installation, and Prof Dev	3,7	1	\$13,520	\$13,520	\$0	\$0	n/a
LCD projectors	3,7	6	\$640	\$3,840	\$200	\$1,200	4
SMART Boards	3,7	6	\$1,500	\$9,000	\$200	\$1,200	4
Security Equipment (wands and Walkie Talkies)	3,7	0	\$250	\$0	\$0	\$0	4
Computer Lab including 25 PCs, installation, furniture	3,7	0	\$20,819	\$0	\$925	\$0	4
Audio Devices	3,7	6	\$250	\$1,500	\$34	\$204	4
Printer/scanners	3,7	2	\$300	\$600	\$34	\$68	4
Laptops for CAD/CAM (incl S/W), laptop cart and testing	1,3	15	\$360	\$5,400	\$50	\$750	4
School software (Language, and Math)	3,4,7	182	\$96	\$17,472	\$10	\$1,820	n/a
School Property Management Software	3,7	0	\$350	\$0	\$100	\$0	4
School Website Development including eSchool or similar	1,2,3,4,5,6,7	1	\$10,000	\$10,000	\$0	\$0	n/a
Wireless Video Surveillance system 8 camera w/recorder	3,7	0	\$3,500	\$0	\$100	\$0	4
TOTAL				\$114,199		\$11,452	
Grand Total				\$125,651			

6. A description of how the applicant will coordinate activities, carried out with funds provided under this subpart with technology-related activities, carried out with funds available from other federal, state, and local sources.

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All state, federal and local sources of funding are used in the overall program of the school. For example, MAPS online assessment involves teacher in-service, student use on the tablet and laptop, differentiated instruction based on results, and leads to report cards which are computer generated. In order to carry out all activities, the Delaware Design-Lab High School has established a contract with Innovative Schools, who will provide maintenance, professional development, troubleshooting, and installation. Innovative Schools will coordinate with the in-school Technology Coordinator on all aspects of executing the Technology Plan.

7. A description of how the applicant will integrate technology (including software and other electronically delivered learning materials) into curricula and instruction, and a timeline for such integration.

Our integration timeline is immediate. The Spanish teacher will incorporate Spanish sites for usage, the AverKey, and Health instruction via the tablet. Over the next three years software related to existing curriculums will be integrate into all classroom to enhance instruction. Every student will have a tablet immediately available and will be used to learn internet search capabilities and use language software to improve performance. LCD Projectors and Smart Boards will be used to deliver presentations, instruction and video, with the Smart Boards enabling repetition that is so important for high school students. Mobile computing in support of school and field work will immediately enhance fieldwork by being connected to the web, providing instant information on observations. The mobile device will also record findings, sketches and drawings, and save them for future use, so no hard earned knowledge is lost.

In addition, the school website, which will begin in 2014, will increase communication between school and families, and school and the community, by giving a means for parents to quickly look up homework assignments, review student schedules, and calendar school events. The larger community will also be able to look at school events, job postings, and milestones as include on the school website.

8. A description of how the applicant will encourage the development and utilization of innovative strategies for the delivery of specialized or rigorous academic courses and curricula through the use of technology, including distance learning technologies, particularly for those areas that would not otherwise have access to such courses and curricula due to geographical isolation or insufficient resources.

The Delaware Design-Lab High School will encourage, per the plan shown above, innovations in using mobile technology through tablets or similar devices, during school and fieldwork to link to the internet for more information on observations, and to record findings and sketches so the teachable moment is not lost. An added benefit is the location of students will be known through the use of GPS on the tablet o similar device.

Distance learning is not applicable. Delaware Design-Lab High school is a local community based school serving 9th through 12th grade disadvantaged children, so specialized rigorous courses or distance learning does not apply.

TECHNOLOGY PLAN

9. A description of how the applicant will ensure the effective use of technology to promote parental involvement and increase communication with parents, including a description of how parents will be informed of the technology being applied in their child's education so that the parents are able to reinforce at home the instruction their child receives at school.

The Delaware Design-Lab High School will plot the progress of MAP Assessment to check for achievement and to use as a factor teachers employment on the success of the students. We evaluate using the MAP, parent, staff and student questionnaires. Parent meetings are held in order to discuss effectiveness of all programs. Through the use of newsletters, school web site and open house activities, parents will be kept abreast of technologies used at the school. The Delaware Design-Lab High School Technology Coordinator will get input from Parents in order to get input from everyone who has a stake in the school. In addition, the school website, which will begin in 2014, will increase communication between school and families, and school and the community, by giving a means for parents to quickly look up student grades, help with homework, review student schedules, and calendar school events. The larger community will also be able to look at school events, job postings, and milestones as include on the school website.

10. A description of how programs will be developed, where applicable, in collaboration with adult literacy service providers, to maximize the use of technology.

The Delaware Design-Lab High school is currently researching Adult Literacy Programs to implement within the next three years.

11. A description of the process and accountability measures that the applicant will use to evaluate the extent to which activities funded are effective in integrating technology into curricula and instruction, increasing the ability of teachers to teach, and enabling students to meet challenging State academic content and student academic achievement standards.

As mentioned in Goals section, the IT system must support the school goals. The IT Coordinator will decide, in concert with all stakeholders to include staff, teachers, and parents, on specific ways to measure progress towards these goals and will evaluate the system based on the progress noted and adjust IT strategy accordingly. This measurement of progress will provide the process and accountability measures that Delaware Design-Lab High School will use to evaluate how effective we were in integrating technology into curricula and instruction, increasing the ability of teachers to teach, and enabling students to meet achievement standards. Specific measurements could include:

Goal 1: Have 100% of staff and students complete a technology assessment, and see an increase in skills attainment over time.

- *Each 9th grade student will be able to prepare and present a research paper using Microsoft Office 365, internet research, and a smartboard.*
- *Each student will demonstrate the ability to use a search engine to research homework assignments.*

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- *Each student will demonstrate proficiency in using the Delaware Design-Lab High School website to obtain homework assignments.*
- *Biannual technology surveys will be completed by staff, students and parents and will allow school leadership to assess effectiveness of current practices and plan future programs.*
- *Records will be kept of staff members who have received training in a specific skill area. Each year's needs assessments results should show a decrease in the number of returning staff members needing basic professional development.*
- *Student progress will be monitored through research assignments, keyboarding assignments and printed reports from the Independent Learning System, and also from the MAPS Online Assessment.*

- **Goal 2: Have 100% participation in keeping all student demographic and performance data up to date in eSchool or similar software.** *Assess school progress towards achieving 100% eSchool use at the end of each semester against the 100% goal and advise teachers as appropriate.*
- *School administrators will monitor the submission of electronic lesson plans, daily attendance count and electronic grade book maintenance for use of the appropriate skills.*
- *Assess school progress towards achieving 100% eSchool use at the end of each semester against the 100% goal and advise teachers as appropriate.*

- **Goal 3: Purchase and track, from installation to obsolescence, mobile and classroom information technology to support the DBLx© concept**
- *Assess school progress towards achieving equipment purchase and installation at the end of the school year against the purchase plan described above.*
- *A 100% audit of equipment at the end of the year and assess against current records and adjust accordingly.*

- **Goal 4: Offer access to Spanish software and instruction as part of the Parent Literacy Program.**
- *Biannually survey parents via the school website and via mailings as to use of the software.*

Include in survey if study of Spanish language provides an activity parents or guardians and students can share, encourage literacy, and if it enable a sense of school culture and loyalty as measured by volunteerism and parent/guardian attendance at school functions.

Goal 5: Have 100% of classroom teachers use the MAP assessment data to identify students' weak and strong areas.

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- *Assess school progress towards achieving 100% MAPs use at the end of each semester against the 100% goal and advise teachers as appropriate.*

Goal 6: *Based on the MAP assessment done in Goal 5, save and enhance the performance of at-risk students, disabled students, and English language learner students by providing differentiated instruction delivered via technology.*

- *Once students have taken the MAP assessment, their results can be imported to the Odyssey management system, which automatically creates a standards-aligned learning path for each student, consisting of activities that address the concepts they need to work on the most.*

Goal 7 – Have 100% of the staff capable of utilizing information technology to manage and enhance the Design-Lab High School experience.

- *Delaware Design-Lab High School Administrators will achieve 100% attendance at biannual technology workshops to aid in decision making and purchasing of new software and equipment.*
- *Teachers will achieve 100% attendance at pre-service training and practice time for PowerPoint and Electronic Lesson Plans.*
- *Teachers will achieve 100% proficiency in PowerPoint and electronic lesson plans. If a teacher is unable to complete the portion in the timeframe, their curriculum coordinator will meet individually with them to discuss any possible problems and provide one-on-one training.*

12. A description of the supporting resources (such as services, software, other electronically delivered *learning materials, and print resources) that will be acquired to ensure successful and effective uses of technology.

The supporting resources in which the Delaware Design-Lab High School uses are eSchool, MAP, and our website. Also, Innovative Schools will provide, under contract, supporting Information Technology and Consulting Services to support maintenance, troubleshooting, installation, and professional development. Innovative Schools will provide installation of updated server software, if needed, and information technology equipment. Microsoft Office 365 will be used as the standard school software. Innovative Schools or another contractor will publish the school website, which will begin in 2014, which will increase communication between school and families, and school and the community, by giving a means for parents to quickly look up homework, review student schedules, and calendar school events. The larger community will also be able to look at school events, job postings, and milestones as include on the school website.

TECHNOLOGY PLAN

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Fundraising Plan

**Delaware Design-Lab High School
Fundraising Plan
Years 0 & 1**

Overview

While it is anticipated that state and local funds will be adequate to maintain financial solvency, the Board of Directors intends to aggressively implement a fundraising plan to supplement available resources for school operations. Further, establishing a culture of giving through fundraising will serve the strategic purpose of creating a shared sense of commitment and engagement by members of the Board, school, and community at large.

Fundraising will begin following the State's approval of the school's charter application and will be managed by a Fundraising Committee, appointed by the newly formed Governing Board, in partnership with the school leader.

In order to encourage charitable giving, in Year 0, the school intends to file for 501(c)3 tax exempt status with the Internal Revenue Service.

The following materials will be developed and printed in Year 0 to support fundraising, and other promotional and outreach activities as needed.

1. Mission Statement
2. Vision Statement
3. Values
4. Goals and Objectives
5. Program description(s)
6. Community Outreach
7. Facilities description
8. Stories/statistics of impact
9. Description of governance
10. Key staff lists & bios
11. Financial information (budgets, graphs, pie charts, narratives)
12. School history/context for founding

Fundraising Goals

Need	Year 0	Year 1
Capital/School Building	\$100,000	\$390,000
Technology	\$75,000	\$150,000
Unrestricted infrastructure support	\$28,500	\$39,725
Special Programs	\$0	\$10,000
TOTAL	\$203,500	\$589,725

Contributed Income: Sources

Fundraising Plan

	Year 0	Year 1
Individual Gifts		
• Major Gifts	\$100,000	\$270,000
• Board of Directors	\$2,500	\$5,100
• Annual Gifts	\$1,000	\$2,125
Foundations/Grants	\$100,000	\$310,000
Special Events	\$0	\$2,500
TOTAL Contributed Income	\$203,500	\$589,725

Contributed Income: Individual Gifts

Major Gifts

The Board of Directors and senior school leaders will approach and solicit major gift prospects starting in Year 0. Through contacts already made in the community, it is anticipated that one major gift of \$100,000 can be secured in Year 0. The newly formed Fundraising Committee will be responsible for developing a prospect pool and solicitation strategies for individual prospects. Cultivation for prospects rated above \$5,000 will be done in person and/or via telephone. Mail solicitation will be reserved for smaller gifts up to \$1,000 (a minimal cost for printing and postage).

Projected Major Gift Table Year 0 & 1			
Gift Level	# of Gifts	# of Prospects	Amount
\$100,000	1	5	\$100,000
\$50,000	2	10	\$100,000
\$25,000	3	15	\$75,000
\$10,000	4	20	\$40,000
\$5,000	7	35	\$35,000
\$1,000	10	50	\$10,000
\$500	20	100	\$10,000
Total	47	235	\$370,000

Board of Director Giving

To establish a culture of giving, and as demonstration of commitment, the Board of Directors will be asked to make personal contributions on an annual basis. Board Member solicitations will be made by the Board Chair, who will craft a solicitation letter and be responsible for appropriate individual follow-up. The goal is to achieve 100% participation, including from the parent and teacher board members who will be appointed in Year 1. The parent and teach appointments will

Fundraising Plan

be asked to give at a level that is meaningful to them and it is anticipated these gifts will be not more than \$50 each.

Projected Board of Director Giving		
Year 0: 5 Board Members		
Gift Level	# of Gifts	Amount
\$500	5	\$2,500
Year 1: 10 Board Members (including one parent and one teacher)		
Gift Level	# of Gifts	Amount
\$1,000	2	\$2,000
\$500	6	\$3,000
\$50	2	\$100
Total		\$5,100

Annual Gifts

The Fundraising Committee will be responsible for developing an annual giving prospect pool and crafting a solicitation letter. The goal is to send solicitation letters to at least 50 individuals in Year 0. The Fundraising Committee, in collaboration with the school leader, will also be responsible for stewardship of Year 0 donors so that they will become recurring donors. In Year 1, the goal is to retain the majority of Year 0 donors, in addition to continuously growing the prospect pool.

Projected Annual Gifts			
Year 0			
Gift Level	# of Gifts	# of Prospects	Amount
\$50	10	20	\$500
\$25	20	30	\$500
Total	30	50	\$1,000
Year 1			
Gift Level	# of Gifts	# of Prospects	Amount
\$75	10	20	\$750
\$50	15	25	\$750
\$25	25	35	\$625
Total	50	80	\$2,125

Contributed Income: Foundations/Grants

The Board of Directors and school leader will build relationships with key regional foundation representatives in anticipation of submitting formal proposals for funding. Year 0 will be dedicated mostly to establishing networks and building relationships, so that: the school's

Fundraising Plan

regional presence will be established; foundation interests and giving inclinations will be gauged; and more accurate fundraising targets will be established. At this time, potential regional funders have been identified as follows:

Foundation/Grant Prospects		
	Year 0	Year 1
Longwood Foundation	\$100,000	\$100,000
Crystal Trust	\$0	\$75,000
The Chichester DuPont Foundation	\$0	\$50,000
Welfare Foundation, Inc.	\$0	\$50,000
Marmot Foundation	\$0	\$25,000
Citizens Bank Foundation	\$0	\$10,000
Total	\$100,000	\$310,000

Contributed Income: Special Events

The Board of Directors intends to hold a major launch event in Year 1, leveraging members' personal and profession contacts and the school's community relationships built over the initial founding months. A Special Event Committee will be formed to plan and execute the event. Direct solicitations at the \$250 level will be made to select attendees in support of the school's launch. Moving forward, the Board of Directors will consider holding a similar fundraising event on a yearly basis.

In order to include parents in fundraising and give them the opportunity to demonstrate their support, a school bake sale will be planned in Year 1, under the direction of the school leader.

Year 1 Launch Event			
# of Attendees	Gift Level	# of Gifts	Amount
100	\$250	8	\$2,000
Year 1 Bake Sale			
			Amount
			\$500
Total			\$2,500

Appendix G

FUNDRAISING CALENDAR Years 0 & 1

[illegible]

**Delaware Design-Lab High School
BUDGET**

Appendix G

Fundraising Plan

	Year 0													Year 1												
	M a y	J u n e	J u l y	A u g u s t	S e p t	O c t	N o v	D e c	J a n	F e b	M a r c h	A p r i l	M a y	J u n e	J u l y	A u g u s t	S e p t	O c t	N o v	D e c	J a n	F e b	M a r c h	A p r i l	M a y	J u n e
Board members & school leader contact & visit regional foundations					X	X	X	X	X	X	X	X	X	X							X	X	X			
Narrow down potential funders													X	X	X	X										
Submit proposals *Longwood Foundation											* X						X	X	X				X	X	X	
Year 1 Launch Event																										
Form Special Event Committee															X											
Develop invitation list & segment for direct solicitations																X	X	X								
Hold event																		X								
Bake Sale																										
Form Parent Planning Committee																			X							
Hold Bake Sale																					X					



SCHEDULE A
To
Master Subscription Agreement or User Agreement

12/27/2012

Delaware Design-Lab High School
Attn: Cristina Alvarez
818 N. Market St.
Suite 2R
Wilmington, DE 19801

Term **7/1/2013 – 6/30/2014**

Product Name	Quantity	Price	Total Price
Web Based MAP Assessments - Full Year Subscription	300	\$12.50	\$3,750.00
Web-Based MAP for Science Assessments - Full Year Subscription	150	\$2.50	\$375.00
On-Line Admin Workshop	1	\$1,500.00	\$1,500.00
		Grand Total	\$5,625.00

The fees above are based on Subscriber's estimated number of students listed in Quantity and cover the period of time noted in the Term.

The terms and conditions governing the products and services subscribed are set forth in your Master Subscription or User Agreement. Until the parties execute an agreement, the terms identified here are valid for 90 days from the date above.

Please scan and email your purchase order (and all applicable Master Subscription/User Agreements) to Business.Operations@nwea.org.

For more information, please contact Jim Tilghman at 260-432-3963.

*Employer ID#: 93-0686108.